October 5, 2020

Dear San Diego Unified Board of Directors,

This letter is to certify the submission of City Heights Prep Charter School Charter petition renewal dated October 6, 2020.

Please feel free to reach me at (619) 795-3137 or evargas@cityheightprep.org with any questions.

Sincerely,

[Signature]

Dr. Elias Vargas
School Director
A PETITION FOR CHARTER RENEWAL

For the Renewal Term: JULY 1, 2021 – JUNE 30, 2025

- Original Petition Granted February 1, 2011
- Material Revisions Approved December 6, 2011
- Extension of term to June 30, 2016 Approved December 3, 2013
- Renewal to June 30, 2021 Approved December 1, 2015

PRESENTED TO
The Board of Trustees
SAN DIEGO UNIFIED SCHOOL DISTRICT
October 6, 2020
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AFFIRMATIONS AND DECLARATION

As the School Director and authorized lead petitioner, I, Dr. Elias Vargas, hereby certify that the information submitted in this application for a renewal of the charter for the California public charter school, named City Heights Preparatory Charter School (“City Heights Prep” or the “Charter School”), located within the boundaries of the San Diego Unified School District (“SDUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this application for renewal 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 renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

- The Charter School declares that it shall be deemed the exclusive public-school employer of the employees of City Heights Prep for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents or legal guardians within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref.
Education Code Section 47605(e)(2)(A)-(C)

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Sections 47612.5(a)(1)(A)-(D), except when otherwise required by law.
• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a report card or transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

• The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and, make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

• The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]

• The Charter School shall comply with any jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Students Succeeds Act (“ESSA”).

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall comply with the Political Reform Act

• The Charter School shall comply with Government Code Section 1090, et. seq., as set forth in Education Code Section 47604.1
• The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Dr. Elias Vargas

Date October 5, 2020
INTRODUCTION

City Heights Prep seeks to renew its charter with the San Diego Unified School District as a 6-12 grade charter school. Since opening its doors under the authorization of San Diego Unified School District, City Heights Prep has offered a unique small-school educational opportunity to students in the East City Heights neighborhood of San Diego. The school offers a variety of personalized services to its students through a curriculum that is focused on rigor and relevance with an emphasis on relationship, all within a framework of high academic standards.

As a voluntary public educational choice for parents, City Heights Prep continues to:

- Provide a college-preparatory education through core instruction that is literacy-rich, technology-infused, and geared towards the needs of socio-economically disadvantaged students who are primarily English learners
- Deliver a rigorous standards-based academic curriculum to all its students combined with an innovative enrichment program designed to promote holistic well-being for our students
- Be open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements and honoring the uniqueness of each individual
- Provide ongoing and robust distance-learning opportunities to increase access, learning, and college/career readiness.
- Emphasize constantly reevaluated parent engagement and involvement via several avenues of communication such as letters home, surveys, online platforms such as ParentSquare, and family meetings
- Introduce every student to AVID (Advancement Via Individual Determination), robustly educating students in core values of the program including WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)
- Continuously offer and expand upon AP and Honors classes for students of all grade levels as well as customized testing preparation courses (e.g. SAT)
- Offer daily encouraged tutoring and after school opportunities for academic and extracurricular growth
- Actively seek to reflect the diversity of our neighborhood in order to build a strong, inclusive community and prepare all students for lives in a multicultural society
- Offer a small, safe, and supportive school environment
- Be committed to maintaining high expectations for academic, social and personal performance
- Offer 1:1 technology

In accordance with the Charter Schools Act of 1992, as amended (the “Charter Schools Act”), City Heights Prep respectfully submits this renewal petition to the District Board and looks forward to continuing our partnership in the coming years.
INTENT OF THE CHARTER SCHOOLS ACT

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

- Improve pupil learning;
- Increase learning opportunities for all pupils, including personalized learning experiences for pupils who are identified as academically low and high achieving;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite;
- Provide parents and pupils with expanded choice in the types of educational opportunities that are available within the public system;
- Hold the schools established under the Act accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

As detailed in this renewal charter petition, City Heights Prep will continue to make important contributions to the legislative goals outlined above. By granting this charter renewal, the District will help fulfill the intent of the Charter Schools Act while providing the students with an additional quality public school educational option.

CHARTER SCHOOL POLICY AND OPERATIONS SUPPORT

City Heights Prep will benefit from the continued leadership provided by the District Board and Superintendent, and statewide organizations representing charter schools including the California Charter Schools Association (“CCSA”), of which City Heights Prep is a member,¹ and from support provided by its qualified administrative and support staff.

The City Heights Prep Board of Directors, administrative and faculty team, combined with the aforementioned professional groups and mentors, has the skills and expertise in education, management and finance needed for the continued growth and operation of City Heights Prep.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2(a)

Pursuant to Assembly Bill 1505 (2019) and the amendments made to Education Code Section 47607, including the creation of Education Code Section 47607.2, at the time of charter renewal, a chartering authority must consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

¹Please see CCSA letter in support of the renewal of the City Heights Prep Charter in Appendix A.
In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

According to the California Department of Education (CDE), City Heights Prep fits into the “low performing” tier based on Dashboard data indicating that City Heights Prep’s performance indicators are the same or lower than the statewide average and, for a majority of the subgroups performing below the state average, City Heights Prep has a performance level lower than the state average. Therefore, in order to be eligible for charter renewal, City Heights Prep must present additional evidence supporting approval as follows:

**Evidence Supporting Charter Renewal**

For a charter school determined to be in the “low performing” tier, Education Code Section 47607.2(a)(3) provides that “[t]he chartering authority shall consider the following factors, and may renew a charter . . . only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. [or]

(ii) Strong postsecondary outcomes as defined by college enrollment, persistence, and completion rates equal to similar peers.

Additionally, Education Code Section 47607.2(a(3)(C) provides that “[c]lauses (i) and (ii) of subparagraph (B) [above] shall be demonstrated by verified data[.]” To that end, “verified data” is defined by Education Code Section 47602.2(c)(1) as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.”

**Renewal Requirement #1: Meaningful Steps to Address Low Performance**

In response to the 2017-18 and 2018-19 performance indicators, City Heights Prep has taken the following meaningful steps to address the underlying causes of the school’s low performance. These steps are further described in the Board-approved Corrective Action Plan, included as Appendix C.

The Corrective Action Plan template included the full contribution of all staff members, students, community members, and the board committee. The Corrective Action Plan was approved prior to the board approval on September 25, 2020.

**Requirement #2: Measurable Increases in Academic Achievement**

Significantly, and due in part to the meaningful steps that City Heights Prep has undertaken to address prior low performance, the Charter School has demonstrated measurable
increases in academic achievement, as defined by at least one year’s progress for each year in school, as follows:

City Heights Prep CAASPP Results:

<table>
<thead>
<tr>
<th>School Year</th>
<th>ELA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>14.29%</td>
<td>10.87%</td>
</tr>
<tr>
<td>2017-18</td>
<td>23.76%</td>
<td>11.88%</td>
</tr>
<tr>
<td>2018-19</td>
<td>36.47%</td>
<td>18.82%</td>
</tr>
</tbody>
</table>

City Heights Prep NWEA Measures of Academic Progress (MAP) Results:

Based on 2018 -19 MAP data, City Heights Prep students evidenced amazing academic growth across the curriculum.

- For Math, students in grades 6th-12th experienced a growth of 1.3 grade levels and when specifically looking at City Heights Prep’s high school, students in grades 9th-12th experienced a growth of 1.9 grade levels.

- For Reading, students in grades 6th-12th experienced a growth of 1.0 grade levels and when specifically looking at City Heights Prep’s high school, students in grades 9th-12th experienced a growth of 1.7 grade levels.

- For Science, students in grades 6th-12th experienced a growth of 1.5 grade levels and when specifically looking City Heights Prep’s high school, students in grades 9th-12th experienced a growth of 1.6 grade levels.

- For English Language Arts, students in grades 6th-12th experienced a growth of 1.1 grade levels and when specifically looking City Heights Prep’s high school, students in grades 9th-12th experienced a growth of 1.5 grade levels.

- For grades 9th-12th, we started the year with 37% of students at or above grade level and we ended with 54%.

Additionally, for each of 2016-17 and 2018-19, City Heights Prep had at least one grade level of growth each year, illustrated as follows:
Average Level Growth for Middle School and High School 2016-17

Spring 2016 to Spring 2017 Average Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>6th-8th</th>
<th>9th-10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>ELA</td>
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</tbody>
</table>

Average Level Growth for Middle School and High School 2018-19

Spring 2018 to Spring 2019 Average Growth

<table>
<thead>
<tr>
<th>Subject</th>
<th>6th-8th</th>
<th>9th-12th</th>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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<tr>
<td>ELA</td>
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</tbody>
</table>
As demonstrated above, City Heights Prep’s verified CAASPP and NWEA MAP data provides clear and convincing evidence that City Heights Prep has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.2

On this finding, together with the description of the meaningful steps that City Heights Prep has already undertaken to address prior low performance and submission of the City Heights Prep Board-approved plan to take additional meaningful steps to ensure continued growth, City Heights Prep has clearly demonstrated that it satisfies renewal criteria under Education Code Section 47607.2(a) and should be granted a renewal term of two (2) years.

MARKERS OF SCHOOL PERFORMANCE

The school presents the following as evidence that City Heights Prep provides a unique educational opportunity for our community as intended by the Charter Schools Act.

City Heights Prep is vital to the community it serves in several ways. Many families are not only looking for a smaller school outside of the public school system, but for a school that incorporates an intentional relationship with its students families, with its neighborhood, and strives to become better at every turn. City Heights Prep’s constant communication with parents and students through engagement methods that work for its families set it apart.

City Heights Prep is an immediately apparent superior option through its focus on college preparation, innovative content, focus on a strong academic and socioemotional base. It is important that City Heights Prep remain open simply for the opportunities that it provides its students; from college field trips across the state to one-on-one FAFSA, college admissions, and SAT prep, to in-depth dedication and training to the socioemotional health of its students through restorative justice practices schoolwide. Outings like Legoland, art museums, and the zoo are just a few examples of field trips that most students would never be able to afford, while faculty and staff ensure that each field trip engages the academic and facilitates learning. City Heights Prep also maintains a strong partnership with San Diego City College and provides course enrichment for high schoolers.

City Heights Prep’s size enables close relationships between families and students and staff and faculty. Many families repeatedly emphasize how much they both love and appreciate the staff and student interactions and the positive behavior and attitudes they reinforce. Parents, too, comment on the interaction they feel is so participatory, as they participate in direct decision-making for the school itself in an atmosphere that is not simply academic, but familial. Feedback and participatory research play a foundational role in school functioning, as City Heights Prep consistently and regularly seeks suggestions from families and students. Further, City Heights Prep is a safe space for students. Not only does it maintain the highest levels of cleanliness and safety, it is a committed drug and violence-free environment, enforced with an excellent camera, fencing, and security system.

2 Please see the discussion and data presented in Element 3, Testing Data, for an in-depth analysis of City Heights Prep’s performance data and achievement results.
City Heights Prep is necessary to the community especially for those families and students who thrive in a smaller school setting and the personal attention and safety that provides, coupled with an excellent educational program. The schools mission is to provide an excellent neighborhood-based and college-preparatory education for middle and high school students in City Heights. It is also the vision of City Heights Prep to see its graduates succeed in the college, university or other post-secondary education of their choice; prepared to become community leaders who work for positive change in City Heights and beyond.

The focus of the City Heights Prep educational program is rigor and relevance, with an emphasis on relationship. This focus on relationship is at the core of all we do. A cornerstone of the City Heights Prep educational program is an emphasis on building a strong learning community for all stakeholders. City Heights Prep is made up of a growing community of individuals who are committed to our mission and vision of providing an excellent neighborhood-based and college-preparatory education for middle and high school students in City Heights, supplemented by our facility, staff, retention, and community.

THE SCHOOL FACILITY

The most significant change that City Heights Prep has experienced over the past season is the acquisition and transition to a designated secure, refurbished, specifically upgraded schoolsite from a shared site with a church and preschool late in the 2019 year. The search for a permanent facility took precedence in City Heights Prep's 2019-2020 agenda. City Heights Prep required its very own facility, a place for the students and staff to call home. Most classrooms at the original location were partially divided by a drywall installment. This made for a very small classroom and limited teachers' ability to create a floor plan conducive to collaborative work. The travel of sound caused another obstacle.

Without a full partition, classes were able to hear everything occurring in the classrooms next door. This emphasized the stress of keeping a quiet classroom environment to respect our classroom neighbors which again inhibited a collaborative environment. Classes held in the portables worked with marginally more space, but often experienced WiFi issues. The office space was held in a single portable which tended to be overwhelmed with our students and visiting parents. The school office served as the Director's office, Assistant Director's office, School Counselor’s Office, Business Services, office staff workspaces, reception, and a place for teachers to store their lunches. The addition of space provided by City Heights Prep’s recent move is a seminal stepping stone in creating an optimal learning environment for our students and staff.

City Heights Prep has officially moved sites over the winter break, having been approved by the District. Months of diligent labor and work by all the staff, and especially the School Director and Assistant Director, has enabled this highly advantageous site move. The new location is only 0.8 miles away, amply close enough to continue to serve our current student population.
This new location offers bigger classrooms, a quad area, multiple offices, an official teacher’s lounge, secured video entry, a fenced-in campus, a designated parking lot, a career center, space for a computer lab, and outdoor space. The school is located next door to Colina Park, offering students an ample amount of outdoor space for physical education. Lastly, the new location is equipped with new furniture and updated technology. Needless to say, the students and families are excited about the great opportunities that will come with City Heights Prep’s new campus.

Two additionally exciting features of the new site are the fully operational Art room and Science lab. The Art room and Science Labs will provide students with the opportunity to engage in a hands-on collaborative learning environment. The Art room will have plenty of space for students to create works of art. Students will also have the opportunity to use provided outdoor classroom space as an additional area for creative work. The new areas for art production will also open up opportunities to work with new mediums. In the Art room, two iMac computers complete with Adobe Suite will be available for students to use for graphic and 2D design. The Art classroom comes outfitted with new collaboratively designed tables, student chairs, sinks, art supply storage, and counter spaces which are necessary for a productive Art room.

As mentioned above, an exciting feature of the new location is a dedicated STEM Lab. This room will be outfitted with Next Generation Science Standards (NGSS) aligned science materials including lab tables, a microscope station, and safety features such as an eye washing station. This lab will also be the common storage area for all of our Lab Aid curriculum kits. Science teachers can reserve the STEM lab for laboratory activities such as dissections, chemistry experiments, and other laboratory activities. Since more than 20% of our A-G aligned science courses consist of labs, this will give us space and equipment to prepare students for college level science work.

With the new location change, City Heights Prep has had the opportunity to set up a library space in one of the spare classrooms. This addition to our campus has been very helpful for students. Staff spent time during the winter break to set up, organize and catalog the books that were previously on bookshelves in each of the classrooms so that they would all be available and accessible from one location. Staff have been working on getting over 1,000 book titles catalogued into Booksourse so that students know what books are available to read and the checkout system is easy to manage. Teachers signed up their reading classes to take a library tour where the students learned how to look for books by the author’s last name, how to check books out and return them to the appropriate bin located in the front of the library. Students participated in a library scavenger hunt where they matched book titles with authors and looked for them on their respective shelves. Many students came in looking for specific books, others came in asking for books that fit into a genre they were interested in. We created a book wish list for students who can’t find specific books they are looking for. The library is set up with tables to encourage students to work on class and homework, as well as bean bags and a small couch to foster a relaxed ambiance for free reading. There is a staff member in the library whenever students need to access it, so they always have someone who can answer any questions they might have. Teachers and staff have heard nothing but positive feedback from students on the addition of the library space thus far.
THE STAFF

Teacher retention was 100% between the 2018-2019 and 2019-20 school years. The staff also grew and three new positions were created and filled. For the 2019-20 school year, City Heights Prep staff totaled 19, employing full-time and part-time teachers’ aides, a full-time student counselor, social media strategist, and specialized content area teachers.

CHP has also transitioned leadership to a new director who brings over 18 years of experience, including a doctorate focused on closing achievement and opportunity gaps. Prior to coming to City Heights Prep, Dr. Elias Vargas designed, created, and led two different magnet schools that focused on STEAM education, one at the middle school level, and the other at the high school level, which ultimately became an International Baccalaureate World School. His leadership since 2018 has already foundationally adjusted the school’s mindset and trajectory for the positive, enabling greater growth, success, and teamwork.

The focus of the entire staff is on working as a team to support student growth. The entire staff—not just the teaching staff—participates in regular and ongoing professional development that is highly responsive to student needs. In order to better support students, an array of schoolwide practices that promote stability and ensure individual attention are in place at City Heights Prep.

- Daily common planning time is built into the school schedule for all instructional staff, allowing teams to meet and plan across content areas as well as across grade levels to ensure a continuum of learning.

- The staff meets twice per month to discuss data and participate in ongoing professional development that is data driven. Each year, the staff works together for one to two weeks prior to the opening of school. During this time, schoolwide protocols are learned/reviewed, and the annual learning emphasis is introduced. In addition, staff meets for fifteen partial-instructional days throughout the year to further explore important learning topics.

- The recent implementation of AVID has also created a scaffolding for both community and professional development. It provides opportunities for both staff and students and greatly aids in the intentional channeling of applicable skills and practices.

- Each year, a schoolwide emphasis for professional development is chosen and the staff participates in schoolwide learning. The emphasis for 2020-2021 is dedicated to AVID implementation, restorative circle development, and project-based learning.
In addition to director/expert-led professional development, staff members are encouraged to build agency through the use of Lesson Study (a model where teachers videotape and present their own classroom instruction to their peers and seek feedback on specific areas they desire to see growth), and by providing teachers opportunities to participate in workshops and observations at other schools which they in turn share with their peers. Professional growth opportunities have also been expanded upon and encouraged for all teachers and staff.

The special education staff meets regularly with all teachers, individually and in groups, to conference on student learning needs and facilitate strong student support in an inclusive special education environment.

### STUDENT RETENTION

At City Heights Prep, we work hard to support our students academically through a variety of means. First and foremost, this support is provided through our teachers, who are resourceful in their implementation of relevant and engaging classwork. In addition, we offer a tutoring program after school so that each student has access to extra help when needed. If a student is in need of academic guidance, our teachers are always available, as is our on-site counselor.

Our dedication to our students’ academic support can be seen in the growth of our rate of promotion. We believe this growth is, in part, due to our new AVID program, which was implemented schoolwide this year. It has encouraged our students to seek a higher education, to be motivated to attend a university, to have better organizational skills, and to have a better overall understanding that they can succeed in life. Most of our students dream of attending a university, and in many instances, they will be the first ones in their families to graduate from college.

Furthermore, we believe the positive direction we see our student retention moving in could also be attributed to the fact that less families are moving out of the state and country, and we now offer various elective and AP/Honors courses. For example, this year we offered AP Psychology, AP Art, Drama, Middle School Art, High School Art, Geometry, and Project Lead the Way. As mentioned in our past charter renewal, some of our former 8th graders would mention they were curious about “experiencing a comprehensive high school” and made decisions to “try it out.” We took that into account, and made an effort to enhance our electives and after-school clubs accordingly, ensuring our students have access to a wide range of opportunities that will both grow them, and target their interests and passions.

This has become especially vital as City Heights Prep faced the temporary closure imposed country-wide during COVID-19. By supporting students and families in this new environment, we
have focused intentionally on retention. Students and families were both given access to all materials they needed to maintain learning (wifi, computers, school materials), but were also contacted and updated regularly on students work, progress, meals availability and further academic and socioemotional support. For parents who choose to do so, distance learning remains an option in the future. City Heights Prep continues to listen, process feedback, and implement the needs of families and students to provide a good learning space and increase retention in unprecedented times.

2019-2019 Student Retention

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<tbody>
<tr>
<td>New Students</td>
<td>28</td>
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<tr>
<td>Beginning Enrollment</td>
<td>116</td>
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<tr>
<td>Losses</td>
<td>-21</td>
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<tr>
<td>Exit State</td>
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<tr>
<td>Expulsion</td>
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<tr>
<td>Transfer-Out</td>
<td>45</td>
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<tr>
<td>Total Enrollment</td>
<td>119</td>
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2018-2019 Student Enrollment by Grade Level

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<thead>
<tr>
<th>Grade</th>
<th>Number of students</th>
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<td>6th</td>
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2019-2020 Student Retention
2019-2020 Student Enrollment by Grade Level

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<tr>
<th>Grade</th>
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Student retention was 66.27% in 2017-18, 31.93% in 2018-19, and 75% in 2019-20. Low student retention in the year 2018-19 was due to many students and families frequently moving cities. Families who first arrive to America coming to San Diego, may leave the area due to the high cost of living or lack of employment opportunities.

BUILDING COMMUNITY

For 2019-20, 43% of City Heights Prep enrolled students hail from conflict-ridden areas throughout the world. 34% of all students have been in the U.S. for less than 3 years. Many have never received schooling prior to arriving in the U.S. in fifth or sixth grade, or have received inconsistent education while living in overcrowded refugee camps. Some of the languages spoken by these students include:
City Heights Prep often attracts newly arrived refugee students who are often categorized as English Learner students. At City Heights Prep, we seek to provide an excellent education in a safe and nurturing community where all students—regardless of circumstance—can thrive. Doing so is a community-wide effort. In order to support our students holistically, the following practices have become a part of the City Heights Prep culture:

- All students have access to full-time counselor on staff. Staff is available every day before and after school to offer additional help to students or a quiet place to do school work.

- A robust program of free after school clubs are available. Provides enrichment activities such as art, basketball, book club, dance, drama, fitness, music, soccer, student government, and more.

- All students have access to a Reading Intervention class that assists students in achieving reading, writing, and comprehension goals.

- The school counselor reviews all student transcripts/grades each semester to track credits and A-G completion status.

- All students have access to school counselor for social emotional counseling in one to one or group counseling setting.

- School wide lessons on restorative justice and community building activities in AVID

- College/Career exploration on online platform NextTier to discover college and career options.

- 11/12th grade college field trip offered to all students to explore various UC/CSU schools across the state.
• Free financial aid/scholarship/FAFSA assistance.

• School wide career day, resume building, and interview preparations.

• On-site SAT test preparation, as well as PSAT for all 9/10th grade students.

• Four-year college diploma and state diploma/certificate of completion options for students with disabilities and refugee/immigrant students.

As the attached Letters of Support will attest (See Appendix A), City Heights is making a positive impact in our community, is a desirable educational option for a growing number of families and is recognized as a positive force in the neighborhood of East City Heights.

At City Heights Prep, we celebrate the increase in academic achievement seen across all groups of students served, and having met the criteria for charter renewal, we look forward to building on—and surpassing—this foundation of success in the coming years.
ELEMENT 1: EDUCATIONAL PLAN

“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.

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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.”

If the proposed charter school will serve high school pupils, 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 § 47605(c)(5)(A)(i)-(iii).

MISSION AND VISION

The mission of City Heights Prep is to provide an excellent neighborhood-based and college-preparatory education for middle and high school students in City Heights.

It is our vision to see City Heights Prep graduates succeed in the college, university or other post-secondary education of their choice; prepared to become community leaders who work for positive change in City Heights and beyond.

EDUCATIONAL PROGRAM TARGET POPULATION

City Heights Prep is situated in East City Heights, San Diego, a neighborhood identified as a San Diego Regional Enterprise Zone. This community is generalized by the zip code 92115. According to the San Diego Association of Governments (SANDAG), the median annual income is under $45,000 for 49.8% of all households and 49% of all residents are children under the age of 183.

Within this 2.5 square mile perimeter, comprised of approximately 62,000 residents,4 exists a community that includes over 30 languages and 80 dialects. The neighborhood directly surrounding the school is well-known as a haven for many recently arrived refugees from war-torn countries around the world.

City Heights Prep is a neighborhood-focused school that seeks to serve children from within our community. As such, our target is to serve San Diego’s most needy students.

3 SANDAG Website: https://datasurfer.sandag.org/
4 SANDAG Website: https://datasurfer.sandag.org/
City Heights Prep has continued to expand by one grade level annually and served grades 6–12 as of the 2018–19 school year. At capacity, City Heights Prep will remain a small school, serving approximately 380 students each year. The following table outlines the school’s enrollment projections through 2021:

### Enrollment Projections

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<td>17</td>
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<tr>
<td><strong>Student Totals</strong></td>
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<td><strong>118</strong></td>
<td><strong>130</strong></td>
<td><strong>140</strong></td>
<td><strong>155</strong></td>
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</tbody>
</table>

City Heights Prep is primarily a neighborhood school. City Heights Prep projects a slight increase in enrollment that is reasonable and manageable. City Heights Prep continues to provide an
excellent learning space for current enrolled students and maintains these projections as foreseeable. City Heights Prep anticipates growth in the following school years due to many factors. Key points of enrollment growth are the addition of full time art teacher and computer science courses for both middle and high school, as well as additional science, English, and history course options. A full time school counselor was hired to ensure transcript auditing, college/career exploration and social emotional support for all grade levels. Student enrollment is seen to increase due to moving to a new schoolsite early January 2020, which provides a larger campus and more foot traffic for families to become aware of City Heights Prep Charter School. Providing all students with free tutoring after school, as well as an expansive list of free clubs helps families enroll as well.

For the 2019 – 2020 school year, our students spoke over 25 different languages, with a demographic makeup that reflects our community as follows:

- 100% Free and Reduce-Price Meal Eligible
- 100% Socioeconomically Disadvantaged
- 62 Foreign Born Students- 46.6%
- Approximately 48.44% English Learners
- 10.94% Asian
- 42.97% Black or African American
- 32.81% Hispanic or Latino
- 12.5% White
- 1% Two or More Races

As evidenced, the student body at City Heights Prep predominantly consists of low-income, ethnic-minority, and refugee students that are English learners.

COMMUNITY INTEREST
City Heights Prep Charter forms all academic decisions based on the student population in which we serve. Our unique population of students have formed the curriculum and course offerings for all students. Due to the great amount of ELL students, all students are required to take a reading course in which supports ELD for their courses each year.

EDUCATION FOR THE 21st CENTURY
Across the nation, there is a historically documented slump in student performance in the middle school years and beyond, which for many students of color leads to dropout. With an estimated dropout rate more than twice that of SDUSD, City Heights neighborhood is no different. Unfortunately, the consequences for failing to complete high school in a rapidly changing, technology-driven and global 21st century economy are more dire than ever before. A large proportion of young dropouts are unemployed; many end up incarcerated. Those who do manage to find employment make significantly less than those who finish high school and even less than those who complete college. Typically, high school dropouts earn less than half of what their

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6 http://www.ed-data.org/
counterparts with a bachelor’s degree earn each year. At City Heights Prep, we are convinced that a college degree offers students vastly broader options for success in a 21st century global economy.

We also recognize that college success is not a guaranteed outcome for many high school graduates. According to the College Board in 2019, only 38% of students who speak a language other than English, and 31% who qualified for an SAT fee waive met the benchmarks for both English/Reading/Writing and math. At City Heights Prep, we believe in providing supports that help at-risk students navigate the transitions leading to dropout in both high school and in college as a critical component of better preparing all students for success in the 21st century.

At City Heights Prep, we also believe that an extraordinary 21st century education requires the development of students who—in addition to demonstrating college-ready proficiency, especially in the core academic areas of math, language arts, science and social studies—are self-motivated, competent, and lifelong learners.

For our students, we agree that this is best accomplished by an unremitting focus on the following elements, which are infused throughout our school culture:

- Rigor
- Relationships
- Relevance

In preparing students for success in the 21st century, the City Heights Prep educational program empowers students to become:

1. **Critical Thinkers who:**
   - Apply, analyze, synthesize, and evaluate information and experiences
   - Connect the skills and content learned across the curriculum and evaluate multiple points of view
   - Use the inquiry process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem
   - Utilize problem-solving techniques during conflict resolution and to compromise

2. **Effective Communicators who:**
   - Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community

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• Demonstrate content area and grade level achievement in reading, writing, mathematics, science, and social studies
• Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
• Implementing restorative practices school wide to students by offering restorative circles during AVID classes as well as in discipline settings.

3. **21st Century Scholars who:**
   • Use technology effectively to access, organize, research and present information
   • Demonstrate the ability to integrate technology as an effective tool in their daily lives
   • Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning)
   • Have a clear understanding of the UC a—g Course Requirements and meet college eligibility requirements

4. **Socially Responsible Global Citizens who:**
   • Embrace and respect cultural diversity through the understanding of our global world
   • Demonstrate knowledge and understanding of American and world history and the values of different cultures
   • Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects

All of City Heights Prep’s student and school goals are based on the City Heights Prep mission and vision and may be revised to reflect changes in legislation or address student learning needs. The City Heights Prep annual goals and their accompanying actions align with the eight state priorities, in accordance with Education Code Section 47605(c)(5)(A)(ii) and are outlined as follows:

**Goal 1:** City Heights Prep teachers are properly assigned, and credentialed for their certificated assignments, and for the pupils they are teaching and participate in ongoing professional development (“PD”) opportunities focused on identified needs.

**Action(s)**
- Review teacher credential information and adjust assignments accordingly
- All teachers participate in annual PD prior to beginning of school year and a minimum of 10 times annually throughout school year
- Execute Board-approved Teacher Evaluation Plan

**Goal 2:** Every student at City Heights Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day. Students are also provided with computers for home-use in order to timely complete homework and encourage further learning.

**Action(s)**
- Review curricular materials inventory, including software and subscription-based internet services
- Review digitally-aided learning materials inventory
- Purchase student computers to meet goal

**Goal 3:** City Heights Prep will ensure that the school facilities are maintained in good repair. To manage and monitor facilities, City Heights Prep employs a facilities manager to conduct maintenance and detailed upkeep.

**Action(s)**
- Conduct Annual School Facility Inspection
- Facilitate annual Fire Inspection
- Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection
- Installation of security cameras
- Update Comprehensive School Safety Plan annually

**Goal 4:** City Heights Prep students will demonstrate academic achievement in English language arts (ELA), math, and science as outlined in the Common Core State Standards (CCSS) and Next Generation Science Standards (“NGSS”).

**Action(s)**
- Provide extended instructional time for ELA, math, science, and social studies (55 minute class period daily, per subject)
- Provide supplemental Academic English course and designated Reading Intervention courses for all students in grade 8 through 12 who are below grade level
- Provide extended time (150 min week) for reading through Daily Reading Time (DRT)
- Implement Collaborative Strategic Reading (CSR) program across the curriculum
- Provide hands-on science laboratory-based science curriculum
- Provide instructional Classroom Assistant(s) for added support in English language arts, math, social studies and science in grades 6 through 8, and a few of the high school courses.
- Administer NWEA MAPs triennial testing
Goal 5: City Heights Prep students will demonstrate proficiency in all written and oral English language conventions for writing and speaking.

Action(s)

- Provide supplemental Academic English course and designated Reading Intervention courses for all students in grade 8 through 12 who are below grade level
- Provide extended time (150 min week) for reading through Daily Reading Time (DRT)
- Provide instructional Classroom Assistant(s) for added support in English language arts, math, social studies and science in grades 6 through 8
- Administer NWEA MAPs triennial testing

Goal 6: City Heights Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities provided in their AVID courses and their performance in related coursework.

Action(s)

- Offer local community service/leadership opportunities for every student
- Require set volunteer hours for all high school students
- Offer mentorship program for applying high school students to mentor middle school students.
- Opportunity to be teachers aid for City Heights Prep core teachers
- Ensure enrollment in World/US History courses for all students at appropriate grade level(s)
- Ensure enrollment in AVID course for all students

Goal 7: City Heights Prep will seek to involve parents in meaningful ways that promote student achievement.

Action(s)

- Retain Social Media Strategist on City Heights Prep staff
- Interact and maintain consistent contact with families through ParentSquare Software and online accounts
- Host triennial Family Committee Meetings/schoolwide events
- Monitor Home Contact Logs/Reports
- Administer Parent Survey annually
- Administer Student Survey annually
Goal 8: City Heights Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. City Heights Prep student reports and school data will reflect a positive school climate.

Action(s)
- Monitor attendance/chronic absenteeism/dropout rates and absence verification records
- Implement truancy follow-up as outlined in City Heights Prep Attendance Policy
- Publicly recognize excellent attendance/high academic performance by having attendance incentive competitions during the course of each semester.
- Sharing attendance data weekly with AVID classes
- Administer Tripod Student Survey twice annually as well as California Healthy Kids survey for all students, staff, and parent/guardians.
- Maintain student/instructional staff ratio of 20:1
- Implement Positive Behavior Interventions & Supports (PBIS) and Restorative Practices schoolwide

Goal 9: Every City Heights Prep student will complete a course of study leading to completion of all A–G requirements by graduation from 12th grade.

Action(s)
- Monitor student course schedules to ensure enrollment in courses leading to A–G requirement completion
- Monitor student report cards to ensure completion of courses leading to A–G requirement completion
- Require meetings for all students who receive D/F grades.
- Offer credit recovery options on online platform Shmoop or assist in applying for summer school programs to meet A-G requirements.
- Opportunity to take AP level courses as well as various options of visual and performing arts credits.

HOW LEARNING BEST OCCURS
According to UCLA Researcher, Jeannie Oakes, there are “seven conditions that students in educationally disadvantaged communities require for learning and successful college preparation.”

- Safe and Adequate School Facilities
- A College-Going School Culture
- Rigorous Academic Curriculum
- Qualified Teachers
- Intensive Academic and Social Supports
- Opportunities to Develop a Multicultural College-Going Identity
- Family-Neighborhood-School Connections
CORE BELIEFS
Learning is facilitated when all stakeholders are oriented around a shared set of core beliefs. The four core beliefs that shape every aspect of the educational program at City Heights Prep are as follows:

1. *Every* student can learn and achieve academic competence and develop the character and skills needed for success in the 21st century.

2. Future college graduates—with the potential to be community leaders—are developed as students learn to take responsibility for their success and learn from their failures in the context of strong relationships with adults who have high expectations for student success.10

3. Strong literacy skills are a requirement for success in each academic discipline and academic discourse, reading and writing cannot be separated from content area learning.11

Teachers’ expertise, preparation and quality are crucial to student success.12 Therefore, the role of all staff in the building is to work to support teacher excellence and facilitate their work with students.

CURRICULUM & INSTRUCTIONAL DESIGN
City Heights Prep course requirements meet state standards. Our teachers work as a team to create and develop curriculum that is integrated across subjects and aligned with the CCSS, NGSS, History-Social Science Framework, English Language Development (“ELD”) Standards, and remaining State Content Standards (collectively, the “State Standards”). While City Heights Prep ensures that State Standards are followed, curriculum and class content is catered towards the diverse student populations with the intent to reach every individual regardless of academic placement. Thus, curriculum is based in integration of such diversity of student culture, often project-based, and assessed regularly as teachers seek increasingly higher student engagement. Ongoing professional development also ensures that teachers are equipped to work in the environment and see to students’ overall success. A majority of City Heights Prep teachers are still in school and so bring a wealth of developing knowledge, cutting edge research, and supporting policy that is built in as supportive structures for all students.

School Structure:

City Heights Prep is a site-based, extended day program. All students are expected to attend school daily and follow a prescribed schedule. Core instruction takes place on campus and consists of 370 instructional minutes on regular school days and 340 instructional minutes on early release days. School is in session for a total of 180 instructional days. Under Education Code Section 47612.5, 54,000 minutes is for grades 4-8, while 64,800 is the minimum minutes for grades 9-12. City Heights Prep provides a total of 66,945 instructional minutes annually which far exceeds the state’s minimum required instructional minutes for all grade levels. For all students, additional academic support and learning opportunities are available both before and after school on most school days.

City Heights Prep meets the needs of a heterogeneous student population in the context of a small and relational school environment that offers much needed additional support:

- The typical classroom at City Heights Prep has a very small student population, with both teacher and teachers’ aides supporting learning. In this way, students have ready access to help whenever needed.
- After school tutoring is offered as a means of providing additional instruction or re-teaching to struggling students.
- This is offered to provide computer access and a quiet space to do homework for students who may not have access to either at home.
- All students have access to 1:1 counseling from our School Counselor
- City Heights Prep operates on a single-track, traditional calendar.

City Heights Prep operates on a six-period schedule with an extended school day that provides 55 instructional minutes for each course. Since the 2018-19 school year, the schedule was revamped to provide space for middle school students to take classes ranging from science to history, art, and beyond. This also made space for more changes in timing so students could have more elective courses and AP/Honor classes to enroll in. This shift from 70-minute classes to 55-minute classes ensures that all students have access to a diverse schedule. This schedule provides research-proven benefits to our students in several ways:

- More instructional time allows for ‘deeper’ conceptual learning to take place, which shorter periods often do not allow for.
- Students also demonstrate improved retention for new learning when instruction is consistent. Coupled with a student-engagement specific schedule, daily instruction provides the optimal environment for student learning.
- Enrollment in elective courses, AP/Honor classes, Social Science and Science classes is highly encouraged and enabled. This ensures student exploration of interests, possible further education and collegiate studies, and an overall increase in student interest.
- Finally, academic motivation for at-risk adolescents is enhanced by strong relational connections with adults who care about their academic success. The City Heights Prep schedule creates a situation in which teachers and students spend more time together consistently and teachers are spread less thin in terms of the number of different students

they work with each day. This model optimizes the relational aspect of the student-teacher interaction.

The effects of poor reading skills extend beyond the language arts classroom and are likely to manifest as poor academic performance across the curriculum and especially in math for post-elementary students. Therefore, City Heights Prep provides a literacy-rich environment that builds academic literacy to ensure success in the content area classroom that includes the following:

- Daily Reading Time (DRT) that is set aside each school day to encourage students to read books of their choosing at their independent reading level
- An extensive school library that consists of leveled books and allows students to check out and read books at home as well as at school
- A robust after-school program featuring courses such as art, computer engineering, music, dance, theater, student government, as well as extracurricular activities and field trips that build background knowledge—a known contributor to vocabulary knowledge and hence reading ability
- Ongoing professional development and implementation of research-based best practices for adolescent literacy instruction in the content area classroom

**TUTORING:**
City Heights Prep offers Tutoring to our students Monday through Thursday after school, alongside access to tutoring help in the morning prior to school time and any other times they choose to schedule with their teachers. Each day, one of the teachers stays behind to offer assistance to students in the class that they teach. If students are having difficulty in Math, there will be math specified tutoring once a week. This gives the students dedicated time to ask questions, catch up on missing assignments and improve their knowledge and grade in math. This goes the same for each of City Heights Prep’s academic subjects. During distance-learning, teachers scheduled weekly Zoom meetings for students to attend and receive additional help, tutoring, or to schedule individually with the teacher or staff member.

This has been a very productive time, as students who are struggling in certain subjects know what days they can come in and get dedicated help. It is also great for our teachers, as they know their time in tutoring will be spent assisting students who are desiring help in the subject they teach. Teachers are available throughout the day to help students who are struggling, but specifically on their tutoring days.

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16 To date, City Heights Prep staff have participated in professional development and the schoolwide implementation of the following research-based literacy programs: *Academic Language Development, Collaborative Strategic Reading (CSR), Thinking Maps*
AVID
Every student participates daily in AVID. AVID is an in-school academic support program for grades six through twelve. The purpose of the program is to prepare students for college eligibility and success. AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle--B, C, and even D students--who have the desire to go to college and the willingness to work hard. These are based across the WICOR model, emphasizing Writing, Inquiry, Collaboration, Organization, and Reading.

AVID also provides professional development, a suite of resources, and ongoing support to ensure a lasting impact. Through professional development, educators reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. Trainings encompass all core content areas and all grade levels in topics such as Culturally Relevant Teaching, Academic Language and Literacy, and Digital Teaching and Learning.

AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. A signature element of City Heights Prep’s instruction, Socratic Seminars, hailed for their democratic rigor, springs from AVID’s principles. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. AVID provides schools a direct line of support to regional teams, data tracking, planning guides, and self-assessments to help schools measure their success and refine their approach. City Heights Prep has been empowered to create change in a way that is sustainable, measured, and responsive. AVID students graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.

MIDDLE SCHOOL INSTRUCTIONAL DESIGN (GRADES 6 – 8)
At City Heights Prep, the academic focus is on building competence in academic literacy and numeracy for every student—regardless of their English proficiency when entering the school. This is a crucial step towards academically preparing students for successful completion of a rigorous college-preparatory high school curriculum and is especially important given that the majority of students enter City Heights Prep performing significantly below grade level.17

In order to identify each student’s academic level and provide appropriate academic supports, each student is administered a diagnostic test upon enrollment. The results of this diagnostic help guide and structure additional supports for students. Each middle school class has access to a classroom teacher, as well as teaching assistant (TA). During the 2019-2020 school year a Language Intervention Course was added. Students who have not achieved basic reading proficiency are recommended for the course. Students can also be recommended by teachers.

17 As measured by the NWEA Measures of Academic Progress, the average level for entering 6th grade students for 2014 and 2015 was 2nd grade for reading and 3rd grade for math
for the course. All students recommended for the course will be given Running Records to ensure proper placement.

Language Intervention is a remedial course geared towards students in grades 8-10 who are reading at or below a 2nd grade reading level. In this class, students use Reading A-Z to access books at their instructional levels and receive small group instruction in foundational literacy skills. This class is taught by a certificated reading specialist and meets for 30 minutes each day during reading time. This allows students to gain remedial literacy skills and “catch up” while at the same time continuing to learn grade level content, rather than falling further behind academically.

Changes made to the middle school curriculum during the 2019-2020 school year include the removal of such courses as Academic English and Individualized Math. These courses were removed in favor of adding an additional year of Social Studies and Science. The decision to update the middle school course list was prompted by the subject matter specific questions in the above-mentioned courses found on standardized tests, such as the SBAC. An additional course added during the 2019-2020 is the AVID elective. AVID is a course which focuses on writing, inquiry, collaboration, organization, and reading. The skills taught throughout the program provide students with important tools and practices for academic success. Practices such as Focused Note Taking, Socratic Seminar, structured binder requirements, and many more are introduced and taught in grades 6-8. The middle school AVID elective prepares students for the high school AVID elective. Students in need of additional academic support for language/literacy learning are provided with the following opportunities:

- Participation in a weekly reading group and/or after school tutoring. These groups consist of small groups of students who participate in guided oral reading with a tutor.
- Recommendation and enrollment into the Language Intervention course, if requirements are met through Running Records.

In order to prepare students to successfully complete a college-preparatory high school curriculum, the typical City Heights Prep student schedule for grades 6-8 is as follows:

Science: Students in grades 6-8 are offered courses in the areas of Earth, Life and Physical Sciences. The offered Science classes follow the standards outlined by the Next Generation Science Standards.

English Language Arts: Students in grades 6-8 receive instruction in grade level English Language Arts. ELA classes combine academic skills such as; reading, reading comprehension, writing, collaboration, and creative processing. Skills assessed follow grade level ELA standards.

Social Studies: Students in grades 6-8 are offered a Social Studies curriculum through a universally designed learning framework which creates critical thinking skills and provides lasting impressions through creative hands-on projects. Students are taught the analytical skills needed to assess primary and secondary sources, fact-check the credibility of sources, and compile evidence of sources into defendable arguments. Students are asked to collaborate often through discussion-
based activities like Socratic Seminar, creative group work like Reader’s Theatre, and oral presentations. Students are asked to be critical thinkers throughout our exploration of the various perspectives in history while also reflecting their identities in the curriculum.

Math: Students in grades 6-8 receive instruction in grade level Mathematics. The provided Math instruction prepares students for advanced topics taught at the high school level.

Reading: Students in grades 6-8 are provided with 30 minutes each class day of grade level independent reading. In addition to independent reading students are also tasked with creating reports and presentations featuring student choice books.

Elective: Students in grades 6-8 are offered a choice of yearlong electives. Electives offered as of the 2019-2020 school term were: Project Lead the Way: Computer Science for Innovators (6-7), Project Lead the Way: App Creators (8-9), Drama, Physical Education and Visual Arts.

AVID: Students in grades 6-8 are enrolled in the Middle School strand of AVID. The AVID course focuses on the educational practices of writing, inquiry, collaboration, organization, and reading.

Project Lead the Way Gateway Curriculum: Beginning in the 2019-2020 school year, City Heights Prep began offering students to participate in two courses from the Project Lead the Way (“PLTW”) Gateway Curriculum: Computer Science for Innovators and Makers and App Creators. These courses offer students an opportunity to participate in collaborative problem solving focused on real-world challenges in the fields of physical computing, coding, and android app design.

Computer Science for Innovators and Makers (CSIM): students learn about programming for the physical world. Using the Microbit microcontroller and Make Code block-based coding, students design, create, program, and debug physical computing devices including wearable technology, interactive art, and product dispensers (i.e., pet food dispensers).

App Creators: students learn how to build mobile applications for Android devices. Using computers, tablets and MIT App Inventor, students use algorithmic thinking, pair programming, debug issues, conditional statements and variables to build mobile applications. During the course of the year, students built mobile applications to be used in health clinics, track fitness goals, play charades and much more. By the end of the year, students work in teams to build their own applications to be used in the real world from scratch.

HIGH SCHOOL INSTRUCTIONAL DESIGN (Grades 9 – 12)
At City Heights Prep every student will be enrolled in college-preparatory courses that meet the UC a–g requirements. In order to achieve this, all students in grades 9 – 12 are expected to attend classes on campus each day for the full school day.

For course enrollment, exceptions may be made in the case of students whose Individualized Education Program (IEP) or transition plan requires a different course of study.
High school students are also administered diagnostic assessments upon enrollment. Any student who has not achieved sufficient basic reading proficiency will be enrolled in our Language Intervention Course. Students may also be recommended to this course by a teacher or qualify based on ELPAC/MAP test scores. Running records are administered to all students who are recommended to the course to ensure proper placement.

Language Intervention is a remedial course geared towards students in grades 8-10 who are reading at or below a 5th grade reading level. In this class, students use Reading A-Z to access books at their instructional levels and receive small group instruction in foundational literacy skills. This class is taught by a certificated reading specialist and meets for 30 minutes each day during reading time. This allows students to gain remedial literacy skills and “catch up” while at the same time continuing to learn grade level content, rather than falling further behind academically.

In order to supplement classroom learning, broaden horizons, and support successful post-secondary transition, students in grade 12 will be encouraged to complete a professional internship and a college/university course resulting in some variance of on-campus attendance during the senior year. Offering both of these learning experiences in conjunction with continued participation in Seminar will offer an added level of support to students as they prepare to navigate the added demands of post-secondary life.

**Advanced Placement:**
City Heights Prep began offering Advanced Placement (AP) classes during the 2018-2019 school year. The first course offered was AP Psychology. During the 2019-2020 school year this was expanded to include AP 2D Art and Design.

The AP program at City Heights Prep enables willing and academically prepared students to pursue college-level studies while in high school. Corresponding exams are administered once a year and offers students with qualifying scores a chance to earn college credit and/or skip introductory courses in college. The exam assesses the knowledge and skills learned in the course.

City Heights Prep also offers several A-G approved honors courses in multiple disciplines. This includes:
- Honors Psychology, Government, Honors U.S. History and Honors World History: Modern Era (Social Sciences)
- Honors British and World Literature and Honors Language of Law and Public Policy (English)

These courses are awarded the UC Honors Designation, and are comparable in terms of workload and rigor to the Advanced Placement or introductory college level courses in the subject.

Grades earned in both AP and Honors courses are given extra weight in calculating GPA.

The core curriculum for City Heights Prep students in grades 9 – 12 will include at least the following requirements:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
<th>Potential Course for Study</th>
</tr>
</thead>
</table>

36
<table>
<thead>
<tr>
<th>(A) History/Social Science</th>
<th>2</th>
<th>Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) English</td>
<td>4</td>
<td>Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.</td>
</tr>
<tr>
<td>(C) Math</td>
<td>3</td>
<td>Three years of college-preparatory mathematics that include of integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.</td>
</tr>
<tr>
<td>(D) Science</td>
<td>2</td>
<td>Two years of science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.</td>
</tr>
<tr>
<td>(E) Foreign Language</td>
<td>2</td>
<td>Two years of the same language other than English or equivalent to the second level of high school instruction.</td>
</tr>
<tr>
<td>(F) Visual and Performing Arts</td>
<td>1</td>
<td>One year chosen from dance, music, theater or the visual arts.</td>
</tr>
<tr>
<td>(G) College-Preparatory Elective</td>
<td>1</td>
<td>One year chosen from the “A-F” courses beyond those used to satisfy the requirement above, or courses that have been approved solely in the elective area.</td>
</tr>
</tbody>
</table>
GRADUATION REQUIREMENTS
The graduation requirements for City Heights Prep students are as follows:

- City Heights Prep Diploma of Graduation offered to all students who meet the UC A-G credit requirements
- State Mandated Diploma is offered for students with disabilities or qualify for alternative graduation options such as for migratory and newly arrived immigrant students, etc.
- Certificate of Completion offered, if necessary, for all students with Individualized Education Programs.

The typical City Heights Prep high school course schedule will be:

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>English 2</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Geometry</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>World History</td>
<td>Foreign Language 1</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>AVID 9</td>
<td>AVID 10</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 3</td>
<td>English 4/AP English</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Visual/Performing Arts</td>
</tr>
<tr>
<td>Foreign Language 2</td>
<td>College-Preparatory Elective (AP Psych/AP Art)</td>
</tr>
<tr>
<td>US History/American Government</td>
<td>AVID 12</td>
</tr>
<tr>
<td>Reading</td>
<td>Approved college-level course &amp; Professional Internship (1 semester each)*</td>
</tr>
<tr>
<td>AVID 11</td>
<td></td>
</tr>
</tbody>
</table>

* Encouraged but not required

CREDIT TRANSFERABILITY AND ELIGIBILITY
Credit transfers are evaluated by the School Counselor upon enrollment of new students' official transcript. Credits will only be transferred if the course meets graduation requirements and have been completed. Evaluation of amount of credits previously earned, A-G compliance, and course content are considered when transferring credits. Eligible credits are accepted from public, juvenile, private, or nonpublic nonsectarian schools or agencies. Based on the amount of completed credits an enrolling student has, the School Director and/or Assistant Director will establish grade placement of the student.

WASC Accreditation
City Heights Prep was granted Western Association of Schools and Colleges (WASC) candidacy status on February 25, 2019 through June 30, 2023. WASC notifies students and parents on credit transferability to other public high schools and eligibility to meet college entrance requirements in the Parent/Student Handbook.
TEACHING METHODS

At City Heights Prep, the School Director/Principal collaborates with teachers to effectively employ instructional methods that successfully maximize student learning and develop increasingly self-motivated, competent, and lifelong learners. Rigorous, high-quality teaching is one of the hallmarks of our school.

The class period is structured to follow the cycle shown below to facilitate learning and knowledge retention:19

Pedagogical Model for Instruction within Class Periods

Each aspect of this model enhances learning in the following ways:

- **Review**: In addition to increasing retention of new concepts, reviewing prior learning provides a scaffold that enhances student learning of new concepts.

- **New Learning**: Direct instruction is strongly correlated with learning gains for students. Best practices for providing direct instruction include mini-lectures, demonstrations, modeling and reading. Additionally, direct instruction must include clearly articulated learning objectives and expectations.
  - **Application**: Student application of direct instruction is a crucial aspect of teaching and learning. During this time, which is to constitute a majority of the instructional time, students may apply new learning through research-proven activities such as:

Cooperative learning in pairs or groups
Conducting research
Critical thinking activities such as debating, reflective reading and/or writing
Experimentation or simulation
Guided practice
Reciprocal teaching

- **Synthesis**: Synthesizing new learning through reflection and review provides two crucial benefits to maximize student achievement:
  - Synthesis provides teachers with a daily means of assessing student understanding which in turn provides data to inform future instruction, including clarifying when re-teaching is needed.
  - Critical thinking skills are built when students are encouraged to incorporate new learning into their current understandings of the world around them.

Recognizing that there is no single pedagogical strategy that is best for all students at all times, teachers are strongly encouraged to employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research, with the secondary goal of exposing students to a full range of the types of courses they may encounter in college. An advantage of having more time in our schedule for each content area class means that multiple instructional techniques can be combined and integrated throughout the day. Some of these pedagogical strategies include:

- Collaborative learning
- Complex/differentiated instruction
- Direct instruction
- Independent study
- Integrated technology
- Performance assessment
- Project-based instruction
- Real-world and service-learning opportunities
- Seminar-style learning

**CURRICULUM, MATERIALS & TECHNOLOGY**

City Heights Prep correlates its curriculum objectives to the state content standards and Common Core State Standards adopted by the California State Board of Education. The school provides age-appropriate curriculum from the state-adopted list for the core areas of English/language arts, history/social science, mathematics and science at each grade level. At City Heights Prep, every student accesses the core curriculum. The School Director and teachers collaborate to supplement this curriculum with their own innovations, research, and expertise. Revisions to the curriculum are made based on a continual improvement process that involves analyzing the student body makeup, performance data and educational trends to determine how to best accomplish the mission of the school.

Teachers at City Heights Prep also employ a variety of instructional materials and technologies as recommended by the CDE and the College Board in order to fully prepare college-ready students. These include but are not limited to:
- Textbooks and a variety of other reading materials
- 1:1 Laptop Computers, incorporating both software programs and the internet
- Digital cameras, recorders and voice recording devices
- Graphing and scientific calculators
- Laboratory science equipment and materials (housed in designated science lab)
- Manipulatives
- Maps and atlases
- Physical fitness equipment (utilized in PE class)
- Reference materials such as dictionaries and thesauruses
- Research materials
- Televisions, VCRs and DVD players and projection devices
- Test preparation guides
- Google Classroom suites for each class
- NextTier College prep website with personalized accounts

MEETING THE NEEDS OF ALL STUDENTS
At City Heights Prep, we believe that all students regardless of family background, gender, health, income, race or religion, language status and/or disability can learn and achieve academic competence. This belief shapes how we serve every student, whether a student excels or struggles, is designated as an English learner or a special education student. The school implements a comprehensive program for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. This wholly applies to distance learning, as City Heights Prep intentionally cultivates resources, learning methods, and attitudes of access towards every family. City Heights Prep makes every effort available to ensure each student has every resource grow and excel, whether in-person learning or distance.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING
At City Heights Prep, low achieving students are identified by state mandated standardized tests (e.g. California Assessment of Student Performance and Progress indicators “Standard Not Met” or “Standard Nearly Met”), their course performance (a grade of “D” or lower), and performance on basic skills tests and teacher observations. Progress assessment for all students takes place on an ongoing basis throughout the school year.

City Heights Prep incoming students are typically significantly below grade level in English, reading and math. Therefore, our entire instructional program is specifically designed to accelerate the learning of students below grade level as supported by documented research.

Examples of these programmatic elements include:

- AVID implementation and opportunities
- Free after school tutoring
- Conference with school counselor
- Offer online credit recovery course or provide summer school options
- Schedule student into study hall period with school counselor
- Enroll in specialized ELD reading course
An example of designated ELD is our Advancement Via Individual Determination (AVID) class. AVID is designated for at risk students, and it helps students learn the academic language they need to be successful in school.

Integrated ELD would be all class at City Heights Prep.

- Extended day and year to provide extra learning time
- Diagnostic supplemental English, literacy and math instruction
- Small class size allowing for more individualized instruction and support
- Extensive small-group mentoring designed to provide academic support and build academic skills
- A school-wide pedagogical model that builds in review and reassessment
- Ongoing and regular professional development opportunities focused on effective and diagnostic instruction, especially for reading and writing in the content area classroom
- Regular parent notification and invitation to involvement

**PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING**

At City Heights Prep, high achieving students are identified by state mandated standardized test scores (e.g. California Assessment of Student Performance and Progress indicator “Standard Exceeded”), their course performance (an “A” grade), performance on basic skills tests and teacher observation. Progress assessment for all students takes place on an ongoing basis throughout the school year.

The diagnostic and individualized nature of the instructional program at City Heights Prep offers many opportunities to provide additional learning opportunities for high achieving students:

- AVID implementation and opportunities
- Supplemental literacy and math instructional time allowing for advanced learning opportunities
- Small class size and mentoring allowing individualized learning extension through advanced project work
- A culture of collaboration that allows advanced students to deepen their understanding through providing support to other students
- Opportunities to take Advanced Placement courses, participate in a specialized professional internship, and complete dual enrollment credit from San Diego Community College District/Grand Canyon University.

**PLAN FOR ENGLISH LEARNERS**

City Heights Prep meets all requirements of federal and state law relative to equal access to the curriculum for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. City Heights Prep makes every effort to identify English Learners (ELs) prior to enrollment. The first step in the process is to identify EL students by reviewing current EL status of students from the SDUSD database and/or cum files. All entering students are administered a home language survey. All students who indicate that their home language is other than English are then administered the English Language Proficiency Assessment for California (ELPAC) to determine EL status and level of proficiency. The ELPAC Initial Assessment testing window will be year-round (July 1–June 30). Any student whose
primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in City Heights Prep, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. This information is used by teachers to guide instruction.

With the expectation of enrolling many EL students, City Heights Prep employs a teaching staff that holds the English Learner Authorization. All teachers are well-versed and utilize research-proven strategies designed to help specific students at differing levels of English development become proficient in English and support them while learning content area curriculum.

City Heights Prep teachers utilize both English Language Development and Specially Designed Academic Instruction in English (SDAIE) in the classroom. Designated ELD provides remedial instruction to students in literacy and language skills. Students are placed in this class by ELPAC scores, running records or teacher recommendation. Integrated ELD include all classes provided at City Heights Prep. All teachers have their CLAD or English learner authorization to provide specially designed instruction in English. Instruction is provided in English, but with an eye towards both building English language skills and supporting the acquisition of content area learning, teachers employ strategies such as:

- AVID implementation and opportunities
- Choral Reading
- Graphic Organizers
- Interactive Learning (e.g. Collaborative Group Work, Think-Pair-Share)
- Multi-Modal Presentation of Material
- Notetaking Models (e.g. Cornell Method, KWL Charts, Outlining)
- Peer Tutoring
- Physical Expression & Movement Reading Comprehension Strategies (e.g. Close Reading, CSR, Guided Reading, SQ3R)
- Sentence Prompts
- Visual Images and Prompts

The supportive nature of the educational program at City Heights Prep is intentionally designed to allow EL students to receive the support necessary to advance their English proficiency. Examples of this include:

- Time allotted in the schedule for diagnostic supplemental English language instruction
- Extended instructional time allowing EL students extra time to master course content
- Small class size allowing for increased student participation leading to language learning
- A culture of cooperation that encourages students to help each other master both the English language and course content regardless of EL status
- Extensive small-group mentoring designed to provide academic support and build academic skills
- Ongoing and regular professional development opportunities focused on effective diagnostic instruction, especially for providing English language support in the content area classroom
A family and culture-friendly environment that provides students opportunities to build their English language abilities by sharing their expertise (culture and traditions) with other students in a shared common language (English)

For EL students, as with all students, progress assessment takes place on an ongoing basis throughout the school year. Course performance, performance on basic skills tests and teacher observation are used to ascertain student progress and needs. Along with this, each EL student is administered the ELPAC Summative test annually between February 1–May 31 as well as the California Assessment of Student Performance and Progress. Students who meet the reclassification criteria, are candidates for redesignation to Fully English Proficient (FEP). In this case City Heights Prep submits the student for reclassification and provides parents with notification of ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Language Intervention is a new course that began in 2019-2020. This remedial course was designed in response to the unique needs of our EL students who have not achieved basic reading proficiency. The course is geared towards students in grades 8-10 who are reading at or below a 5th grade reading level. Students may be recommended to this course by a teacher or qualify based on ELPAC/MAP test scores. Running records are administered to all students who are recommended to the course to ensure proper placement and to serve as a baseline for measuring growth. This class is taught by a reading specialist and meets for 30 minutes each day during our schoolwide reading time. This allows students to gain remedial literacy skills and “catch up” while at the same time continuing to learn grade level content, rather than falling further behind academically.

City Heights Prep evaluates the effectiveness of its education program for ELs by:

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

PLAN FOR STUDENTS WITH DISABILITIES
City Heights Prep complies with all state and federal laws for special education, 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”). City Heights Prep is its own LEA for special education purposes, in accordance with Education Code Section 47641(a) and is a member of and also complies with the El Dorado County Charter Special Education Local Plan Area (SELPA) policies and procedures on special education. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of City Heights Prep and the El Dorado County Charter SELPA. The MOU includes provisions related to
staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. City Heights is subject to the allocation plan of the El Dorado County Charter SELPA.

City Heights Prep does not discriminate on the basis of special education needs and will ensure that each student’s needs are being addressed. City Heights Prep complies with the federal mandate of the “least restrictive environment” and the school makes every attempt to educate students with special needs alongside other students at the school. The IEP team determines the level of service needed.

In order to identify students in need of special education services, City Heights Prep has also set up a Student Support Team (SST) that is comprised of teachers, administrators, and other school professionals. The SST follows a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made and all interventions are exhausted before a student is referred to special education. The school’s comprehensive referral process assesses difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process can be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions. Should a student’s needs warrant an immediate referral, or should a parent directly request such a referral, the school then proceeds with a referral without proceeding through an SST.

Once a referral is received, parents are sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school completes the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents are given a written notice describing their rights.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At this meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan is developed including instructional and curricular modifications to provide the student with full access to academic program. This plan is implemented by the classroom teachers and is reviewed annually.

In the event that the IEP team decides that the student qualifies for special education under one of the 13 federally mandated eligibilities, the team then makes a determination of services that provide an education in the least restrictive environment. The IEP is implemented immediately. Thereafter, the student has an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that may include another round of assessments.

Special education staff and classroom teachers work together to provide an education that meets student needs, ensures that student’s IEP goals are met and moves them to the goal of meeting the California State standards in all subjects. The IEP team is comprised of a school psychologist, the special education case manager, other specialists as needed (e.g., speech and language or occupational therapist), a school administrator or designee, and the student’s general education
teachers. A special education student’s general education teacher works closely with the special education staff to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Every effort is made to schedule pull-out instruction, speech and language therapy, and other interventions by special education personnel when the student is not scheduled in a core class. If appropriate, the special education staff is encouraged to join a student in her/his core classes. The goal is that no student misses the standards-based core class instruction for any subject.

Additionally, many other elements of the educational program at City Heights Prep provide support for special education students, including but not limited to:

- Time allotted in the schedule for diagnostic supplemental instruction in both reading and math
- Extended periods allowing special education students extra time to master course content, complete class work and finish quizzes and tests
- Small class size allowing for more individualized instruction and support
- A school-wide pedagogical model that builds in systematic review and reassessment, both important to improved learning for special education students extensive small-group mentoring designed to provide students with feedback on their performance on an ongoing basis and build organizational skills that often challenge for special education students
- Ongoing and regular professional development opportunities focused on effective strategies for supporting learning for special education students in the general education classroom
- Regular communication with parents as to student progress
- Observance and implementation of testing accommodations

**Section 504 of the Rehabilitation Act**

The Charter School 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 the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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 the Charter School’s professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The 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.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all students of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code § 47605(c)(5)(B).

All of City Heights Prep’s measurable student outcomes are based on the City Heights Prep mission and vision. State Standards are implemented throughout the curriculum, including standards-based benchmarks for learning at all grade levels. As state or federal legislation or local interpretation of the legislation changes, we will revise our measurable student outcomes as appropriate. City Heights Prep may also modify measurable student outcomes to better reflect the needs of City Heights Prep students.

The Local Control and Accountability Plan (LCAP) is the primary means of establishing measurable student outcomes for City Heights Prep and we have included our LCAP from 2018-19 school year. As such, City Heights Prep has clearly defined schoolwide and student outcome goals in the state priorities, in compliance with Education Code 47605(c)(5)(B) and 52060(d). In addition, during the 2019 – 20 school closure due to COVID-19 we have included what was then approved as the COVID-19 Operations Written Report Template (See Appendix J).
Local Control and Accountability Plan

In compliance with Education Code Section 47606.5, City Heights Prep maintains a Local Control Accountability Plan (LCAP) in accordance with the template adopted by the state Board of Education in order to help monitor progress towards City Heights Prep’s objectives. This plan will be reviewed and updated annually and the budget revised to implement the actions described in the plan as submitted to San Diego Unified School District and the County. City Heights Prep will engage the school community in the plan development and review process. Further, City Heights Prep will comply with all applicable regulations and compliance requirements developed in this regard. The metrics used to assess progress in reaching the annual LCAP goals are:

**Goal 1:** City Heights Prep teachers are properly assigned, properly credentialed for their certificated assignment, and for the pupils they are teaching and participate in ongoing professional development opportunities focused on identified needs.

**Metric(s)**
- Commission on Teacher Credentialing (CTC) Teacher credential documentation, including EL Authorization
- Professional development calendar
- Teacher training/attendance records

**Goal 2:** Every student at City Heights Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day. Students are also provided with computers for home-use in order to timely complete homework and encourage further learning.

**Metric(s)**
- Curricular materials inventory, including software and subscription-based internet services
- Digitally aided learning materials inventory

**Goal 3:** City Heights Prep will ensure that the school facilities are maintained in good repair. To manage and monitor facilities, City Heights Prep employs a facilities manager to conduct maintenance and detailed upkeep.

**Metric(s)**
- Annual School Facility Inspection
- Annual Fire Inspection
- Comprehensive School Safety Plan

**Goal 4:** City Heights Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS) and Next Generation Science Standards (“NGSS.

**Metric(s)**
- School-based diagnostic benchmark (Math Diagnostic, Running Record & Spelling Measure)
- NWEA Measure of Academic Progress (MAP) testing
- SBAC testing

**Goal 5:** City Heights Prep students will demonstrate proficiency in all written and oral English language conventions for writing and speaking.

**Metric(s)**
- California English Language Proficiency Assessment for California (ELPAC)
• English learner reclassification rate

**Goal 6:** City Heights Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities provided in their AVID courses and their performance in related coursework.

**Metric(s)**
- Community service/leadership opportunity logs
- Enrollment in World/US History course(s) at appropriate grade level(s)
- Enrollment in “Seminar” course

**Goal 7:** City Heights Prep will seek to involve parents in meaningful ways that promote student achievement.

**Metric(s)**
- Attendance at Family Committee Meetings/schoolwide events
- Home Contact Log/Report(s)
- Parent Survey

**Goal 8:** City Heights Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. City Heights Prep student reports and school data will reflect a positive school climate.

**Metric(s)**
- Attendance rates
- Chronic absenteeism rates
- Dropout rates
- Student/Teacher Ratio

**Goal 9:** Every City Heights Prep student will complete a course of study leading to completion of all A–G requirements by graduation from 12th grade.

*Exceptions may be made in the case of students whose transition plan requires a different course of study.

**Metric(s)**
- Student course schedules
- Student report cards
ELEMENT 3: METHODS OF ASSESSMENT

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

The majority of City Heights Prep students enter the school performing significantly below grade level.20 Rather than penalizing (and discouraging) students by measuring their progress only in terms of achieving/not achieving grade level proficiency, the school seeks to meet entering students where they are and measure their progress from this point. For this reason, City Heights Prep prioritizes measuring growth. The school will use multiple measures and conduct longitudinal data collection. Longitudinal data will be reported as a subgroup(s) measuring student’s growth over time. As evidence of the school’s commitment to the use of data, a testing coordinator for the different test(s) is appointed each year to manage the assessment process.

STATE MANDATED TESTING

City Heights Prep administers tests as required by the state of California. As federal legislation or local interpretation of the legislation changes, we will revise our goals as appropriate. If tests are added or removed from the state mandated assessments, our testing program will be modified as necessary. These tests will serve as one indicator of student grade level achievement in each tested content area. The school administers required testing as outlined below.

TESTING SCHEDULE BY GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>CAAS/ P P</th>
<th>CAST/ Science²</th>
<th>PFT</th>
<th>PSA/ T/ Exam(s)</th>
<th>AP</th>
<th>ELPAC</th>
<th>CAA/ CMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

√ Required test * Administered as applicable

VARIED ASSESSMENT TOOLS

Developing a comprehensive and clear picture of student progress requires the use of a variety of measures. Furthermore, regular and systematic administration of a variety of assessments provides the School Director/Principal and teachers with valuable data that will allow us to critique our academic program, adapt instructional approaches, and establish new goals to best serve our student population.

²0 For the 2018 – 19 school year, the average reading level for an entering 6th grade City Heights Prep student was grade 4.7; the average math level was grade 4.6.
Additional data—both quantitative and qualitative—provide additional information in measuring student performance. Constant attention to performance as evidenced by this data allows City Heights Prep educators to make modifications to curriculum, instructional strategies and individual student programs in response to student’s learning needs. Carefully chosen tools assess student’s mastery of basic skills, California grade-level standards and the school’s scope and sequence, as well as allow students adequate opportunity to gain practice in answering standardized test style questions. Developing such tools require a thorough knowledge of the Common Core State Standards; California released test questions and other relevant assessments. The School Director/Principal and teachers collaborate to ensure that this standard is met.

Internal assessments may be formal or informal and may or may not be graded, but all serve an essential role to check for student understanding, inform instructional practice, and in communicating—to teachers, parents and students—growth in learning as well as areas of needed growth for students.

Ongoing attention to the full range of these assessments allows the school’s teachers and administrators to critique the instructional program and to immediately adjust instructional practices, including the establishment of new goals and expectations to better serve the student population. Teachers receive professional development and on-going feedback to improve the quality of their informal and formal assessments and are encouraged to consistently analyze and use data in ways that facilitate student achievement.

The following are examples of measurement tools that were and may continue to be used at the appropriate grade level(s), when applicable and at the indicated frequency to provide feedback regarding student progress in an ongoing manner:

Annual Assessments
Advanced Placement (AP) Exams
California Alternate Assessment (CAPA)
California Assessment Academic Student Performance & Progress (CAASPP)
English Language Proficiency Assessments for California (ELPAC)
California Modified Assessment (CMA)
California Science Test (CAST)
Early Assessment Program (EAP)
Physical Fitness Test (PFT)
Preliminary Scholastic Aptitude Test (PSAT)

**Periodic Benchmark Assessments**

Scholastic Aptitude Test (SAT)
English Language Proficiency Assessments for California (ELPAC)
NWEA Measures of Academic Performance (MAP)
Math Diagnostic
Reading Running Record
Spelling Inventory
Writing Prompt

<table>
<thead>
<tr>
<th>Ongoing Informal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Classroom Participation</td>
</tr>
<tr>
<td>Computer-Based Assessments Conferences</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>“Do Now” Activities</td>
</tr>
<tr>
<td>Homework</td>
</tr>
<tr>
<td>Informal</td>
</tr>
<tr>
<td>Inventories Lab</td>
</tr>
<tr>
<td>Reports</td>
</tr>
<tr>
<td>Peer Review</td>
</tr>
<tr>
<td>Progress toward achieving IEP goals (as applicable)</td>
</tr>
<tr>
<td>Project-Based Learning</td>
</tr>
<tr>
<td>Research Papers</td>
</tr>
<tr>
<td>Questioning</td>
</tr>
<tr>
<td>Running Records</td>
</tr>
<tr>
<td>Self-Assessments</td>
</tr>
<tr>
<td>Student Notebooks</td>
</tr>
<tr>
<td>Subject Area</td>
</tr>
<tr>
<td>Monitoring Tests and</td>
</tr>
<tr>
<td>Quizzes</td>
</tr>
<tr>
<td>Timed Math Drills</td>
</tr>
<tr>
<td>Writing Assignment</td>
</tr>
</tbody>
</table>

**USE AND REPORTING OF DATA**
Believing it to be a crucial component in building an ever improving and highly successful college preparatory school, City Heights Prep is committed to maximizing our efficiency in terms of managing and storing data. In order to do so, City Heights Prep utilizes student information systems (SIS). The data incorporated includes the following: Average daily attendance (ADA), student grades, family/student registration, contact and emergency information, student medical history/information, and teacher and student schedules.

State mandated test results are recorded on an ongoing basis and teachers record student attendance and grades directly into the data systems and maintain course records up to date. This
enables the administration and teachers at City Heights Prep to efficiently use student and school data to continuously improve instruction and achievement for its students.

City Heights Prep uses a data and assessment management system and the SIS, to create a variety of reports on student achievement including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff receives ongoing training to interpret data and engage in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. The data analysis is tied to professional development on Common Core standards-based and differentiated instruction, so that teachers can enhance their understanding of individual student performance as well as overall class performance on specific subject strands and modify their instructional designs accordingly. In these ways, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Attendance verifications and reports are reviewed by the school director/principal on a regular basis. Achievement reports are reviewed by the School Director/Principal and reported to the Board of Directors.

Each student’s AVID advisor is required to ascertain student course performance on an ongoing basis and is required to facilitate communication between content area teachers and students regarding needed improvement and to immediately inform parents of any action taken in an effort to ameliorate student performance.

Written reports outlining attendance, course grades and homework completion rates are sent home on a trimester basis.
TESTING DATA

SBAC Performance by Band, DFS, and Cohort

City Heights Prep. experienced significant and notable increases in achievement level as measured by SBAC in both English-Language Arts/Literacy and Mathematics. The following sections summarize these increases (by Performance Band, by DFS, and by Cohort Growth). This data spans SY 2016-2017 (Charter Renewal Year 1), SY 2017-2018 (Charter Renewal Year 2), and SY 2018-2019 (Charter Renewal Year 3). During this time period, the overall average DFS (Distance from Standard) increased by +26 points from -104 to -78.

It is important to note that, because there were fewer than 10 students enrolled in Grade 11 during this time period, results for Grade 11 students were not taken into account within these measures.

Sources for this data include: the CCSA Data Deep Dive Tool and publicly available CAASPP/ELPAC Data Reports.

I. ELA Performance Overall
   A. ELA Performance: Distance from Standard (+44, from -94 to -50)

   During the 2018-2019 SY, City Heights Prep. experienced a significant increase in achievement level as measured by the Smarter Balanced Summative Assessment in English-Language Arts. The Distance from Standard (DFS) performance measure for English-Language Arts applicable to “All Students” in Grades 6-8 increased by 44 points to 50 points below the standard. From 2016-2017 SY to the 2017-2018 SY, this metric increased by 7.6 from -94 to -86. From 2017-2018 SY to the 2018-2019 SY, this metric increased by approximately 36 points from -86 to -50.

   B. ELA Performance: Cohort DFS Over Time

   A review of the change in Cohort DFS Over Time shows remarkable year-to-year English Language-Arts growth within each individual Cohort. For example, on average, students entering CHPrep in SY 2014-2015 (Grade 6 of Cohort shown in purple) grew +73 points in ELA by SY 2017-2018 (Grade 8 of Cohort shown in purple). Students entering CHPrep in SY 2017-2018 (Grade 6 of Cohort shown in purple) experienced similar growth: +77 points in ELA by SY 2018-2019 (Grade 8 of Cohort shown in red). This data is further delineated by Subgroup in Section II below.
C. ELA Performance: 2019 Performance by Band/Achievement Level

### SY 2018-2019 ENGLISH LANGUAGE ARTS/LITERACY

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 11 *</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>7.14%</td>
<td>4.76%</td>
<td>12.90%</td>
<td>*</td>
<td>9.41%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>25.00%</td>
<td>23.81%</td>
<td>25.81%</td>
<td>*</td>
<td>27.06%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>21.43%</td>
<td>28.57%</td>
<td>22.58%</td>
<td>*</td>
<td>22.35%</td>
</tr>
<tr>
<td>Standard Not Met; Level 1</td>
<td>46.43%</td>
<td>42.86%</td>
<td>38.71%</td>
<td>*</td>
<td>41.18%</td>
</tr>
</tbody>
</table>

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution

II. ELA Subgroup Performance by Cohort

A. ELA Subgroup Performance: African American Students
B. ELA Subgroup Performance: Socioeconomically Disadvantaged Students

C. ELA Subgroup Performance: English-Language Learners
III. Math Performance Overall
   A. Math Performance: Distance from Standard (+8, from -115 to 107)

During the 2018-2019 SY, City Heights Prep. also experienced an increase in achievement level as measured by the Smarter Balanced Summative Assessment in Math. The Distance from Standard (DFS) performance measure for Math applicable to “All Students” in Grades 6-8 increased by 8 points to 107 points below the standard.

   B. Math Performance: Cohort DFS Over Time

A review of the change in Cohort DFS Over Time shows significant year-to-year Mathematics growth within each individual Cohort. For example, on average, students entering CHPrep in SY 2014-2015 (Grade 6 of Cohort shown in purple) grew +48 points in Math by SY 2017-2018 (Grade 8 of Cohort shown in purple). Students entering CHPrep in SY 2017-2018 (Grade 6 of Cohort shown in red) also experienced notable growth: +23 points in Math by SY 2018-2019 (Grade 8 of Cohort shown in red). This data is further delineated by Subgroup in Section IV below.
### C. Math Performance: 2019 Math Performance by Band/Achievement Level

**SY 2018-2019 MATH**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 11 *See § II(C) below</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>*</td>
<td>0%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>21.43%</td>
<td>14.29%</td>
<td>16.13%</td>
<td>*</td>
<td>18.82%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>35.71%</td>
<td>28.57%</td>
<td>25.81%</td>
<td>*</td>
<td>29.41%</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>42.86%</td>
<td>57.14%</td>
<td>58.06%</td>
<td>*</td>
<td>51.76%</td>
</tr>
</tbody>
</table>
IV. Math Subgroup Performance by Cohort

A. Math Subgroup Performance: African American students

<table>
<thead>
<tr>
<th>Grade</th>
<th>15</th>
<th>16</th>
<th>Year</th>
<th>17</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>15</td>
<td>16</td>
<td>-132</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-170</td>
<td>-165</td>
<td>-169</td>
<td>-199</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>-208</td>
<td>-195</td>
<td>-187</td>
<td>-103</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Math Subgroup Performance: Socioeconomically Disadvantaged Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>15</th>
<th>16</th>
<th>Year</th>
<th>17</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>-113</td>
<td>-100</td>
<td>-110</td>
<td>-114</td>
<td>-131</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-100</td>
<td>-142</td>
<td>-129</td>
<td>-134</td>
<td>-114</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>-160</td>
<td>-148</td>
<td>-150</td>
<td>-133</td>
<td>-81</td>
<td></td>
</tr>
</tbody>
</table>

-160 -142 -110 -134 -131
C. Math Subgroup Performance: English-Language Learners

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 15</th>
<th>Year 16</th>
<th>Year 17</th>
<th>Year 18</th>
<th>Year 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>-147</td>
<td>-118</td>
<td>-109</td>
<td>-113</td>
<td>-123</td>
</tr>
<tr>
<td>7</td>
<td>-139</td>
<td>-168</td>
<td>-131</td>
<td>-132</td>
<td>-118</td>
</tr>
<tr>
<td>6</td>
<td>-181</td>
<td>-191</td>
<td>-154</td>
<td>-144</td>
<td>-86</td>
</tr>
</tbody>
</table>

VI. Change Over Time within SBAC Performance Bands for Grade 8

Recent increases are best illustrated by changes over time within the SY 2018-2019 Grade 8 class. The following tables illustrate this growth by tracking increases specific to these two classes. The Grade 8 class experienced significant growth in achievement level as students advanced through middle-school. These increases cannot be accounted for by enrollment changes, as many students remained enrolled at City Heights Prep throughout middle-school.

A. Grade 8 Change Over Time in English Language Arts/Literacy

Remarkable increases in achievement level occurred within this category. From SY 2016-2017 to SY 2018-2019, the percentage of students in the Grade 8 Class who were meeting (level 3) or exceeding (level 4) the SBAC’s standards in ELA/Literacy increased by 30.38%, while the percentage of students not meeting the standards (level 1) decreased by 34.21%.
## SY 2018-2019 Grade 8 Students
### English Language Arts/Literacy

### Change Over Time

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Grade 6 SY 2016-2017</th>
<th>Grade 7 SY 2017-2018</th>
<th>Grade 8 SY 2018-2019</th>
<th>Total Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>0.00%</td>
<td>6.98% (+6.98%)</td>
<td>12.90% (+5.92%)</td>
<td>+12.90%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>8.33%</td>
<td>13.95% (+5.62%)</td>
<td>25.81% (+11.86%)</td>
<td>+17.48%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>18.75%</td>
<td>20.93% (+2.18%)</td>
<td>22.58% (+1.65)</td>
<td>+3.83%</td>
</tr>
<tr>
<td>Standard Not Met; Level 1</td>
<td>72.92%</td>
<td>58.14% (-14.78%)</td>
<td>38.71% (-19.43%)</td>
<td>-34.21%</td>
</tr>
</tbody>
</table>

### B. Grade 8 Change Over Time in Mathematics

Significant improvements were also present in Mathematics. From SY 2016-2017 to SY 2018-2019, the percentage of students in the Grade 8 Class who were meeting (level 3) or exceeding (level 4) the SBAC’s standards in Mathematics increased by 12.36%, while the percentage of students not meeting the standards (level 1) decreased by 17.41%.
VI. Grade 11 Results for SY 2018-2019
Due to the fact that total enrollment for Grade 11 in SY 2018-2019 was fewer than 10 students, results for 2018-2019 SBAC for Grade 11 were not published publicly on the SBAC website. A short summary of these results follow:

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>English Language-Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>Standard Not Met; Level 1</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

School Comparison Data
School comparison data for the SY 2018-2019 SBAC is included here for reference. The following middle schools are geographically near City Heights Prep and were chosen: Horace Mann Middle and Clark Middle.

I. Demographic Considerations
The majority of students enrolled in City Heights Prep. are English-Language learners (55%), while English-Language Learners comprise a smaller percentage of the total student population at Mann Middle (33.2%) and Clark Middle (29.8%). A comparative analysis of achievement data must give consideration to this important distinction. It is also important to note that City Heights Prep serves Grades 6-12, while Mann Middle and Clark Middle do not.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>City Heights Prep</th>
<th>Mann Middle</th>
<th>Clark Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>100%</td>
<td>95.5%</td>
<td>96.4%</td>
</tr>
<tr>
<td>English-Language Learners</td>
<td>55%</td>
<td>33.2%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

II. School Comparison Data by DFS for SY 2018-2019
During the SY 2018-2019, City Heights Prep. experienced a significant increase in achievement level as measured by the Smarter Balanced Summative Assessment in English-Language Arts and Math. This growth far exceeded the growth at Mann Middle and Clark Middle for “All Students” and in many sub-groups.
### School Comparison Data: DFS Increase for SY 2018-2019

<table>
<thead>
<tr>
<th>Area of Growth</th>
<th>City Heights Prep</th>
<th>Mann Middle</th>
<th>Clark Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>+36, from -86 to -50</td>
<td>+3, from -45 to -42</td>
<td>+11, -89 to -78</td>
</tr>
<tr>
<td>Math</td>
<td>+14, from -121 to -107</td>
<td>+0, from -77 to -77</td>
<td>+12, -52 to -40</td>
</tr>
</tbody>
</table>

### III. School Comparison Data: DFS Change by Subgroup for SY 2018-2019

#### A. Subgroup: African American Students

<table>
<thead>
<tr>
<th>Area of Growth</th>
<th>City Heights Prep</th>
<th>Mann Middle</th>
<th>Clark Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>+53 to -77</td>
<td>+9 to -75</td>
<td>+4 to -85</td>
</tr>
<tr>
<td>Math</td>
<td>+32 to -145</td>
<td>+4 to -111</td>
<td>+37 to -112</td>
</tr>
</tbody>
</table>

#### B. Subgroup: Socioeconomically Disadvantaged Students

<table>
<thead>
<tr>
<th>Area of Growth</th>
<th>City Heights Prep</th>
<th>Mann Middle</th>
<th>Clark Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>+37 to -49</td>
<td>+2.1 to -45</td>
<td>+11 to -79</td>
</tr>
<tr>
<td>Math</td>
<td>+14 to -107</td>
<td>-1 to -79</td>
<td>+12 to -40</td>
</tr>
</tbody>
</table>

#### C. Subgroup: English-Language Learners

<table>
<thead>
<tr>
<th>Area of Growth</th>
<th>City Heights Prep</th>
<th>Mann Middle</th>
<th>Clark Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>+42 to -59</td>
<td>+10 to -53</td>
<td>+7 to -60</td>
</tr>
<tr>
<td>Math</td>
<td>+18 to -112</td>
<td>+7 to -85</td>
<td>+7 to -95</td>
</tr>
</tbody>
</table>

### IV. School Comparison Data by Performance Band for English Language Arts/Literacy

Notwithstanding the higher percentage of English-Language Learners served by City Heights Prep, performance in English Language-Arts/Literacy is comparable among all three schools.
V. School Comparison Data by Performance Band for Mathematics

With respect to Mathematics, although Clark Middle and Mann Middle show a higher percentage of students who exceeded the standard (level 4), the percentage of students at each school who have not yet met the SBAC Standard (level 1) is comparable.
NWEA MEASURES OF ACADEMIC PROGRESS (MAP)

NWEA Data Feedback

Conditional Growth Index (CGI), as this tell us how much students are growing compared to “normal” growth.

Based on 2018 -19 MAP data 5, City Heights Prep students evidenced amazing academic growth across the curriculum.

- For Math, students grade 6th-12th experienced a growth of 1.3 grade levels and when specifically looking at our high school, students grade 9th-12 experienced a growth of 1.9 grade levels.
- For Reading, students grade 6th-12th experienced a growth of 1.0 grade levels and when specifically looking at our high school, students grade 9th-12 experienced a growth of 1.7 grade levels.
- For Science, students grade 6th-12th experienced a growth of 1.5 grade levels and when specifically looking at our high school, students grade 9th-12 experienced a growth of 1.6 grade levels.
- For English Language Arts, students grade 6th-12th experienced a growth of 1.1 grade level and when specifically looking at our high school, students grade 9th-12 experienced a growth of 1.5 grade levels.
- For grades 9th-12th, we started the year with 37% of students at or above grade level and we ended with 54%.

This data demonstrates a need to focus on Reading and Language for Middle School. Many of our students come into our school reading English at a low level so this data does show that our high school students that continue in our school, make strong growth in those areas.

MAP data is used internally to assess our effectiveness as a school, measure student growth and learning and to focus our instruction on specific areas of need. The test is taken at the end of every school year and for new students, they take the test in the fall or upon arrival. This data is analyzing growth from Spring 2018-Spring 2019 unless students are new. In that case, the new students take the MAP in Fall and then again in Spring with everyone else.
### NWEA School Conditional Growth Index Spring 2018-2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>7</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Grades 6-8**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>10</td>
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<td>11</td>
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</tr>
<tr>
<td>12</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
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</tbody>
</table>

**Grades 9-12**

### NWEA School Conditional Growth Index Spring 2017-2018

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>7</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>8</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Grades 6-8**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>10</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>11</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Grades 9-11**

### NWEA School Conditional Growth Index Spring 2016-2017

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
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</thead>
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<td>6</td>
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<td>7</td>
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<td>Y</td>
</tr>
<tr>
<td>8</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Grades 6-8**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Grades 9-10**
City Heights Prep students evidence growth in English learning as evidenced by the ELPAC.

- It is possible to compare performance on the ELPAC between several schools in the same year. This is referenced in tables 4 and 5 below. Since our school serves students in grades 6-12, data is included from both local middle and high schools in the same neighborhood.
- As the data shows, City Heights Prep students had higher percentages of students who scored at levels 3 and 4 (early advanced/advanced) than comparable schools in both the 2017-2018 and 2018-2019 school year.
- In 2018-19, 38% of English learners made progress towards English language proficiency on the ELPI indicator.
- While this is below the state average and district average, it is above Mann Middle which is in the same neighborhood.
- We are working to improve our ELPAC growth by offering two new courses to all students - AVID and Language Intervention.
- Our School began offering two new courses in the 2019-2020 school year and they continue to be offered in the 2020-2021 school year, including during distance learning.
- All students now take a grade level AVID Course. This course helps students learn the academic language demands they will need for success in highschool and higher education.
- Language Intervention Program is a small and targeted literacy intervention class designed to provide systematic and comprehensive reading instruction to help struggling readers and English learners reading below grade level.
- Lastly, our school has hired a counselor who has been especially helpful in working with our English Learners and their families, ensuring they are making progress towards their graduation goals.
Summative ELPAC Administration for 2017-20

2017-2018 Overall Performance

- City Heights Prep
- Mann Middle
- Crawford High

Performance Level

Level 1 | Level 2 | Level 3 | Level 4

Summative ELPAC Administration for 2018-2019

2018-2019 Overall Performance

- City Heights Prep
- Mann Middle
- Crawford High

Performance Level

Level 1 | Level 2 | Level 3 | Level 4
Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- 35.8%: ELs Who Decreased at Least One ELPI Level
- 1.8%: ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- 52.8%: ELs who Maintained ELPI Level 4
- 9.4%: ELs Who Progressed at Least One ELPI Level
ELEMENT 4: GOVERNANCE STRUCTURE

“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 § 47605 (c)(5)(D).

LEGAL STATUS

City Heights Prep was incorporated as a California Nonprofit Public Benefit Corporation. The Articles of Incorporation were filed on July 6, 2010. City Heights Prep is a 501(c)(3) tax-exempt, non-profit public benefit corporation. The filed Articles of Incorporation, evidence of active corporate status, and adopted Bylaws can be found in Appendices D—F. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of City Heights Prep, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by City Heights Prep, as long as the District has complied with all oversight responsibilities required by law.

City Heights Prep is a direct-funded charter school.
BOARD OF DIRECTORS
The City Heights Prep Board of Directors (“Board”) governs City Heights Prep. The Board is responsible for the operation of school. Board members have a responsibility to solicit input from, and opinions of, the parents, faculty and staff, regarding issues pertaining to City Heights Prep. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the City Heights Prep Charter and procedures to assist the staff in facilitating the implementation of such policies. The Board consists of 5—11 members who govern City Heights Prep, in 2-year staggered terms as possible. The City Heights Prep Board includes community members, educators and other professionals. During the initial years of the school’s operation, the Board focused on building internal capacity and providing stability to the school. It is from a strong foundation that the Board is now able to strategically expand. (See Appendix D)

FUNCTION OF THE BOARD OF DIRECTORS
The City Heights Prep Board will meet on a regular basis (e.g., at least bi-monthly) in accordance with the Brown Act and Education Code Section 47604.1(c). The responsibilities of the Board of Directors include, but are not limited to:

- Modify and approve the school’s mission
- Modify and approve the School Accountability Plan
- Approve all policies and procedures
- Provide notice and hold meetings in compliance with the Brown Act
- Create and approve sub-committees as needed
- Develop, approve, and monitor the school’s annual budget, including hiring an external auditor to perform a comprehensive school fiscal audit as mandated by state regulations
- Hiring and evaluating the school director/principal
- Monitors and reviews the school’s academic performance and adopts policies to support student achievement goals
- Execute all other responsibilities required by the California Corporations Code, the Articles of Incorporation, Bylaws and this charter, necessary to ensure the proper operation of the school
- Reviews and approves major contracts including facilities
- Recruit prospective Board members
The City Heights Prep Board has adopted a Conflict of Interest Code (See Appendix H) that complies with the Political Reform Act, Government Code Section 1010, et seq., as set forth in Education Code Section 47604.1, and may initiate and carry out any program or activity that is not in violation of any applicable law, including the California Charter Schools Act, and any Education Codes that are applicable to charter schools. Additionally, the Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the school any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Subject to the provisions of § 5226 of the California Nonprofit Public Benefit Corporation Law, any Board member may resign effective upon giving written notice to the President, the Secretary or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Any Board Director may be removed, with or without cause, by a majority of Directors then in office at any regular or special meeting of the Board.

**BOARD OF DIRECTORS BIOGRAPHIES**

**Johanna Afshani:** After graduating from the University of Southern California where she served as a Research Fellow at the Jesse M. Unruh Institute of Politics, Johanna Afshani worked as Special Assistant to then-former President Ronald Reagan in Century City, California. Johanna is an attorney with specialized training in mediation from Pepperdine Law School’s Straus Institute for Dispute Resolution and Harvard Law School’s Program on Negotiation. After practicing law for two years in Hawai’i, Johanna relocated to Massachusetts and served as a courthouse mediator under the auspices of Mediation Works Incorporated. Johanna serves on the Board of Directors of the National Conflict Resolution Center (NCRC), which provides dispute resolution through client services, training and education. She is the Chair of the NCRC-KPBS Community Heroes Selection Committee, which honors individuals who make significant contributions to our community and give selflessly to build civility in San Diego. In addition, Johanna sits on the Board of the San Diego Diplomacy Council and is the Chair of the Cultural Diplomacy series. She has been credited in several publications. She attributes her passion for world affairs to her multicultural French, Iranian and American background, as well as her travels around the globe. Johanna lives in Solana Beach with her husband and three children.

**Scott Himelstein:** Scott Himelstein is the former Deputy Secretary of Education/Chief of Staff and later Acting Secretary of Education for the State of California. In that capacity, he served as chief policy advisor to Governor Arnold Schwarzenegger on K-12 and higher education. In 2008, Himelstein was appointed by the Governor to the California Community College Board of Governors which oversees 113 colleges, the largest system of higher education in the world. He served as its' President from 2011 to 2013. Established by a gift from the William D. Lynch Foundation, Himelstein recently served as the Director of the University of San Diego's Center for Education Policy and Law (CEPAL). Established by a gift from Irwin and Joan Jacobs he was also the Director of the Mobile Technology Learning Center (MTLC). Mr. Himelstein is an instructor of Law and Politics of Education Policy Development in the USD School of Leadership and Education Sciences. Prior to his appointments by Governor Schwarzenegger, he served as Chairman and CEO of the National Even Start Association, President of the William D. Lynch Foundation for Children, and Chairman and CEO of San Diego Reads. Himelstein serves on the San Diego Museum of Photographic Arts board and education committee. His expertise encompasses the financial, political, governance and workforce dimensions of educational policy development.
**Lisbeth Johnson:** Dr. Johnson retired as Superintendent of the Santee School District (K-8) in San Diego, California in 2009 after serving ten years. She earned her Ed.D. from the University of La Verne in Educational Leadership in 2002. Lis began her career as a head teacher for Head Start schools. She then became a K-6 teacher and evaluation consultant in South Bay, a Principal of three schools and Area Director of eight schools in Cajon Valley (K-8), Director of Curriculum in Walnut Valley School District (K-12) in San Gabriel Valley and ultimately an Assistant Superintendent of Educational Services and Superintendent in Santee. Dr. Johnson has won several awards including the County’s ACSA Superintendent of the year award. She is also credited for rallying the community to pass a school bond measure for the first time in forty years that brought Santee new science classrooms and digital infrastructure. Upon retirement, Dr. Johnson worked at USD as an Educational Leader in Residence for SOLES where she coordinated professional development for Executive coaches in a Linked Learning High School Grant Program. Currently Lis serves on several school boards as chair and member and is an adjunct Professor at Brandman University in Transformational Leadership. Lis’ expertise is as a consultant to governance teams, and an Executive Coach for aspiring Superintendents. Dr. Johnson is also the co-author of Transforming Ice Age Schools.

**Regina McDuffie:** Dr. McDuffie is currently Head of School at the Rhoades School in Encinitas, California. She received her Ph.D. in Language, Literacy and Learning from Fordham University in New York in 2003. She is also an instructor of continuing education at the University of California San Diego Extension where she works with students focused on obtaining specialist credentials in reading or clearing their California teaching credential. Dr. McDuffie is a published author and has published her research detailing cognitive and metacognitive strategies that high school students used to design and develop web pages entitled, Web Page Design: Developing Cognition and Metacognition in all Learners: Constructivist Approaches to Technology and Literacy Education in the 21st Century. Over the past 25 years, Dr. McDuffie has held numerous administrative and teaching positions, including high school social studies teacher, curriculum coordinator, elementary school principal, and academic dean.

**Michael Watts (Chair):** Michael Watts is vice president of investor relations and corporate communications at Hologic, a $17 billion, S&P 500 medical products company with approximately 1,000 employees in San Diego. He is responsible for the company’s internal and external communications efforts, including financial communications, media relations, employee communications and corporate branding. Previously, Mike was vice president and general manager of acquired businesses for Hologic. In that role, he managed a portfolio of five businesses in transplant diagnostics, infectious disease testing, prostate cancer diagnostics, pharmaceutical research services, and agricultural biotech. These businesses generated more than $80 million in annual sales and employed approximately 240 people in San Diego, Wisconsin, Connecticut and the United Kingdom. Before that, Mike was an executive at Gen-Probe, a molecular diagnostics company based in San Diego. He played a key leadership role in Gen-Probe’s growth over eight years, which culminated in Hologic’s $3.7 billion acquisition of the company. Before joining Gen-Probe, he held positions of increasing responsibility in strategy, finance and communications at Baxter, Ligand and Merck. Mike earned a BS from the Medill School of Journalism at Northwestern University and an MBA from UCLA’s Anderson School of Management. He lives in San Diego with his wife and two children.
FUNCTION OF THE SCHOOL DIRECTOR/PRINCIPAL
The School Director/Principal’s responsibilities are to:

- Uphold the mission and vision of the school
- Implement the City Heights Prep educational program
- Implement school policies, procedures, and administrative functions as directed by the City Heights Prep Board of Directors
- Serve as the chief administrative officer for the hiring, firing, disciplining, and promotion of teachers and other school personnel
- Provide continued training for teachers in order to attain educational excellence to meet and/or exceed California State content standards
- Serve as the liaison between City Heights Prep and its Board

ADVISORY BODIES
The governance of City Heights Prep is designed to reflect the desires and goals of parents and the community, to draw on the expertise of school personnel, and to use the services and resources of the community-at-large. Our success depends on broad-based community partnerships and, most importantly, a respect for the diverse cultures of our community. City Heights Prep is regarded as a highly collaborative community and we align our school with that same culture of cooperation and exchange. The Board has the right to develop advisory committees.
VOLUNTARY FAMILY COMMITTEE

The Family Committee is comprised of parents and/or guardians and is led by two elected family member representatives whenever possible. Its primary objective is to assist the school in achieving its mission. They may also raise funds to support school activities. Since parents are partners in the education at City Heights Prep, they are strongly encouraged to actively participate in the decision-making processes of the school. Every enrolled family is automatically a member of this committee, welcomed and encouraged to participate in meetings and activities.

CITY HEIGHTS PREP ORGANIZATIONAL CHART
ELEMENT 5: EMPLOYEE QUALIFICATIONS

Qualifications of School Employees

The qualifications to be met by individuals to be employed by the charter school. [Education Code § 47605(c)(5)(E)]

City Heights Prep recruits and employs professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees must demonstrate and adhere to our school’s mission, program design, instructional philosophy, and curriculum documented in this charter.

The Board of Directors defines specific employee minimum qualifications that include, but are not be limited to, the following:

- Commitment to the City Heights Prep mission and values
- Ability to plan cooperatively with other staff
- Active participation in faculty meetings
- Awareness of the social, emotional and academic needs of the students
- Belief in the basic philosophy of emphasizing a college preparatory curriculum
- Commitment of time, energy, and effort in developing City Heights Prep’s program
- Commitment to working with parents as educational partners
- Focus on working closely with City Heights Prep staff by sharing any information regarding a student's behavior change, attitude and/or classroom performance
- Knowledge of the developmental needs of students
- Strong, written and verbal communication skills
- Willingness to continue education through additional courses and training, workshops, seminars and staff development
- Willingness to take a leadership role in some aspect of City Heights Prep’s development
- Unwavering integrity

City Heights Prep teachers meet all California credentialing requirements, including holding the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. City Heights Prep may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.) Furthermore, all teachers who provide instruction to English Learners (ELs) must hold the English Learner Authorization.

Before any employee can begin employment at City Heights Prep, they must provide evidence of fingerprinting/background screening and current tuberculosis (TB) risk assessment or examination. These documents are checked and verified by the School Director/Principal. City Heights Prep maintains a current copy of current documentation in addition to the teacher’s certificate/credentials, available for audit and compliance purposes.

All faculty and staff must be committed to creating a school atmosphere of high academic rigor with a culture of high expectations for learning and respect. They must also be open to
constructive, objective feedback and the opportunity to collaborate with ambitious and dedicated colleagues.

A core belief of City Heights Prep is that the expertise, preparation and quality of all staff are crucial to student success. In keeping with this, City Heights Prep fosters a collegial environment that both supports and expects growth and excellence, evidenced by ongoing site-based professional development and bi-weekly common planning time built into the school schedule. In addition, City Heights Prep fosters a culture of collaboration where teachers are regularly observed and coached, and where visits to the classroom by administration, other teachers and parents are the expected norm. Finally, all staff is strongly encouraged to attend professional workshops and conferences focused on building skills and knowledge. When possible, the school facilitates participation in activities that build knowledge for research-based best practices in pertinent areas that support at-risk students including, but not limited to, developing adolescent and academic literacy, differentiating instruction, providing positive behavior interventions and supports, and supporting survivors of trauma. Teachers, faculty and staff are informed of professional development opportunities through SDUSD, the San Diego County Office of Education, CCSA and other options that become known to the administration.

City Heights Prep is committed to recruiting staff that is representative of the community, and as such will give priority to candidates that demonstrate fluency in second language (both spoken and written) represented in the student body.

NON-DISCRIMINATION STATEMENT
City Heights Prep selects its own staff. The selection procedure, in accordance with Education Section 47605(e)(1), does not discriminate on the basis of race, ethnicity, religion, national origin, gender, age, disability, sexual orientation, or any other protected class. City Heights Prep staff consists of persons who are committed to City Heights Prep’s mission and vision and educational program.

QUALIFICATION OF TEACHERS
City Heights Prep retains or employs teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. In addition, all City Heights Prep teachers must hold an English Learner Authorization. City Heights Prep will comply with Education Code § 47605(l)(1), which states:

“Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.”
Teachers at City Heights Prep are expected to have knowledge of child development, understand general learning theories and curriculum development sequences and be willing to be a collaborative team player. City Heights Prep expects teachers to be effective communicators to both students and parents, possess the ability to use a reflective process in his/her professional endeavors and use innovative and creative approaches to meeting educational goals.

Teachers credentials are checked twice a year. Teachers receive limited assignments and credentials are cleared. All teachers also participate in induction programs in order to excel and be defined under their subject areas.

City Heights Prep also employs or retains non-certificated instructional support staff in any case 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 serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments.

QUALIFICATIONS FOR THE SCHOOL DIRECTOR/PRINCIPAL
The School Director/Principal at City Heights Prep must be an experienced educational leader who has an overarching strategic vision for the school. The School Director/Principal should have a working knowledge of the Charter Schools Act and the school’s responsibility to abide by its mandates. The School Director/Principal must possess a deep personal integrity by which to guide the school to authentic accountability to improved teaching and learning which must be evidenced through student outcomes. The School Director/Principal should possess articulate and insightful communication skills by which to engage the entire learning community from the youngest student enrolled to the governing Board and district staff. The School Director/Principal will have a comprehensive understanding of budgetary development, strategic financial planning, fiduciary accountability, technological and data-analysis experience. They will also possess the ability to solicit, hire, supervise and evaluate teachers. They must be skilled in soliciting community partnerships that will enhance the academic success of City Heights Prep.

QUALIFICATIONS FOR THE ASSISTANT DIRECTOR
The Assistant Director is part of the School’s administrative team as well as the leadership team and works closely with and reports directly to the school director to maintain a culture of excellence and ensure that the school functions and grows in keeping with its mission and vision. The Assistant Director is responsible for all matters related to student life and family engagement at the School, thereby allowing the school director to focus on the operational aspects of the school. It is imperative that the Assistant Director cultivates a close working relationship and strong communication with the school director.

The Assistant Director must be a quick and independent problem-solver who isn’t afraid to roll up their sleeves in a non-traditional setting in order to manage people and projects in an intentional manner that is reflective of our organization's goals. The Assistant Director must be able to maintain a pleasant demeanor, even when working under deadlines and/or experiencing regular interruptions. The right candidate will be a collaborative and communicative leader who understands and enjoys the challenges and opportunities of working primarily with people and who works with an eye continuously contributing to the School’s mission of preparing students for success in postsecondary education.
QUALIFICATIONS OF ADMINISTRATIVE SUPPORT STAFF
City Heights Prep’s administrative support staff must possess experience and expertise appropriate for their position and be committed to City Heights Prep’s philosophy and the success of its students.

This staff is responsible for overseeing the administrative and record keeping functions, with an emphasis on student records and school safety. All administrative support staff must possess effective communication skills in both oral and written English language and an excellent record of dependability. They must demonstrate knowledge and experience in Microsoft Word, Excel, PowerPoint, record-keeping and other office skills as required for their specific position.

City Heights Prep reserves the right to eliminate or create new full-time positions as necessary and also reserves the right to adjust minimum qualifications and major responsibilities as necessary.

SERVICES PROVIDED VIA CONTRACTORS
City Heights Prep receives service from employees of organizations with which City Heights Prep contracts. City Heights Prep ensures that the qualification of the employees of contractors is consistent with the expectations for City Heights Prep’s employees.
ELEMENT 6: HEALTH & SAFETY POLICIES

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. *Education Code § 47605(c)(5)(F)*

City Heights Prep complies with all applicable health and safety laws and complies with all requirements of the California Division of Occupational Safety and Health (Cal/OSHA), Family and Maternity Leave Act (FMLA), the California Family Rights Act as required under charter schools’ law.

The following summarizes the health and safety policies of City Heights Prep.

CAMPUS VISITORS

All campus visitors must register at the front desk and are provided with a visitor’s badge. Visitor’s must abide by the Board approved Volunteer and Visitor Policy.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors are required to submit to a criminal background check and to furnish a criminal record summary consistent with applicable state law and Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice (DOJ) for the purpose of obtaining a criminal record summary. City Heights Prep 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 School Director/Principal monitors compliance with this policy and receives and reviews DOJ reports. The Board chairman monitors the fingerprinting and background clearance of the School Director/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All classified and certificated staff are mandated child abuse reporters at the term is used in California Penal Code § 11166 and will follow all applicable reporting laws as set forth in California Penal Code § 11164-11174.3. City Heights Prep shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

City Heights Prep follows the requirement of California Education Code Section 49406 in requiring employees, and volunteers who have frequent or prolonged contact with students, to be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter.
IMMUNIZATIONS
City Heights Prep follows all laws related to legally required immunizations, including Health and Safety Code § 120325-120375, and Title 17, California Code of Regulations § 6000-6075, by requiring all enrolled students who receive classroom-based instruction to provide records documenting immunizations as is required at public schools. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL
City Heights Prep follows California Education Code Section 49423 regarding administration of medication in school. City Heights Prep will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

VISION/HEARING/SCOLIOSIS
City Heights Prep contracts with Specialized Therapy Services (STS) for Nursing Services and follows Education Code Section 49450 et. seq. as applicable to the grade levels served by the school.

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

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY
City Heights Prep shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. City Heights Prep adopted the Suicide/ Self Harm Reporting policy on March 1, 2019. City Heights Prep shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

PREVENTION OF HUMAN TRAFFICKING
City Heights Prep shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources. City Heights Prep Charter School uses a board approved policy on human trafficking prevention. The school complies with Education Code section 49381 to ensure all students, parents and guardians are given information regarding resources for human trafficking prevention. Student grades 6-12 will receive links to resources on parent and guardian engagement application monthly to ensure awareness and accessibility.
FEMININE HYGIENE PRODUCTS
City Heights Prep will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products pursuant to Education Code Section 35292.6. City Heights Prep complies with Education Code Section 35292.6 by providing all female students access to free feminine hygiene products. The school was rewarded hygiene products for all students by Donors Choose to help ensure students health.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL
City Heights Prep shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT
City Heights Prep shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

SCHOOL SAFETY PLAN
City Heights Prep has adopted a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

EMERGENCY PREPAREDNESS
City Heights Prep follows the Emergency Preparedness/School Safety Plan drafted specifically to the needs of the schoolsite in conjunction with law enforcement and the fire marshal. This plan includes but shall not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The school maintains and annually reviews a Comprehensive School Safety Plan as required by law. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
BLOOD-BORNE PATHOGENS
City Heights Prep meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The school has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

FACILITIES SAFETY
City Heights Prep continues to locate at 4260 54th Street, San Diego, CA 92115. The school complies with California Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. City Heights Prep agrees to continue to maintain visitor policies, 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. City Heights Prep conducts fire and natural disaster drills at least four times per school year in accordance with Title 5 California Code of Regulations Section 550 and will maintain on file records documenting such compliance, which shall be available for inspection.

DRUG/ALCOHOL/SMOKE FREE ENVIRONMENT
City Heights Prep maintains a drug, alcohol and smoke-free environment.

UNIFORM COMPLAINT POLICY AND PROCEDURE
City Heights Prep has a Board adopted Uniform Complaint Policy & Procedure in place to properly address all complaints and concerns (See Appendix I).

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES
City Heights Prep is committed to providing a school that is free from 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. City Heights Prep has adopted a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is a serious offense and will be addressed in accordance with the school’s anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. City Heights Prep shall create a poster that notifies students of the
applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

**Bullying Prevention**

City Heights Prep shall adopt procedures for preventing acts of bullying, including cyberbullying. City Heights Prep adopted the Bullying/Threat Procedure on June 21, 2019. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.
ELEMENT 7: STUDENT POPULATION BALANCE

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code § 47605(c)(5)(G)

A central part of City Heights Prep vision is to be a high-performing school that is representative of the diversity of City Heights. In order to achieve a racial and ethnic, special education, and English learner, including redesignated fluent English proficient pupil balance that is reflective of our community, City Heights Prep:

- Provides a welcoming, safe, and nurturing learning environment for students of all ethnic and ability backgrounds. The student body is not only reflective of the population residing within the community, but also recognized as a school that honors and welcomes diversity.
- Strives to achieve racial and ethnic, special education, and English learner, including redesignated fluent English proficient pupil balance among its student population through outreach efforts to various racial and ethnic and special education and English Learner populations within the community. The outreach efforts by City Heights Prep that are targeted in achieving a balance of populations by hiring a social media specialist to assist in social media and website updates. The school also provides local elementary schools with informational pamphlets to graduating 5th graders for more awareness of City Heights Prep and the programs offered, especially for EL and Special Education students. By reaching out to local schools, we are continuing to serve our communities population.
- Commits to developing promotional and informational materials as well as informational presentations in languages other than English in an effort to appeal to limited English proficient populations and address concerns specific to that population.
- Commits to an enrollment timeline and process that allows for a broad-based recruiting and application process.
- Reviews its racial and ethnic, special education, and English learner, including redesignated fluent English proficient pupil balance annually to determine which policies and practices are the most effective in achieving a diverse student population.
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code § 47605(c)(5)(H)]

ADMISSION CRITERIA

City Heights Prep is open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. City Heights Prep is open to all students without regard for the place of residence of students or parents within San Diego Unified School District and all other districts as allowed by California Education Code Section 47605(e)(2).

City Heights Prep is nonsectarian in its admission and enrollment policies and does not discriminate against any student on the basis of the characteristics listed in California Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.)

There shall be no admission testing or other evaluation required of any applicant. City Heights Prep does not charge an application fee nor shall it charge tuition. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), City Heights Prep shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), City Heights Prep shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), City Heights Prep shall post a notice developed by the CDE on City Heights Prep’s website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The only admission requirement is that students who wish to attend City Heights Prep must follow the school’s admission procedures with respect to completing an application and submitting enrollment forms and documents by the announced deadlines. Applications will be accepted during a publicly advertised open enrollment period each year for the following school year.

Late applications are accepted on a space-available basis. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list. If
applicants are unreachable using the contact information provided on the application for admission, their space will not be held.

Requirements for Admission

The School is open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school’s capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

Admission Eligibility and Requirements

In order to be eligible for enrollment in the School, students must meet the following eligibility requirements:

- All students must have successfully completed education through grade 5.
- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All students must be at least age 6 (by December 2 of the school year in which he/she seeks enrollment in first grade, with some exceptions in accordance with the Board’s age-admission policy and in accordance with law), and not exceeding age 19, unless the student was continuously enrolled in public school prior to age 19, the student is being served under the term of an Individualized Education Program, and/or the school or program qualifies for an exemption from the general prohibition on serving students over age 19 and in accordance with the California Education Code.
- No student may concurrently attend a private school that charges the student’s family for tuition.
- All students shall be documented as residents of the State of California.
- If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
- No student will be admitted during the term of an expulsion for bringing to or possessing a firearm at any school, unless the Director makes a determination based on the specific facts of the situation in accordance with the School’s discipline policy. A student that has been otherwise expelled may be admitted to the school in the discretion of the governing board on a case-by-case basis.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the School if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:
• Complete applications for admission must be timely submitted to the School no later than the deadline published for that school year.

• The application for admission shall include, but is not limited to, the following:
  • Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
  • Proof of full immunization or exception from the requirement;
  • Proof of health examinations required by the Health and Safety Code;
  • Proof of age with the application for admission;
  • Proof of residency;
  • Indicating whether the student may require special education or related services, the student’s home language and whether the student may be an English language learner.

• Parents/guardians/caregivers shall attend a pre-admission Information Open House Meeting or its equivalent.

• Parents/guardians/caregivers shall attend a School Tour

The School shall follow any required procedures for the transfer of a program between SELPAs. Additionally, each application will be reviewed by staff to ensure it is complete before the student will be considered for admission. Each application will include a description of the School’s dispute resolution process. Any student that has been denied admission for failure to meet the School’s Admission Requirements and Process may avail him/herself to this process for reconsideration.

PUBLIC RANDOM DRAWING

If oversubscribed, admission to City Heights Prep, except for existing students, shall be determined by public random drawing in accordance with the preferences given below. Existing students are exempt from the public random drawing (“lottery”).

1. The lottery will take place within 30 days of closing the open enrollment period.
2. The lottery will take place at the schoolsite.
3. All interested parties will receive notice prior to the holding of the lottery as to how many openings are available in the school and in the different grade levels served by the school.
4. In accordance with California Education Code § 47605(e)(2), City Heights Prep reserves the right to provide admission preference in the public random drawing for any of the following:
   a. Children of employees and Board members of City Heights Prep (not to exceed 10% of total enrollment).
   b. Siblings of students admitted to or attending City Heights Prep.
   c. District residents.
   d. All other applicants.
5. The lottery shall draw names from the pool of students who have applied.
6. The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

7. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
8. Parents of students who are offered spots must accept the offer of enrollment and return the required enrollment packet within the allotted time after offer notification.

Potential students on the waiting list shall provide contact information to be used in the event space becomes available. This waiting list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting list carry over to the following school year.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

**Enrollment Process and Guidelines**

The enrollment process will begin immediately upon obtaining Charter Status. There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

**Enrollment Process**

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current students their intention to return the following year;
- The school will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The school will solicit from founders, staff members, and board members their intention to apply for admission for their children;
- The School will design program informational materials;
• The School will plan one or more Information Open House Meetings (attendance at which is mandatory for admission);
• The School will issue press releases and utilize other communication strategies;
• The School will actively recruit students throughout the community;
• The School will deliver information packets to families on wait/interest lists, including invitations to the Open House;
• The School will host Information Open House Meeting(s) and record attendance;
• The School will schedule School Tours beginning the second year of the program (attendance at which is mandatory for admission);
• The School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
• The School will determine the number of returning students at each level;
• The School will determine the number of new students at each level;
• Priority placement will be given to eligible students who timely completed their application for admission as identified in the previous section;
• After the students in the preferred categories are placed, the remaining students will be placed pursuant to a random public drawing;
• The School will hold a random public drawing, if necessary;
• The School will notify the families of the applicants who are accepted and rejected;
• Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days or if they decline or fail to respond within three business days they may be removed from the wait list or placed at the bottom of the wait list of they desire.

**Admission Guidelines**

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at City Heights Prep. All students attending City Heights Prep must follow the application, admission, and enrollment policies of the school. The application packet for admission to City Heights Prep shall include information that allows students and parents to be informed about the school’s operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of City Heights Prep.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at City Heights Prep. The determination of school capacity shall be based on, among other things, the school’s academic program, the school’s fiscal viability, the educational needs of
currently enrolled students, the capacity of the schoolsite, and the level of interest shown by students who want to attend the school.

Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students’ English language, reading, writing and math skills.
ELEMENT 9: INDEPENDENT ANNUAL FINANCIAL AUDITS

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. [Education Code § 47605(c)(5)(I)]

City Heights Prep is fiscally solvent. Our school contracts annually with an auditor for a comprehensive fiscal review. All Internal Revenue Service rules and regulations are adhered to. All administrators are apprised of new rules and regulation for Form 990. The Conflict of Interest Code and whistleblower policies are adhered to. Governance, Board policies and procedures, as well as financial documents are retained in the School Director’s office and are available for review as needed.

An annual independent fiscal audit of the books and records of City Heights Prep is conducted as required under Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of City Heights Prep are kept in accordance with generally accepted accounting principles, and as required by applicable law, and as required by applicable law, the audit employs generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The City Heights Prep Board selects an independent auditor through a request for proposal (RFP) format. The auditor has, at minimum, a certified public accountant (CPA) license, educational institution audit experience and be approved by the State Controller on its published list of educational audit providers. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and budget circulars.

The annual audit is completed within four months of the close of the fiscal year and a copy of the auditor's findings is forwarded to SDUSD, the County Superintendent of Schools, the state Controller, and to the CDE by the 15th of December of each year. The Board reviews any audit exceptions or deficiencies and agrees to meet with SDUSD with regard to resolution of audit exception or deficiencies to the satisfaction of the District. The City Heights Prep Board then submits a report to SDUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of SDUSD 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 fiscal audit of the charter school is a public record to be provided to the public upon request.

The most current independent audit was completed on November 14, 2019. The audit was performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards. There were no—nor have there ever been—any audit findings of noncompliance with state program rules and regulations.
ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURES

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Education Code § 47605(c)(5)(J)]

Policy

At City Heights Prep, suspension and expulsion procedures exist to ensure a safe and effective learning environment. Successful procedures provide for due process, are specific and concrete, and are supported by the school community. City Heights Prep regards suspension and expulsion as a last resort.

Additionally, the Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at City Heights Prep. In creating this policy, Vity Heights Prep has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. City Heights Prep
is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as City Heights Prep’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. City Heights Prep staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Family/Student Handbook which will clearly describe discipline expectations.

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

City Heights Prep administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the School Director/Principal’s office and/or main office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom City Heights Prep has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. City Heights Prep will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action.
to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

   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, 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, which includes but is not limited to, electronic files and databases.

   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

   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 a student’s 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. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “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 policy, “hazing” does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 6 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

u) 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 their age, or for a person of their 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 their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their 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 on or off the schoolsite, 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 policy, “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 policy, “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.

v) 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).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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/Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

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

   b) Brandished a knife at another person.

   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

   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, 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, which includes but is not limited to, electronic files and databases.

   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

   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 a student’s 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “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 policy, “hazing” does not include athletic events or school-sanctioned events.

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q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 6 to 12, inclusive.
r) 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 provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) 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 their age, or for a person of their 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 their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their 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 on or off the schoolsite, 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 policy, “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 policy, “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.

u) 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 (3).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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/Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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/Principal or designee’s concurrence.

b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled 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 Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the School Director/Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). 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. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director/Principal or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the School Director/Principal 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 will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by
the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act) 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 expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the 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.
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the 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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 the complaining witness 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 their discretion to remove a person from the hearing whom they believe 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 their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. 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 expelled 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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
regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Director/Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student and student’s parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; 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 School Director/Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

City Heights Prep shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from City Heights Prep as the Charter School Board of Directors’ decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school
district of residence. City Heights Prep 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.

N. Rehabilitation Plans

Students who are expelled from the City Heights Prep shall be given a rehabilitation plan upon
expulsion as developed by the Board of Directors at the time of the expulsion order, which may
include, but is not limited to, periodic review as well as assessment at the time of review for
readmission. The rehabilitation plan should include a date not later than one (1) year from the date
of expulsion when the student may reapply to City Heights Prep for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student’s expulsion term or to admit a
previously expelled student from another school district or charter school who has not been
readmitted/admitted to another school or school district after the end of the student’s expulsion
term, shall be in the sole discretion of the Board of Directors following a meeting with the School
Director/Principal or designee and the student and student’s parent/guardian or representative to
determine whether the student has successfully completed the rehabilitation plan and to determine
whether the student poses a threat to others or will be disruptive to the school environment. The
School Director/Principal or designee shall make a recommendation to the Board of Directors
following the meeting regarding the School Director/Principal’s or designee’s determination. The
Board shall then make a final decision regarding readmission or admission of the student 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 City Heights Prep’s capacity at the time the student seeks readmission or admission to City
Heights Prep.

P. Notice to Teachers

City Heights Prep shall notify teachers of each student who has engaged in or is reasonably
suspected to have engaged in any of the acts listed in Education Code Section 49079 and the
corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary
Removal of Students with Disabilities

1. Notification of SELPA

City Heights Prep shall immediately notify the SELPA and coordinate the procedures in
this policy with the SELPA of the discipline of any student with a disability or student that
City Heights Prep 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

   b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

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

If City Heights Prep, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that City Heights Prep had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

   c. Return the child to the placement from which the child was removed, unless the parent/guardian and City Heights agree to a change of placement as part of the modification of the behavioral intervention plan.

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or City Heights Prep, 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 U.S.C. 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/guardian and City Heights Prep agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if City Heights Prep believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or the Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or others.

5. Special Circumstances

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

The School Director/Principal 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 U.S.C. Section 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 U.S.C. Section 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.

City Heights Prep shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

   a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to City Heights Prep supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

   b. The parent/guardian has requested an evaluation of the child.

   c. The child’s teacher, or other City Heights Prep 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 City Heights Prep knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If City Heights Prep had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. City Heights Prep 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.

City Heights Prep shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. [Education Code § 47605(c)(5)(K)]

All eligible employees of City Heights Prep participate in a qualified retirement plan including but not limited to the State Teachers’ Retirement System (STRS). Employees are also able to participate in 403(b) plans. City Heights Prep may establish other retirement plans for employees that include but shall not be limited to the establishment of a 401(k) plan and will coordinate such participation, as appropriate with the Social Security system or other reciprocal system. City Heights Prep is responsible for contracting these services with a provider of their choice.

All non-certificated employees will participate in the federal social security program.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools [Education Code § 47605(C)(5)(L)]

No student may be required to attend City Heights Prep. Students who opt not to attend City Heights Prep may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each student enrolled in City Heights Prep are informed on admissions forms that the student(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in City Heights Prep, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: EMPLOYEE RETURN RIGHTS

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code § 47605 (c)(5)(M)

No public school district employee shall be required to work at City Heights Prep. If a District employee elects to work at City Heights Prep, the employee must resign from his/her District employment, unless otherwise mutually agreed in writing. District employees will have no special rights to work at City Heights Prep. Applications for employment by District employees are evaluated on a similar basis as all other applicants. District employees who leave to work at City Heights Prep and subsequently desire to return to District employment will have no automatic rights of return to the District, unless specifically granted by the District through a leave of absence or other agreement. City Heights Prep employees shall have any right upon leaving the District to work at City Heights Prep that the District may specify, any rights of return to employment in a school district after employment at City Heights Prep that the District may specify, and any other rights upon leaving employment to work at City Heights Prep that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT 14: DISPUTE RESOLUTION

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. [Education Code § 47605(c)(5)(N)]

Disputes Between City Heights Prep and the District

In the event of a dispute between City Heights Prep and SDUSD, regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to appraise the other, in writing, of the specific disputed issue(s). In the event SDUSD believes the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement the District provides City Heights Prep. Within 30 days of sending written correspondence or longer if both parties agree, a charter school representative, a SDUSD representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, upon mutual agreement, the charter representative and the SDUSD representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. City Heights Prep and SDUSD shall share equally the cost of hiring a mediator. City Heights Prep shall be solely responsible for its attorney’s fees and all other costs associated with resolving a dispute with SDUSD.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the Charter School shall be given a reasonable period of time to correct the violation. The District is not required to follow the dispute resolution steps and timelines set forth above with respect to disputed issues that, in the opinion of SDUSD, constitute a severe and imminent threat to the health and safety of City Heights Prep’s pupils. In such cases SDUSD will provide the Charter School with written notice of this determination. City Heights Prep reserves the right to seek legal redress regarding any such SDUSD actions. All timelines in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Complaints and Disputes

Disputes arising from within City Heights Prep, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and City Heights Prep Board members shall be resolved pursuant to policies and processes developed by City Heights Prep, including but not limited to City Heights Prep’s General Complaint Policy and Uniform Complaint Policy. City Heights Prep’s General Complaint Policy is designed to address concerns about the Charter School generally and/or regarding specific City Heights Prep employees. The Charter School’s Uniform Complaint Policy processes complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group; violations of state or federal law and program regulations; complaints alleging pupil fees for participation in an educational activity; noncompliance with the requirements governing the LCFF and LCAP; and noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300, among others. The District shall not intervene in any such internal disputes without the consent of the City Heights Board and shall refer any complaints or reports regarding such disputes to the Board or the School Director/Principal. The District agrees not to intervene or become involved in the dispute unless the dispute has given the
District reasonable cause to believe that a violation of the charter or related laws or agreements has occurred, or unless the City Heights Prep Board has requested the District to intervene in the dispute.
ELEMENT 15: CLOSURE PROCEDURES

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(c)(5)(O))

Closure of City Heights Prep will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify its parents and students, the District, the San Diego County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g. State Teachers’ Retirement System, and federal Social Security), and the CDE 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 pupil’s school district of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of City Heights Prep of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupil’s district of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, City Heights Prep will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. City Heights Prep will ask the District to store original records of the Charter School’s students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. City Heights Prep will also have an independent audit completed within six months after closure. City Heights Prep will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by City Heights Prep and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and
accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

City Heights Prep will complete and file any annual reports required pursuant to Education Code Section 47604.33.

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

On closure, City Heights Prep shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

City Heights Prep will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARTER PROVISIONS

ELEMENT 16: FINANCIAL PLANNING, REPORTING, & ACCOUNTABILITY

BUDGET

The petitioner or petitioners also shall 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(h).

City Heights Prep’s three-year projected budget and one-year cash flow can be found as an exhibit directly following the renewal petition.

FUNDING

City Heights Prep elects to receive funding directly from the state of California through the County Treasurer and the San Diego County Office of Education in accordance with applicable law and the state’s Block Grant program for charter schools. City Heights Prep will act as its own fiscal agent. The District agrees it will transfer funds from the school’s Treasury Account to the District only with specific permission from City Heights Prep.

The District agrees to forward City Heights Prep full share of local aid to the school’s account at the County Treasurer by the 15th of each month as required under Education Code 47635.

City Heights Prep acknowledges the Local Control Funding Formula and will abide with the regulations outlined in Assembly Bill 97, Senate Bill 91, and the Education Code 42238.07, 42238.02(e), and 42238.02(f).

Furthermore, should City Heights Prep elect to receive federal funds, the School will comply with the regulations stipulated by the associated requirements.

FINANCIAL REPORTING

City Heights Prep has fiscal control policies and procedures in place and employs a back office service provider experienced in charter school operations. The School complies with all other financial reporting requirements of California Education Code § 47604.33 and fully complies with California Education Code § 47604.3.

City Heights Prep annually prepares and submits the following reports to SDUSD and the San Diego County Superintendent of Schools:

1. On or before July 1, a preliminary budget
2. On or before 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. On or before December 15, an interim financial report. This report shall reflect changes through October 31
4. On or before March 15, a second interim financial report. This report shall reflect changes through January 31
5. On or before September 15, a final unaudited report for the full prior year
City Heights Prep promptly responds to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the San Diego County of Office of Education or from the state Superintendent of Public Instruction and consults with the each regarding any inquiries.
ELEMENT 17: ADMINISTRATIVE SERVICES

The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

City Heights Prep and San Diego Unified School District will negotiate in good faith and may on an annual basis to develop a memorandum of understanding separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. The school’s purchase of goods and services, if any, from SDUSD shall not negate the operational independence of the school from SDUSD. Breach of the MOU shall not necessarily constitute breach of this charter.

SDUSD may charge for the actual cost of supervisory oversight of the school not to exceed one (1) percent of the general purpose and categorical block grant revenue received by the school in accordance with Education Code Section 47613.

In the event that City Heights Prep does elect to purchase services from SDUSD, consistent with the charter school MOU, SDUSD agrees to provide its rationale for determining fair and reasonable pricing of purchased services. Currently the school purchases STRS reporting and vended meals service through SDUSD.

The Charter School shall from July 1, 2016 to date, independently report CALPADS data.
ELEMENT 18: POTENTIAL CIVIL LIABILITY EFFECTS

Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

CIVIL LIABILITY

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

City Heights Prep maintains General Liability and Auto Liability (as applicable) naming the District as an additional insured, and Worker's Compensation insurance within statutory limits. City Heights Prep will continue to purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the school.
ELEMENT 19: FACILITIES

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

City Heights Prep is located at 4260 54th Street, San Diego, California 92115, pursuant to a private lease. The building square footage is approximately 8,518 square feet. The facility consists of four independent buildings. Two of the buildings are utilized as offices for staff and student services, a student computer room, teacher work space, and classroom. The other two buildings consist of classrooms (a total of seven classrooms), library, science lab, and kitchen space for meals. The facility also includes a small space for gardening, outdoor space for extracurricular activities and dining area for student meals. The campus is secured with double fencing and both a security and alarm system, and bathrooms.
ELEMENT 20: TERM OF THE CHARTER
The term of this charter renewal shall be for a five-year period beginning July 1, 2021 and ending June 20, 2025.
Appendix A: Letters of Support
To whom it may concern,

My name is Abdirizack and I’m a recent graduate of City Heights Prep, class of 2020. I’ve been attending CHP since I was in sixth grade and I had the honor of seeing our school grow through the years. I remember the early years of our school where we only had two grades, but those were the years that a seed was planted that eventually flourished into a wonderful culture and environment that allowed students to use the school as an escape. CHP isn’t in the richest neighborhood; however, the people are rich in character and ambition. The students and teachers are filled with passion and spirit, as we are driven to give back to the world and fulfill our potentials to the fullest.

City Heights Prep is right in the heart of a town that epitomizes the term: diversity and our school exemplify that. If you took a tour of our school, you’ll see kids from all across the globe interacting with one and another. Furthermore, I feel the thing that shows the culture of our school the most is the fact that all the upperclassmen have relationships with the younger students. Since our school comprises middle schoolers and high schoolers, you’d think that the older students would avoid the younger ones, but it’s the exact opposite. My fondest memory from my senior year was being a teacher assistant for the middle school drama class. I enjoyed watching the students prepare throughout the week on their project and watch it all come together on performance day. It was wonderful to watch that great group of students develop during that semester.

Lastly, I want to take a minute to give my love and appreciation to all the teachers and staff that I encounter at CHP. Our teachers truly care about each student and make it a point to have individual connections with each of them. CHP teachers are more than just authoritarian, they constantly show their human side which in turn allowed us to grow closer to our teachers.
During slow phases of the day, you can catch a student and teacher just having a conversation because the students have built that trust with their teachers. Additionally, our school also conducts circle talks in our AVID classes that let us discuss topics that are much bigger than school subjects. These talks gave our classes more of a family vibe, especially during this past year, us juniors and seniors bonded more and enjoyed coming to school more than any other year. So, to put it short, I have nothing but eternal love for City Heights Prep, I wouldn’t be the student nor person I am today if I didn’t attend this amazing school and I am forever grateful. Go Panthers!

Sincerely,

Abdirizack Mohamed
RE: Letter of Support for Charter Renewal

To Whom It May Concern:

Hello, my name is Lillianna Micholson, a proud student here at City Heights Preparatory Charter School. I was born and raised in San Diego California since the date of June 3rd, 2004 by my mother, Deanna, and adopted father, Tim. I was born into a family of 2 boys who are my older brothers John and Mark. Later on, in life, I had a little brother named Sam. My childhood was a hectic mess for the majority of my existence, my parents were mostly absent and had their issues which affected my siblings and me. Now at 16 years old living with my biological father, Bob I am thriving and learning every day, especially at City Heights Preparatory Charter School. I started going to City Heights Prep in the year of 2017, my 8th-grade year, and have continued to attend school since. Ever since 8th grade, the school has changed my life physically, mentally, and emotionally.

I have been attending City Heights Prep for over 3 years; I am now an 11th grader and plan on graduating at this campus. Since I've attended this school I have never felt closer to any staff or teachers in all the schools I've attended. Before I went to this school most staff and teachers wouldn't have a strong connection with the students, the relationship seemed more that the teachers and staff were there to just work. At City Heights Prep, staff and teachers always check in on the student's mental health and their education, make them feel safe, provide lots of help with work, and more. Within the time of my entering this school a lot happened for me in my personal life. My adopted father disowned me for being a part of the LGBTQ+ community however, I learned to accept myself and help others therefore the school helped me make a GSA. By making a GSA gave more acceptance to students, helped others have a safe place for gender identity therapy, stopped the stigma around the community, etc. City Heights Prep is also extremely against bullying and always sticks up for their students. In conclusion, City Heights Prep gives students a safe, loving, and educational environment.

I highly recommend going to this school because it has an amazing atmosphere with kind students/staff, good teaching skills, clubs for students, and it's a small school so everyone knows each other. I decided to write this letter because I love this school and I think more people need to know about our community because we are all very smart, determined, and can honestly change the world. Our school has so many amazing things and even better opportunities.

I would like to keep this school going on for my generation and so on. The staff, teaching skills, students and the environment is a safe, educational, and loving place where everyone is welcome. Thank you for taking the time to read my letter and I hope you consider this. Have a wonderful day and the rest of your week.

Sincerely,

Lillianna Micholson
10th Grade Student
City Heights Prep Charter School
San Diego, CA
RE: Letter of Support for Charter Renewal

To Whom It May Concern:

My name is Halima Mukoma. I am 16 years old, and I am a student at City Heights Preparatory Charter School. I was born and raised in San Diego, California. City Heights as a community might be small when it comes to down to population, but big when it comes to diversity especially in schools. My journey began in Elementary. Ibarra was the name and it was pretty much everything you would expect nowadays. Playing with friends on the playground, having lunch, and Friday’s being the day you would look forward to. At first, I was extremely shy. Getting a word or even trying to spark a conversation with me was like trying to answer all the questions of a 4 year old, nearly impossible. I first heard about the school when a couple of students that were attending City Heights Prep at the time, came into our classroom when I was in the fifth grade to tell us about their school. My main takeaway was that it was small and accepting. I didn’t look into it much until the first day of the sixth grade.

I have been attending City Heights Prep for about 5 years now. In my experience, I really do think that even though the words small and accepting came off a little dull, the feeling sure isn’t. I personally had never had a one on one conversation with a teacher and doing so made me feel extremely inclusive. Monday isn’t really a day we all look forward to, but when you walk into school you are always greeted with extremely contagious smiles from all students and staff. It really does help you get through the day. The best part is walking into Avid and catching up with the staff and my best of friends about their weekend. It brings me to tears to see how close we as students are to the staff. The staff have a way of moving away from traditional schools, considering that we are a charter school, they love getting to know the students on a personal level, seeing where our mental health is at and using that to help get a better understanding of the material we learn in class. Some challenges that City Heights Prep has helped me overcome is being true to myself. City Heights Prep has had a huge impact on me for the greater good. I have learned to express myself and live in my own dreams and not in others. City Heights Prep made me realize that I too have a voice and we can fight for those who don’t. There are yet so many stories that need to be heard and not getting the opportunity to do so just isn’t an option.

I would definitely recommend City Heights Prep to other students because it really is eye-opening to see how long we’ve come and how long we still need to go. I decided to write this letter solely because I remember not-to long ago, I believe the first time around when the school wanted to renew it’s petition to stay open, my Dad, a devoted man and someone I still look up to this day, who is in fact a part of the school’s Family Committee decided to stand at the podium and give the School District a piece of his wise mind. It was extremely hard for me to hear him tear up and become almost overwhelmed with emotion, and passion that he felt towards City Heights Prep’s staff and students that work hard to keep giving us the education we need, that I just had to cry for him. He gave me the pep-talk of the century in the bus when it was time to go so I decided to return the favour.

I am writing this letter on behalf of him because it’s a family effort. I am also writing this letter because of the inspiration, confidence, and my go-to partner in crime handed down to me. My older brother, Salah. Aside from his huge ego, and his bragging rights. Our brother-sister relationship, and family effort lead him to Class of 2020. He is Class of 2020. The thought of presenting my parents with a High School Diploma just like he did and prove to them that regardless of your background and the color of your skin. Even the school you go to, you can push through. Even
work towards a degree. It would truly bring me to distress if I, let alone my other 5 siblings, weren't able to do the
same because of not being able to go to a school much like City Heights to go to. I would like for our school to
remain open and to do some biodegrading and look into what makes us, a school and the perfect definition of a
Charter School.

We might be small but we are mighty, our Panther Pride sure isn’t tiny. We speak all truths and make no excuses, yet
we have purpose and big dreams. You read a story to find a theme. It’s our school renewal we wish to redeem. We
work together as a team in which diversity is what makes us gleam. Please promise to hold it in place just like a
beam. We ask of you to help keep us open, for those dreams that are unspoken. Thank you for your time and
consideration.

Sincerely,

Halima Hamadi Mukoma
11th Grade Student
City Heights Prep Charter School
San Diego, CA
September 25, 2020

John Lee Evans, Board President
Board of Trustees
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103

RE: Support for the Renewal of City Heights Preparatory Charter School (City Heights Prep)

Dear President Evans,

I hope you and your families are doing well during these challenging times. On behalf of the California Charter Schools Association, please accept this letter of support for City Heights Prep’s charter renewal. Under the leadership of Dr. Elias Vargas, City Heights Prep remains fully committed to providing a rigorous and innovative curriculum to prepare their students for success at a 4-year university. During his tenure, the school has relocated to a site more conducive to student learning and outcomes to better serve their highly diverse community with needs vastly different from other parts of the district. Of particular note is strong growth on CAASPP data in both ELA and Math. Additionally, the growth African-American and socioeconomically disadvantaged students here at City Heights Prep is a testament their instructional strategies and programmatic decisions.

We respectfully ask the board to vote to renew City Heights Prep charter. If you have any questions, I invite you to contact me at (619) 373-2039 or kmartin@ccsa.org

Sincerely,

cc: Dr. Cindy Marten, Superintendent, San Diego Unified School District
    Deidre Walsh, Director, Charter Office
    Richard Barrera, Board Vice-President, San Diego Unified School District
    Dr. Sharon Whitehurst-Payne, Trustee, San Diego Unified School District
    Dr. Michael McQuarry, Trustee, San Diego Unified School District
    Kevin Beiser, Trustee, San Diego Unified School District
    Zachary Patterson, Student Trustee, San Diego Unified School District
My name is Amanda Graceffa and I am the school counselor at City Heights Prep Charter School. I began working here beginning of February 2019 as the school's very first school counselor. My first day was one of the most memorable I have experienced working in education, due to the immediate sense of community amongst students and staff. I had known of the demographic of students served in the City Heights Community, and the unique mix of backgrounds each of these families presented. It is easy to assume that students who are not similar in culture or experiences may not mesh well together, but here at City Heights Prep, this idea does not apply. The students are quick to welcome any new students or staff, and with a great amount of curiosity and genuine interest, want to get to know you.

Because of City Heights Prep being a grade 6-12 school, it brought a unique opportunity for a school counselor to impact both middle school and high school students. Being able to support these students academically, in college/career exploration, as well as social emotionally has been beyond rewarding. Academically, students' grades are tracked every semester to ensure failing grades are addressed with the student, as well as to track credits for graduation. All students have an online credit check page, yearly scheduled meetings to pick school schedules and go over current credits. This helps students accountable and knowledgeable about course requirements. Bringing in an online system for students to complete credit recovery or get ahead in credits has helped give students more opportunities to stay on track to graduate.

The first year of having a school counselor, the school had its first graduating class in 2019. These students had started at City Heights Prep as middle schoolers as either refugee and immigrant students, and made it all the way to the finish line. Those three students are exactly what this school's purpose is, to ensure all students have a fair and equal opportunity to succeed academically and beyond. Though our two graduating classes have been small, the support and community of the school is the reason why these students were able to graduate. It is easy to see students slip through the cracks at larger schools. From a school counselor perspective having over 500 students on a caseload, low-income, SPED, and immigrant/refugee students are often left alone to figure out schooling on their own. As a staff, we personally know every student, and create a community of support for all students.

Creating a restorative justice based school, has helped our students better communicate and understand emotions. Becoming a school wide AVID school has helped our students not only academically, but social emotionally by doing weekly restorative circles to create conversations between students and staff. Students look forward to these circles to be able to share their perspective or feelings, that they may not have anyone else to share with. Having a certified school counselor to be able to talk to when needed is that extra layer of support our students know that they have as well. We have had a huge decrease in suspensions due to the tools given to students during disciplinary situations to learn from it, and use in the future.

I feel that City Heights Prep Charter school is an essential part of our students and families lives. Our staff prides ourselves in our connections and passion for learning with our students. The students we serve deserve more than just an education, but a community to feel safe and cared for in. I am honored to call myself the school counselor at this school, and wish to for many more years.

Sincerely,

Amanda Graceffa
School Counselor
Due to my situation, my family cannot support me academically and financially. Furthermore, there are many things that I do not know on how to prepare for my future in this new country, the United States. Due to this reason, City Heights Prep helps me to thrive academically and morally. Being a student of City Heights Prep for almost five years, there are many things that I experience which I love about the school.

One highlight of the school that I like to talk about is opportunities the school offer to their students. Even thought our school is small, the staffs make sure our experiences are not less than any other students from a big campus. For instance, they have clubs that many students interested in. A free SAT lesson for high schoolers. Most important, to me, opportunity the school offer is College Trip. College Trips helped me look at University is different views and better understanding which schools are not for me. Furthermore, it encouraged me to think about my future plan and my goal for the future. Beside academic, I love the fact that students have close bond with their teachers. We, as a student, are not afraid to share our worries, happiness, and concern. These bond between the teachers helps us view the teachers and staffs differently. Being there for almost five years, City Heights Prep became a school that I am comfortable to share and express my opinion. When I was the student there, I was looking forward to go to school because of the teachers and students there. I am glad that I got to finish my high school in City Heights Prep.

From,
Kun Sreypich Chhea, Class of 2020
Appendix B: Business Entity Detail
Secretary of State
Certificate of Status

I, ALEX PADILLA, Secretary of State of the State of California, hereby certify:

Entity Name: CITY HEIGHTS PREPARATORY CHARTER SCHOOL
File Number: C3250882
Registration Date: 07/06/2010
Entity Type: DOMESTIC NONPROFIT CORPORATION
Jurisdiction: CALIFORNIA
Status: ACTIVE (GOOD STANDING)

As of September 20, 2020 (Certification Date), the entity is authorized to exercise all of its powers, rights and privileges in California.

This certificate relates to the status of the entity on the Secretary of State's records as of the Certification Date and does not reflect documents that are pending review or other events that may affect status.

No information is available from this office regarding the financial condition, status of licenses, if any, business activities or practices of the entity.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of September 21, 2020.

ALEX PADILLA
Secretary of State

Certificate Verification Number: RGK619Z

To verify the issuance of this Certificate, use the Certificate Verification Number above with the Secretary of State Certification Verification Search available at bebizfile.sos.ca.gov/certification/index.
Appendix C: Corrective Action Plan
Corrective Action Plan

<table>
<thead>
<tr>
<th>Authorizing District</th>
<th>School Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego Unified School District</td>
<td>City Heights Preparatory Charter School</td>
<td>August 28, 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director’s Name</th>
<th>Date Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elias Vargas</td>
<td></td>
</tr>
</tbody>
</table>

1. City Heights Prep Identified Areas for Improvement

<table>
<thead>
<tr>
<th>Area No.</th>
<th>Areas Identified for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
</tr>
</tbody>
</table>

In 2019, the California School Dashboard’s performance measure for Mathematics “All Students” in Grades 6-8 and grade 11 increased by 14 points to 107.3 points below the standard. Since 1) this performance measure prompted the requirement to adopt a Corrective Action Plan (“CAP”) and 2) this performance measure is derived from student achievement on the Smarter Balanced Summative Assessment for Mathematics “Areas Identified for Improvement” are based upon a review of the 2019 SBAC Results for Mathematics and related materials. These goals are directly aligned to the SBAC Mathematics “Area Achievement Level Descriptors” (Concepts and Procedures, Problem Solving and Modeling Data Analysis, Communicating and Reasoning ) and the SBAC Performance Task Rubrics.

<table>
<thead>
<tr>
<th>Mathematics Goal Number</th>
<th>Related SBAC Mathematics “Area Achievement Level Descriptor”</th>
<th>Description of Mathematics Improvement &amp; Related Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Concepts and Procedures: (“How well do students use mathematical rules and ideas?”)</td>
<td>Area for Improvement: It is challenging for our students to explain and apply mathematical concepts or interpret and carry out mathematical procedures with mastery and precision.</td>
</tr>
</tbody>
</table>
In 2019, the California School Dashboard’s performance measure for English-Language Arts applicable to “All Students” in Grades 6-8 increased by 37.3 points to 48.5 points below the standard. Since 1) this performance measure prompted the requirement to adopt a Corrective Action Plan (“CAP”) and 2) this performance measure is derived from student achievement on the Smarter Balanced Summative Assessment for English-Language Arts/Literacy, the following “Areas Identified for Improvement” are based upon a review of the 2019 SBAC Results for English Language-Arts/Literacy and related materials. These goals are directly aligned to the SBAC ELA “Area Achievement Level Descriptors” (Reading, Writing, Listening, Research/Inquiry) and the SBAC Performance Task Rubrics.

<table>
<thead>
<tr>
<th>English Goal</th>
<th>Related SBAC ELA/Literacy</th>
<th>Description of ELA/Literacy Area for Improvement &amp; Related Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Related goal: Students will develop their own understanding of mathematical concepts and operations through guided note taking and various mathematical representations.</td>
</tr>
<tr>
<td>1.2 Problem Solving and Modeling and Data Analysis: (“How well can students show and apply their problem solving skills?”)</td>
<td>Area for Improvement: It is challenging for our students to analyze real-world problems and use mathematical models to interpret and solve problems. When working independently students are having trouble using mathematical tools strategically. Related goal: Students will work with various mathematical models to solve and analyze real-world problems.</td>
<td></td>
</tr>
<tr>
<td>1.3 Communicating Reasoning: (“How well can students think logically and express their thoughts in order to solve a problem?”)</td>
<td>Area for Improvement: Our students are often having difficulty understanding the language in mathematical problems. Since they are not understanding the language in mathematics our students often have trouble explaining their own mathematical thinking. Related Goal: Students will collaborate with their peers and be provided with sentence starters to develop their mathematical understanding to solve problems.</td>
<td></td>
</tr>
</tbody>
</table>

2 English

In 2019, the California School Dashboard’s performance measure for English-Language Arts applicable to “All Students” in Grades 6-8 increased by 37.3 points to 48.5 points below the standard. Since 1) this performance measure prompted the requirement to adopt a Corrective Action Plan (“CAP”) and 2) this performance measure is derived from student achievement on the Smarter Balanced Summative Assessment for English-Language Arts/Literacy, the following “Areas Identified for Improvement” are based upon a review of the 2019 SBAC Results for English Language-Arts/Literacy and related materials. These goals are directly aligned to the SBAC ELA “Area Achievement Level Descriptors” (Reading, Writing, Listening, Research/Inquiry) and the SBAC Performance Task Rubrics.
<table>
<thead>
<tr>
<th>Number</th>
<th>“Area Achievement Level Descriptor”</th>
<th>Area for Improvement</th>
<th>Related Goal</th>
<th>Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Reading (“How well do students understand stories and information they read?”)</td>
<td><em>It is challenging for some of our students to understand the information they read.</em></td>
<td><em>Students will develop a deeper understanding of what they read by collaboratively annotating assigned texts.</em></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Writing (“How well do students communicate in writing?”)</td>
<td><em>It is challenging for some of our students to communicate clear controlling/main ideas in their writing.</em></td>
<td><em>Students exhibit difficulty will draft written responses which communicate a clear controlling/main idea.</em></td>
<td><em>This goal is aligned to the “Organization/Purpose” section of the SBAC Performance Task Writing Rubrics.</em></td>
</tr>
<tr>
<td>2.3</td>
<td>Listening (“How well do students understand spoken information?”)</td>
<td><em>It is challenging for some of our students to understand and retain spoken information.</em></td>
<td><em>Students will develop and demonstrate active listening skills by engaging in a multi-step Focused Note Taking process.</em></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Research/Inquiry (“How well can students find and present information about a topic?”)</td>
<td><em>It is challenging for some of our students to incorporate relevant evidence into their writing.</em></td>
<td><em>Students will provide elaboration in support of a controlling/main idea, which elaboration includes the use of and citation to relevant evidence (facts and details) from source material.</em></td>
<td><em>This goal is aligned to the “Evidence/Elaboration” section of the SBAC Performance Task Writing Rubrics.</em></td>
</tr>
</tbody>
</table>

3 Social Studies -  
1. Students exhibit trouble identifying the credibility of historical sources  
2. Students exhibit trouble corroborating and evaluating primary and secondary sources in order to understand the different perspectives of a single event  
3. Students have trouble evaluating whether the evidence of historical documents match the claims.  
4. It is challenging for some students identifying what is a credible source.
These goals are directly aligned to the SBAC Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in **History/Social Studies**, Science, and Technical Subjects “Assessment Targets” (Reading, Writing, Listening, Research/Inquiry) and the **SBAC Assessment Targets**.

<table>
<thead>
<tr>
<th>History/Social Studies Goal Number</th>
<th>Related SBAC ELA/Literacy/S.S. “Assessment Target”</th>
<th>Description of ELA/Literacy/S.S Area for Improvement &amp; Related Goals</th>
</tr>
</thead>
</table>
| 3.a                               | Write Brief Texts Informational/Explanatory (“How will students write brief explanations of their scientific findings?”) | **Area for Improvement:** It is challenging for some students to explain their scientific findings in concise informational texts.  
**Related Goal:** Students will develop writing skills that emphasize the use of scientific language under the 5 E model aligned with the Next Generation Science Standards (NGSS).  
**Note:** This goal is aligned to the SBAC Assessment Target “Claim 2: Writing” section of the SBAC ELA/Literacy Content Specifications. |
| 3.b                               | Revise Brief Texts Informational/Explanatory (“How will students use their editing skills to write clear and concise scientific findings?”) | **Area for Improvement:** It is challenging for students to revise their informational text to eradicate biases.  
**Related Goal:** Students will develop writing skills that emphasize the use of scientific language under the 5 E model aligned with the Next Generation Science Standards (NGSS).  
**Note:** This goal is aligned to the SBAC Assessment Target “Claim 2: Writing” section of the SBAC ELA/Literacy Content Specifications. |
| 4                                 | Compose Full Texts Informational/Explanatory ( | **Area for Improvement:** It is challenging for students to finalize their scientific findings in a cohesive and all encompassing writing piece that explains their reasoning through evidence.  
**Related Goal:** Students will practice the multistep writing process in order to present a scientifically driven presentation of findings. |
| 4.1 | Plan/Research ("How will students learn the skills to conduct research?") | Area for Improvement: It is challenging for students to begin the research process for information driven assignment.  

Related Goal: Students will develop organization skills and learn procedures for brainstorming and evidence compilation.  

Note: This goal is aligned to the SBAC Assessment Target “Claim 2:Writing” section of the SBAC ELA/Literacy Content Specifications. |
| 4.2 | Analyze/Integrate Information ("How will students learn how to use information from multiple sources?") | Area for Improvement: It is challenging for some students to organize the information they have collected to compose an effective delivery of information.  

Related Goal: Students will showcase their ability to integrate claims from multiple sources to support their argument in the Debates Unit.  

Note: This goal is aligned to the SBAC Assessment Target “Claim 4:Plan/Research” section of the SBAC ELA/Literacy Content Specifications. |
| 4.3 | Evaluate Information/Sources("How will students find evidence that is credible?") | Area for Improvement: It is challenging for some of our students to determine what sources are credible.  

Related Goal: Students will learn the skills to determine source credibility by conducting their own research using skills learned from the Digital Literacy Unit.  

Note: This goal is aligned to the SBAC Assessment Target “Claim 4:Research/Inquiry” section of the SBAC ELA/Literacy Content Specifications. |
| 4.4 | Use Evidence ("How will..."") | Area for Improvement: Some students struggle to integrate their reasoning and opinions of gathered... |
students effectively use the credible evidence they have gathered?") evidence in their assignments.

*Related Goal:* Students will use their compilation of vetted evidence in a multitude of creative projects such as current events presentations, podcasts, films, speeches, and debates.

*Note:* This goal is aligned to the SBAC Assessment Target “Claim 4: Use Evidence” section of the *SBAC ELA/Literacy Content Specifications.*

<table>
<thead>
<tr>
<th>Science Goal Numbers</th>
<th>Related SBAC ELA/Literacy/Content Specifications “Assessment Target”</th>
<th>Description of ELA/Literacy/SContent Specifications Area for Improvement &amp; Related Goals</th>
</tr>
</thead>
</table>
| 4.1                  | Plan/Research (“How will students learn the skills to conduct research?”) | *Area for Improvement:* It is challenging for students to begin the research process for information driven assignment.  

*Related Goal:* Students will develop organization skills and learn procedures for brainstorming and evidence compilation through phenomena through the 5 E model (e.g., labs, virtual simulations, and analysis of scientific journals).  

*Note:* This goal is aligned to the SBAC Assessment Target “Claim 4: Plan/Research” section of the *SBAC ELA/Literacy Content Specifications.* |
| 4.3                  | Evaluate Information/Sources (“How will students vet scientific journals credibility?”) | *Area for Improvement:* It is challenging for some of our students to determine the sponsorship of scientific claims in various publishings.  

*Related Goal:* Students will learn to critically assess what makes a
1. Our WASC accreditation identified our lab facilities as an area for improvement.
2. Since moving to our new school site, we now have a full science lab.

5 Emergent English Learners -
1. 37.7% making progress towards English language proficiency
2. According to the School Dashboard, this is considered low. (Low = 35% to less than 45%).

6 Attendance -
1. Percentage of chronic absent students have increased 6.9% in the last year. This includes majority students who are economically disadvantaged, English language learners, and of Hispanic ethnicity.
2. Parents/Guardians buy in to get students to school and on time. Having truancy letters signed and returned by the parent/guardian of the student.

7 Student Opportunities -
1. All seniors graduate with a high school diploma or certificate of completion for students with IEP’s.
2. All graduating seniors apply for and attend 2-year college, 4-year college, or a vocational school.
3. All graduating seniors apply for FAFSA.

II. City Heights Prep Goals to Address Identified Areas for Improvement

<table>
<thead>
<tr>
<th>Area No.</th>
<th>Demonstrable Goals</th>
<th>Resources/Strategies to Implement</th>
</tr>
</thead>
</table>
| 1.1      | Students will develop their own understanding of mathematical concepts and operations through guided note taking and various mathematical representations. | ● Use online platforms such as Google Classroom, DESMOS, Socrative Math IXL, Prodigy, Google Forms, Seesaw, FlipGrid and Algebraic Titles for students to answer/develop their own mathematical problems.  
 ● Students will be provided with sentence starters to explain their own mathematical thinking.  
 ● Students will also be provided with various note taking techniques in their AVID classes. |
| 1.2      | Students will work with various mathematical models to solve and analyze real-world problems. | ● Create or upload videos on how students can access their online platforms.  
 ● Use online platforms such as Google Classroom, DESMOS, Socrative Math IXL, Prodigy, Google Forms, Seesaw and FlipGrid for students to solve mathematical problems.  
 ● Demonstrate to students how they can use appropriate tools effectively such as: graphing calculator (DESMOS), compass, and protractor to explore and strengthen their understanding of mathematical concepts.  
 ● Students will be taught how to upload images onto Google classroom to showcase their handwritten work such as their computations and Flow Maps which exemplify metacognition. |
| 1.3      | Students will collaborate with their peers and be provided with sentence starters to develop their mathematical understanding to solve problems. | ● During lessons, homework, classwork, quizzes and test preview text with students. As a class, collectively review math terms that are not understood.  
 ● During online distance learning upload videos with captions prior to class to allow students to take notes. During online |
<table>
<thead>
<tr>
<th>2.1</th>
<th>Students will develop a deeper understanding of what they read by collaboratively annotating assigned texts.</th>
</tr>
</thead>
</table>
| 2.2 | Students will draft written responses which communicate a clear controlling/main idea.  

*Note: This goal is aligned to the “Organization/Purpose” section of the SBAC Performance Task Writing Rubrics.* |

## Distance Learning
- Have students come to class with 3 or more questions from the problems they didn’t understand.
- Promote student group work for students to talk about mathematics and develop their own understanding by utilizing Zoom’s Breakout Room feature.
- Provide sentence starters for students to develop their own mathematical understanding.

### 2.1
- Collaborative annotation tools, such as Hypothesis, will be implemented for MS and HS students.
- Teachers will design lessons and learning activities to support and develop students’ use of collaborative annotation tools.
- Resources (including Slides and recorded Video lessons) about how to collaboratively annotate will be created for all students. Students may refer to these resources when needed.

### 2.2
- Students will engage in informational, argumentative, and narrative writing tasks.
- Teachers will design learning activities to support and develop students’ ability to clearly communicate a main idea.
- HS students will engage in a systematic editing process which is focused on this goal area and which may involve incorporating feedback from teachers and peers.
- MS students will practice using the **R.A.C.E.** format when responding to a prompt, journal entry, or essay question. **R**estating the question, **A**nswering the question, **C**iting where they found their answer, and **E**xplaining their answer. Following this guideline will help students...
<p>| | | |</p>
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</table>
| **2.3** | Students will develop and demonstrate active listening skills by engaging in a multi-step Focused Note Taking process. | • Students will regularly take Focused Notes electronically or by hand.  
• Teachers will design learning activities to support and develop students’ use of the AVID Multi-Step Note-Taking Strategy (with color-codes).  
• Multiple note-taking formats may be implemented depending on the lesson and activity presented in class (examples, 3-column notes, bubble map, etc.) |

| **2.4** | Students will provide elaboration in support of a controlling/main idea, which elaboration includes the use of and citation to relevant evidence (facts and details) from source material.  
*Note: This goal is aligned to the “Evidence/Elaboration” section of the SBAC Performance Task Writing Rubrics.* | • Students will engage in informational, argumentative, and narrative writing tasks.  
• Teachers will design learning activities to support and develop students’ use citations to evidence.  
• Students will engage in a systematic editing process, which is focused on this goal area and which may involve incorporating feedback from teachers and peers. |

| **3** | Teach students to analyze the source (author, context, etc.) of a historical document  
Teach kids to ask the question: Who’s behind the information? As well as asking how the context of the time period the document was written affects the goals and purpose of the document.  
Teach students how to close read documents in order to gather the main idea  
Teachers will use resources provided by the Stanford History Education group in order to analyse and close read a document.  
Teach students to list the claims of a historical document  
Teach kids to ask the question: What are the major claims of this document? Students will learn how to use a thinking map in order to organize their thoughts.  
Teach students to list the evidence that backs up a claim in a historical document  
Teach students to ask two questions:  
1. What’s the evidence?  
2. What do the other sources say? |   |
| 4 | Ensure all students have access to high-quality science materials. | - School will ensure that lab facilities and instructional materials are aligned to NGSS.  
- All science textbooks and adopted materials will be published within the last 10 years to ensure that students have access to high quality texts. |
| 5 | Increase the percentage of English Learners making progress towards English language proficiency. | - All students regardless of EL status will have access to AVID course  
- Ongoing professional learning for staff focusing on lesson development, diagnostic teaching, and evaluating student progress.  
- Consider adding a specialized AVID elective that will provide explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills. |
| 6 | Lower chronic absenteeism for all students. | - Create student attendance incentives to get more students to buy in to attend school such as earned trips or events.  
- SART team to track attendance monthly to flag students who are on the verge of becoming truant, are truant, or are continuing to be truant.  
- Send letters and make phone calls home of truancy monthly to inform families of students absences.  
- Create a plan with families to increase student attendance and provide resources to help students attend school, such as bus passes. |
| | Providing meetings with families who are truantly absent. | - After informing families of students’ truancy, plan a family meeting with students, teachers, and staff to create a plan for attendance.  
- Perform home visits for families who are truantly absent, and do not respond to mailed notices or calls of student truancy.  
- Provide statistics of student attendance and how it affects the student academically. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform home visits for families who are truantly absent, and do not respond to mailed notices or calls of student truancy.</td>
<td>Provide statistics of student attendance and how it affects the student academically.</td>
</tr>
<tr>
<td>Exploring post secondary options in AVID class and assisting students create a plan/apply.</td>
<td>All students who are in grade 12 will explore college/career options in AVID class to create a list of potential post secondary options.</td>
</tr>
<tr>
<td>Track course credits to receive high school diploma/certification of completion.</td>
<td>School counselor will track all student courses to insure they are on track to graduate with a high school diploma.</td>
</tr>
<tr>
<td>Provide all students with financial aid workshops.</td>
<td>Provide in school financial aid workshops to understand financial literacy and the FAFSA application process.</td>
</tr>
</tbody>
</table>


Director’s Signature: [Signature] Date: [9/25/20]

Adopted: September 25, 2020
Appendix D: Board of Directors
### Board of Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Info</th>
<th>Term Start Date</th>
<th>Term Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna Afshani</td>
<td><a href="mailto:jafshani@cityheightsprep.org">jafshani@cityheightsprep.org</a></td>
<td>September 26, 2018</td>
<td>September 3, 2022</td>
</tr>
<tr>
<td>Lisbeth Johnson</td>
<td><a href="mailto:ljohnson@cityheightsprep.org">ljohnson@cityheightsprep.org</a></td>
<td>September 26, 2018</td>
<td>September 3, 2022</td>
</tr>
<tr>
<td>Michael Watts</td>
<td><a href="mailto:mwatts@cityheightsprep.org">mwatts@cityheightsprep.org</a></td>
<td>March 7, 2014</td>
<td>March 6, 2022</td>
</tr>
<tr>
<td>Regina McDuffie</td>
<td><a href="mailto:rmcduffie@cityheightsprep.org">rmcduffie@cityheightsprep.org</a></td>
<td>December 8, 2017</td>
<td>December 6, 2021</td>
</tr>
<tr>
<td>Scott Himelstein</td>
<td><a href="mailto:shimelstein@cityheightsprep.org">shimelstein@cityheightsprep.org</a></td>
<td>March 3, 2017</td>
<td>September 12, 2021</td>
</tr>
</tbody>
</table>

### Board Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Watts</td>
<td>Chair</td>
</tr>
</tbody>
</table>
Appendix E: Bylaws
# Bylaws

Bylaws

Adopted: 11.01.07
Revised: 09.03.20

BYLAWS OF
CITY HEIGHTS PREPARATORY CHARTER SCHOOL
A California Nonprofit Public Benefit Corporation

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1. NAME
The name of this corporation is CITY HEIGHTS PREPARATORY CHARTER SCHOOL.

2. PRINCIPAL OFFICES OF THE CORPORATION
A. Principal Office
The principal office for the transaction of the business, affairs, and activities of the corporation is located at 3770 Altadena Ave, in San Diego County, California 92105. The board of directors (board) may change the principal office from one location to another. Any change of location of the principal office shall be by corporate resolution, or noted by the secretary on these bylaws opposite this Section, or this Section may be amended to state the new location.

B. Other Offices
The board may at any time establish branch or subordinate offices at any place or places where the corporation is qualified to conduct its activities.

3. PURPOSES AND LIMITATIONS
A. General Purposes
This corporation is a nonprofit educational corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for educational purposes.
This corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

B. Specific Purposes
Within the context of the general purposes stated above, the specific purpose of this corporation shall be to provide an excellent neighborhood-based, college-preparatory education for middle and high school students in City Heights.

C. Limitations
1) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in or intervene in (including publishing or distributing statements) any political campaign on behalf of any candidate for public office.

2) The property of this corporation is irrevocably dedicated to educational purposes, as set forth in Subsection 3.A. above. No part of the net earnings of this corporation shall inure to the benefit of its directors, trustees, officers, private shareholders or members, or to any individual.
3) On the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets of this corporation shall be distributed to an organization (or organizations) organized and operated exclusively for educational purposes and that is tax exempt under Section 501(c)(3) of the Internal Revenue Code.

4. DIRECTORS
   A. Power of Board
      1) General Corporate Powers
         Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, the temporal activities, business, and affairs of the corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the board.
         Except as otherwise provided in the Articles of Incorporation, the Board shall operate the Corporation. Only persons who subscribe to the missions, goals and purposes of the Corporation are eligible to serve on the Board.
   B. Number of Directors
      The number of directors of the Corporation shall be no less than five (5) and no greater than eleven (11). The charter authority may appoint a representative to the Board of Directors as allowed by Education Code Section 47604(c). It is within the sole discretion of the charter authority whether to or not to appoint a representative. The number of directors may be increased or decreased from time to time by amendment to the Bylaws, provided that the number of directors shall never be less than three. No decrease in the number of directors shall have the effect of shortening the term of any incumbent director. To the extent applicable law requires an amendment of the Bylaws to change the number of directors, any action by the Board to increase or decrease the number of directors shall be deemed an amendment to the Bylaws.
   C. Selection of Directors
      At the expiration or earlier termination of the terms of office of the initial Directors, their successors shall be chosen for two (2) year terms by a majority vote of the members of the Board then in office, whether or not less than a quorum, or by a sole remaining Director. Each such director, including a director elected to fill a vacancy, shall hold office until expiration of the term for which elected and until a successor has been elected and qualified. The Board shall arrange for terms to be staggered when possible.
   D. Restrictions on Directors
      No persons serving on the Board may be interested persons. An interested person is (i) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.
   E. Vacancies on Board
      1) Events Causing Vacancy
         A vacancy or vacancies on the board shall exist on the occurrence of the following: (a) the death, resignation, or removal of any director; (b) the declaration by board resolution of a vacancy of the office of a director who has been declared of unsound mind by an order of court or convicted of a felony; (c) a finding by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law; or (d) the increase of the authorized number of directors.
      2) Resignations
         Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president, or to a quorum of the directors of the
board. The resignation shall be effective when the notice is given unless it specifies a later time for
the resignation to become effective. If a director's resignation is effective at a later time, the
board may elect a successor to take office as of the date when the resignation becomes
effective. Except on notice to the Attorney General of the State of California, no director may
resign if the corporation would then be left without a duly elected director.

3) Removal
A director, except for the charter authority’s representative, may be removed with or without
cause at any time by action of a majority of the directors present at a meeting at which a quorum
is present, provided that such action is taken at a meeting of the Board called expressly for that
purpose. If the charter authority appoints a representative to the Board, that individual will serve
at the pleasure of and be removed, only by the action of the charter authority.

4) Filling Vacancies
Vacancies on the board may be filled by a majority of the directors then in office, whether or not
less than a quorum, or by a sole remaining director.

5) No Vacancy on Reduction of Number of Directors
No reduction of the authorized number of directors shall have the effect of removing any director
before that director's term of office expires.

F. Directors' Meetings
1) Place of Meeting
Meetings of the Board shall be held within the physical boundaries of San Diego County which
has been designated in the notice of the meeting.

2) Annual Meeting
   a. Annually the Board shall meet for the purpose of organization, appointment of officers
      and the transaction of such other business as may properly be brought before the meeting. This
      meeting shall be held at a time, date and place as may be specified and noticed by resolution
      of the Board.
   b. All meetings of the Board and its committees shall be called, noticed, and held in
      compliance with the provisions of the Ralph M. Brown Act ("Brown Act").

3) Regular Meetings
Regular meetings of the Board, including annual meetings, shall be held at such times and places as
may be fixed by the Board. At least 72 hours before a regular meeting, the Board of Directors,
or its designee shall post an agenda at a physical location in its jurisdiction and with a direct
link on each charter school’s website homepage containing a brief general description of each item
of business to be transacted or discussed at the meeting. The Board shall meet at least three (3)
times per year, including the annual meeting.
4) Special Meetings
   a. Authority to Call
      Special meetings of the Board for any purpose may be called at any time by the president,
      the secretary or any two board members. The party calling such special meeting shall
      determine the place, date and time thereof.
   b. Notice of Special Meetings
      i) Special meetings of the Board may be held only after each member has received four (4)
         days' prior notice by first-class mail or twenty-four (24) hours' notice given
         personally or by telephone (including a voice messaging system or other system or
         technology designed to record and communicate messages), telegraph, facsimile,
         electronic mail or other electronic means of communication, provided that such notice
         otherwise complies with the Brown Act.
      ii) Any such notice shall be addressed or delivered to each member at the member's address
          (or telephone or facsimile number, or electronic mail address, as applicable) as it is
          shown on the records of the corporation or as may have been given to the corporation by
          the member for purposes of notice or, if an address (or telephone or facsimile number,
          or electronic mail address, as applicable) is not shown on the corporation's records or
          is not readily ascertainable, at the place at which the meetings of the members are
          regularly held.
      iii) Notice by mail shall be deemed received at the time a properly addressed written notice is
          deposited in the United States mail, postage prepaid. Any other written notice shall be
          deemed received at the time it is personally delivered to the recipient or is
          delivered to a common carrier for transmission, or is actually transmitted by the
          person giving the notice by electronic means to the recipient. Oral notice shall be
          deemed received at the time it is communicated, in person or by telephone or wireless,
          to the recipient or to a person at the office of the recipient whom the person giving
          the notice has reason to believe will promptly communicate it to the receiver.
      iv) The notice of special meeting shall state the time of the meeting, and the place if the
          place is other than the principal office of the corporation, and the general nature of the
          business proposed to be transacted at the meeting. No business, other than the business
          the general nature of which was set forth in the notice of the meeting, may be
          transacted at a special meeting.
      v) In accordance with the Brown Act, special meetings of the Board of Directors may be held
          only after twenty-four (24) hour notice is given to the public through the posting of an
          agenda at a physical location in the corporation’s jurisdiction and with a direct link on
          the charter school’s website homepage.

5) Quorum
   A majority of the board members then in office shall constitute a quorum. Every act or decision
   done or made by a majority of the members present at a meeting duly held at which a quorum is
   present is an act of the Board. A meeting at which a quorum is initially present may continue to
   transact business not with standing the withdrawal of members, if any action taken is approved
   by at least a majority of the required quorum for such meeting. Board members may not vote
   by proxy.

6) Consent to Meetings
   Except as otherwise may be provided in the Brown Act, the transactions of the Board at any
   meeting shall be as valid as though done at a meeting duly held after regular call and notice to the
   Board members if a quorum be present, and if, either before or after the meeting, each member
   entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding
   of such meeting, or approval of the minutes thereof.
All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any member who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such member.

7) Telephonic and Electronic Video Meetings
   a. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with; At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of San Diego County;
   b. All votes taken during a teleconference meeting shall be by roll call;
   c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconferencing location being identified in the notice and agenda of meeting;
   d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
   e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
   f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

8) Adjournment
   A quorum of the members present may adjourn any Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the public and to members who were not present at the time of the adjournment.

G. Compensation and Reimbursement
   Directors shall receive no compensation for their services as directors, but may receive reasonable reimbursement for expenses in attending meetings.

H. Committees
   1) Committees of the Board
      The board, by resolution adopted by a majority of the directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more directors and no persons who are not directors, to serve at the pleasure of the board. Appointments to committees of the board shall be by majority vote of the authorized number of directors. The board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee, to the extent provided in the board resolution, shall have all the authority of the board, except that no committee, regardless of board resolution, may:
      a. Fill vacancies on the board or on any committee that has the authority of the board;
      b. Fix compensation of the directors for serving on the board or on any committee;
      c. Amend or repeal bylaws or adopt new bylaws;
      d. Amend or repeal any board resolution that by its express terms is not so amendable or repealable; or
      e. Create any other committees of the board or appoint members of committees of the board.

   2) Advisory Committees
      Other committees not having and exercising the authority of the Board of Directors in the
management of the Corporation may be designated and appointed by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director of any responsibility imposed upon it or him or her by law.

3) Meetings and Action of Committees
Meetings and actions of committees of the board shall be governed by, held, and taken in accordance with the provisions of these bylaws concerning meetings and other board actions, except that the time for regular meetings of such committees and the calling of special meetings of such committees may be determined either by board resolution or, if there is none, by resolution of the committee of the board. Minutes of each meeting of any committee of the board shall be kept and shall be filed with the corporate records. The board may adopt rules for the government of any committee that are consistent with these bylaws or, in the absence of rules adopted by the board, the committee may adopt such rules. Committees will comply with the Brown Act as required by law.

5. OFFICERS
A. Officers of the Corporation
The officers of the corporation shall be a president, a secretary, and a treasurer (chief financial officer). The corporation may also have, at the board's discretion, a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers (assistant financial officers), and such other officers as may be appointed in accordance with Subsection 5.C. of these bylaws. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer (chief financial officer) may serve concurrently as either the president or the chairman of the board.

B. Election of Officers
All officers shall be elected to hold office for one (1) year. The officers of the corporation, except those appointed under Subsection 5.C. of these bylaws, shall be chosen by the board and each shall serve at the pleasure of the board, subject to the rights, if any, of any officer under any contract of employment.

C. Other Officers
The board may appoint and may authorize the chairman of the board, the president, or other officer to appoint any other officers that the business of the corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties specified in the bylaws or determined by the board.

D. Removal of Officers
Without prejudice to any rights of an officer under any contract of employment, any officer may be removed, with or without cause, by the board and also, if the officer was not chosen by the board, by an officer on whom the board has conferred that power of removal.

E. Resignation of Officers
Any officer may resign at any time by giving written notice to the corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice, and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

F. Vacancies in Offices
A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur.

G. Responsibilities of Officers
1) Chairman of the Board
If the chairman of the board is elected, he or she shall preside at board meetings and shall exercise and perform such other powers and duties as may be assigned by the board or prescribed by the bylaws. With Government Code Section 1090 and the Political Reform Act, the Chair cannot be the CEO and the CEO cannot be a board member.

2) President
   Subject to such supervisory powers as the board may give to the chairman of the board, if any, the president shall, subject to the control of the board, be the Chief Executive Officer and general manager and educational leader of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The president shall have such other powers and duties as the board or the bylaws may prescribe.

3) Vice Presidents
   In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board or, if not ranked, a vice president designated by the board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the board or the bylaws may prescribe.

4) Secretary
   a. Book of Minutes
      The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held, whether the meeting was general or special and, if special, how authorized, the notice given, and the names of those present at board and committee meetings. The secretary shall keep or cause to be kept, at the principal office in the State of California, a copy of the articles of incorporation and bylaws, as amended to date.
   b. Notices, Seal, and Other Duties
      The secretary shall give, or cause to be given, notice of all meetings of the members, of the board, and of committees of the board required by the bylaws to be given. The secretary shall keep the corporate seal, if any, in safe custody, and shall have such other powers and perform such other duties as the board or the bylaws may prescribe.

5) Treasurer (Chief Financial Officer)
   a. Books of Account
      The treasurer (chief financial officer) shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the corporation's properties and transactions. The treasurer (chief financial officer) shall send or cause to be sent to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.
   b. Deposit and Disbursement of Money and Valuables
      The treasurer (chief financial officer) shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board may designate, shall disburse the corporation's funds as the board may order, shall render to the president, chairman of the board, if any, and
directors, when requested, an account of all transactions as treasurer (chief financial officer) and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the board or the bylaws may prescribe.

c. Bond
If required by the board, the treasurer (chief financial officer) shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of the office and for restoration to the corporation of all its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the chief financial officer on his or her death, resignation, retirement, or removal from office.

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

   B. Approval of Indemnity
   On written request to the board by any person seeking indemnification under Section 5238(b) or Section 5238(c) of the California Corporations Code, the board shall promptly determine in accordance with Section 5238(e) of the California Corporations Code whether the applicable standard of conduct set forth in Section 5238(b) or Section 5238(c) has been met and, if it has, the board shall authorize indemnification.

   C. Advancement of Expenses
   To the fullest extent permitted by law and except as is otherwise determined by the board in a specific instance, expenses incurred by a person seeking indemnification under Subsection 6.A. and Subsection 6.B. of these bylaws in defending any proceeding covered by those Sections shall be advanced by the corporation before final disposition of the proceeding, on receipt by the corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

7. INSURANCE
   The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, against any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising out of the officer's, director's, employee's, or agent's status as such.

8. RECORDS AND REPORTS
   A. Maintenance of Corporate Records
   The corporation shall keep:
   1) Adequate and correct books and records of account; and
   2) Written minutes of the proceedings of its board and committees of the board.

   B. Maintenance and Inspection of Articles and Bylaws
   The corporation shall keep at its principal office, or if its principal office is not in the State of

Bylaws
Adopted: 11.01.07
Revised: 09.03.20

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California, at its principal business office in this state, the original or a copy of the articles of incorporation and bylaws, as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours. If the principal office of the corporation is outside the State of California and the corporation has no principal business office in this state, the secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to date.

C. Inspection by Directors

Every director shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind and to inspect the physical properties of the corporation and each of its subsidiaries for a purpose reasonably related to the director's interests as a director. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

9. CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and laws of the State of California shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a legal entity and a natural person.

10. AMENDMENTS

Bylaws may be adopted, amended, or repealed by the approval of the board.

11. FISCAL YEAR

The fiscal year of this corporation shall end on the last day of the month of July.

12. ADDITIONAL PROVISIONS

In these Bylaws, the word 'trustee' may be substituted for the word 'director.'

CERTIFICATE OF DIRECTOR

I, Elias Vargas, the School Director of City Heights Preparatory Charter School, formed and existing under the laws of the State of California, do hereby certify that the foregoing is a true and complete copy of the Bylaws of this nonprofit corporation as submitted and read to, and adopted by, the Board of Directors on January 7, 2011; and that these Bylaws were amended to reflect the correct principle office address as allowed by said bylaws on September 4, 2012; and that these Bylaws were amended to reflect the correct number of directors as allowed by said bylaws on December 6, 2013; and that these Bylaws were amended to reflect the correct number of hours’ notice for special board meetings as allowed by said bylaws on October 2, 2015; and that these Bylaws were amended to reflect updated changes on September 3, 2020.

IN WITNESS WHEREOF, I have here under subscribed my name on this 3 day of September.

Name: Elias Vargas Title: School Director

I certify that these bylaws are approved by the City Heights Prep Board of Directors on September 3, 2020.
Appendix F: Articles of Incorporation
ARTICLES OF INCORPORATION OF

CITY HEIGIITS COLLEGE PREPARATORY ACADEMY

A California Nonprofit Public Benefit Corporation

1. The name of the corporation is CITY HEIGIITS PREPARATORY CHARTER SCHOOL.

2. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

3. The specific purpose of the corporation is to provide an excellent neighborhood-based, college-preparatory education for middle and high school students in City Heights, and such other educational activities as the Board of Directors may define from time to time.

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

   Anastasia Brewster
   5205 Lea St.
   San Diego, CA 92105.

5. This corporation is organized exclusively for educational purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
6. No substantial part of the activities of this organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as otherwise provided by Section 501(h) of the Internal Revenue Code, and the organization shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

7. The property of this organization is irrevocably dedicated to educational purposes. No part of the net earnings of the organization shall inure to the benefit of, or be distributable to, its directors, officers, members, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

8. Upon the dissolution of the organization, assets remaining after payment, or provision for payment, of all debts and liabilities of this organization, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to a nonprofit fund, foundation or organization which is organized and operated for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

9. Notwithstanding any other provision of these articles of incorporation or any of the above statements of purposes and powers, this organization shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the specific purposes of this organization, and the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section
170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Dated: [Signature]
Anastasia A Brewster, Incorporator
Appendix G: 501-C Letter
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.
CITY HEIGHTS PREPARATORY CHARTER

Sincerely,

[Signature]

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC
Appendix H: Conflict of Interest Code
COUNTY OF SAN DIEGO

2014 CONFLICT OF INTEREST CODE
BIENNIAL REVIEW REPLY FORM

CLERK OF THE BOARD OF SUPERVISORS: DeAnna Brunton
Telephone Number: (619) 795-3137

Name of Agency: City Heights Preparatory Charter School
Mailing Address: 3770 Altadena Ave SD CA 92105

This agency has reviewed its conflict of interest code and has determined that:

☐ Amendments are necessary: (Attach Amended Code)
(Check all that applies)
☐ Include new positions (including consultants) which must be designated
☐ Revise the titles of existing positions
☐ Delete titles of positions that have been abolished
☐ Delete positions that manage public investments
☐ Revise disclosure categories
☐ Other

☐ No amendments are necessary. Our agency’s code accurately designates all positions which make or participate in the making of governmental decisions; the disclosure assigned to those positions accurately requires the disclosure of all investments, business positions, interests in real property and sources of income which may foreseeably be affected materially by the decision made by those designated positions; and the code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer: ________________________ Date: 10/3/2014

You must complete this report regardless of how recently your code was approved or amended. Please return this report no later than October 1, 2014 to:

Clerk of the Board of Supervisors
(Conflicts of Interest Code)
1600 Pacific Highway, Room 402
San Diego, CA 92101

(Rev 5/30/2014)
2020 Local Agency Biennial Notice

Name of Agency: City Heights Preparatory Charter School

Mailing Address: 4200 55th St. San Diego, CA 92115

Contact Person: Mordin Mohammed Phone No. (619) 313-7700

Email: mohammed@cityheightsprep.org Alternate Email: evargas@cityheightsprep.org

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (check one BOX):

☐ An amendment is required. The following amendments are necessary:

(Check all that apply.)

☐ Include new positions
☐ Revise disclosure categories
☐ Revise the titles of existing positions
☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
☐ Other (describe)

Change or language based on Education Code section 97604.1 and Government Code section 1090 (in section 87, Revision of Board Members disclosing)

☐ The code is currently under review by the code reviewing body, disqualifying interest at the making during which consideration of

☐ No amendment is required. (If your code is over five years old, amendments may be advisable.)

Verification

This agency’s code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

[Signature or Title] Executive Officer 08/20/2020

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than October 1, 2020, or by the date specified by your agency, if earlier, to:

Clerk of the Board of Supervisors
Attn: Biennial Review
1600 Pacific Highway, Room 402
San Diego, CA 92101

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.
CONFLICT OF INTEREST CODE

I. ADOPTION
In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., City Heights Preparatory Charter School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of City Heights Preparatory Charter School ("Charter School"), as required by California Government Code Section 87300.

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

III. DESIGNATED POSITIONS
Governing Board members and designated employees who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest shall be "Designated Positions."
The Designated Positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING
Each Designated Position shall file a Form 700 Statement of Economic Interests ("Form 700") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.” The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”
Form 700 Filing. All completed Forms 700 shall be returned to the Charter School. The Charter School’s filing officer shall make and retain a copy of the Form 700 and forward the original to the San Diego County Board of Supervisors.

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

VI. MANNER OF DISQUALIFICATION
A. Non-Governing Board Members
When a non-Governing Board member determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director/Principal, who shall record the employee’s disqualification. In the case of a conflict involving the Charter School Director/Principal, this determination and disclosure shall be made in writing to his/her appointing authority (the Governing Board).
B. Governing Board Members

Financial interest in a contract: The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Where a member of the Board has a personal, material financial interest in a contract, the financial interest will be reviewed by legal counsel under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board and counsel determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire Board from voting on the contract; or (2) prior to the Board’s discussion of and/or taking any action on the contract at issue, the interested Board member must resign from the Board. The resignation shall be made part of the Board’s official record.

All other financial interests: Board members shall disclose a disqualifying interest in writing to the Board of Directors and verbally at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board’s official record and be included in the meeting minutes. The interested Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School Bylaws and Conflict of Interest Policy.
EXHIBIT A

<table>
<thead>
<tr>
<th>Designated Position</th>
<th>Assigned Disclosure Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of the Governing Board</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Charter School Director/Principal</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Consultants</td>
<td>*</td>
</tr>
</tbody>
</table>

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Charter School Director/Principal may determine in writing that a particular consultant although a "Designated Position" is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director/Principal’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Govt. Code § 81008.)
EXHIBIT B  

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:
   a. Interests in real property which are located in whole or in part within the boundaries (and a two-mile radius) of the School District in which the Charter School operates.
   b. Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:
Investments in, income (including gifts, loans, and travel payments), from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extracurricular courses.

Category 3

Designated positions assigned to this category must report:
Investments in, income (including gifts, loans, and travel payments), from sources which are engaged in the performance of work or services of the type to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.
Appendix I: Uniform Complaint Policy & Procedure
City Heights Preparatory Charter School (the "Charter School") complies with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and program which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulation governing the following programs:
   - Accommodations for Pregnant, Parenting, or Lactating Students;
   - Adult Education Programs;
   - Career Technical and Technical Education
   - Career Technical and Technical Training Programs
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Education Programs;
   - Regional Occupational Centers and Programs; and/or
   - School Safety Plans.

(3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
a) “Educational activity” means an activity offered by the Charter School that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b) “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents or guardians, in violation of Education Code Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984)35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extra-curricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c) A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 5077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d) If the Charter School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the Charter School shall provide a remedy to all affected students and parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e) Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Sections 47606.5 and 47607.3 of the Education Code, as applicable. If charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code Sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d), and Title 5, California Code of Regulations ("C.C.R.") sections 15580-15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code section 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director/CEO or designee on a case-by-case basis. The Charter School shall ensure that complainants are protected from retaliation.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Dr. Elias Vargas, School Director
City Heights Preparatory Charter School
4260 54th Street
San Diego, CA 92115 (619) 795-3137

The Director/CEO or designee shall ensure that compliance officer designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Director/CEO or designee.

Should a complaint be filed against the Director/CEO, the compliance officer for that case shall be the Board Chair of the Charter School Board of Directors.

Notifications

The Director/CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the Charter School’s website.

The Charter School shall annually provide written notification of the Charter School’s UCP to students, Employees, parents and/or guardians, advisory committees, the Governing Board, appropriate private school officials or representatives, and other interested parties as applicable.
The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.
The annual notice shall include the following:

(1) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

(2) A statement clearly identifying any California State preschool programs that the Charter School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the Charter School is operating pursuant to Title 22 licensing requirements.

(3) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(4) A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(5) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

(6) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

(7) A statement that the complainant has a right to appeal the Charter School’s decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.

(8) A statement that a complainant who appeals the Charter School’s decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE’s receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

(9) A statement that if the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

(10) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

(11) A statement that copies of the Charter School’s UCP shall be available free of charge.
Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations enumerated in the section “Scope,” above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

**Step 1: Filing of Complaint**

Any individual, including a person’s duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. An investigation of the unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director/CEO or designee, upon written request by the complainant setting forth reasons for the extension. Such extension by the Director/CEO or designee shall be made in writing. The period for filing may be extended by the Director/CEO or designee for good cause for a period not to exceed ninety (90) days following the expiration of the six-month time period. The Director/CEO shall respond immediately upon a receipt of a request for extension. A complaint maybe filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Governing Board approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.
Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with investigation of the complaint.

The use of mediation shall not extend the Charter School’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant’s representative to repeat the complaint orally.

The complainant and/or the complainant’s representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant’s refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant’s failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School’s refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

The Charter School shall issue an investigation report (the “Decision”) based on the evidence. The Charter School’s Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the Charter School’s receipt unless the timeframe is extended with written agreement of the complainant. The Charter School’s decision shall be in writing and sent to the complainant. The Charter School’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:
1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if Charter School finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant’s right to appeal the Charter School’s Decision within thirty (30) days to the CDE, except when the Charter School has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School’s expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Charter School’s Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Charter School’s Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Charter School’s Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School’s Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School’s Decision is inconsistent with the law.
5. In a case in which the Charter School’s Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the Director/CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
7. Other relevant information requested by the CDE.
If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE’s notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE’s appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction (“SSPI”) or the SSPI’s designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE’s appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI’s response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in 5, C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies
A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in.

POLICY PROHIBITING UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. The School’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove
their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

The School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or another person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When the School receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. The School is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about Sexual harassment against him or her or against another individual.
All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer’s legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person’s work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix I for the “Harassment/Discrimination/Retaliation Complaint Form.” See Appendix I for the general “Internal Complaint Form.”
Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.

- Sexual or discriminatory displays or publications anywhere at the work place by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

INTERNAL COMPLAINTS
(Complaints by Employees Against Employees)

This section of the policy is for use when a City Heights Prep employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Director/CEO or designee:

1. The complainant will bring the matter to the attention of the Director/CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Director/CEO or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Director/CEO, the complainant may file his or her complaint in a signed writing to the Chair of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.
POLICY FOR COMPLAINTS AGAINST EMPLOYEES
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a City Heights Employee. If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director/CEO or Board Chair/President (if the complaint concerns the Director/CEO) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director/CEO (or designee) shall abide by the following process:

1. The Director/CEO or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director/CEO (or designee) finds that a complaint against an employee is valid, the Director/CEO (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director/CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director/CEO’s (or designee’s) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Director/CEO) or the Director/CEO or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.
UNIFORM COMPLAINT PROCEDURE FORM

LastName: ____________________________________________ FirstName/MI: ____________________________________________

Student Name(if applicable): ____________________________________________ Grade: __________ Date of Birth: __________

Street Address/Apt. #: ____________________________________________

City: ____________________________________________ State: __________ Zip Code: __________________

Home Phone: __________ Cell Phone: __________ Work Phone: __________

School/Office of Alleged Violation: ____________________________________________

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

| Accommodations for Pregnant, Parenting or Lactating Students | Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | Migrant Education Programs |
| Adult Education Program | Every Student Succeeds Act |
| Career Technical and Technical Education/Career Technical and Technical Training |
| Consolidated Categorical Aid |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

| Age | Genetic Information |
| Ancestry | Immigration Status/Citizenship |
| Color | Marital Status |
| Disability (Mental or Physical) | Medical Condition |
| Ethnic Group Identification | Nationality / National Origin |
| Gender/Gender Expression/ Gender Identity | Race or Ethnicity |
| | Religion |
| | Sex (Actual or Perceived) |
| | Sexual Orientation (Actual or Perceived) |
| | Based on association with a person or group with one or more of these actual or perceived characteristics |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

________________________________________________________________________________________

________________________________________________________________________________________
2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

Please provide copies of any written documents that may be relevant or supportive of your complaints.

I have attached supporting documents. Yes ☐ No ☐

Signature: ___________________________ Date: ___________________________

Mail complaint and any relevant documents to:

Dr. Elias Vargas, School Director City Heights Preparatory Charter School 4260 54th Street San Diego, CA 92115 (619) 795-3137
It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School’s policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore, very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: ________________________________  Date: ________________

Date of Alleged Incident(s): ________________________________

Name of Person(s) you believe harassed you or someone else:

_________________________  ____________________________

List any witnesses that were present:

Where did the incident(s) occur? ___________________________________________________________

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore, very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.
Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant:_______________________________________________

Date ________________________________________________________________

Print Name: __________________________________________________________

Received by:___________________________________________ Date:____________
INTERNAL COMPLAINT FORM

Your Name: ________________________________ Date: __________________

Date of Alleged Incident(s): ________________________________

Name of Person(s) you have a complaint against: ________________________________

List any witnesses that were present: ________________________________

Where did the incident(s) occur? ________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attached additional pages, if needed):

________________________________________________________________________

________________________________________________________________________

I hereby authorize the City Heights Preparatory Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: ________________________________ Date: __________________

Print Name ________________________________

To be completed by School:

Received by: ________________________________ Date: __________________
POLÍTICA INTEGRAL DE QUEJAS
(Política uniforme de quejas)

La escuela City Heights Preparatory Charter (la "Escuela Charter") cumple con las normas federales y estatales aplicables leyes y regulaciones. Charter School es la agencia local principalmente responsable del cumplimiento de leyes y reglamentos federales y estatales que rigen los programas educativos. De acuerdo con esta política, las personas responsable de realizar las investigaciones deberá conocer las leyes y el programa que están asignados para investigar.

Alcance

Este procedimiento de quejas se adopta para proporcionar un sistema uniforme de procesamiento de quejas ("UCP") para el siguientes tipos de quejas:

1. Quejas de discriminación ilegal, acoso, intimidación o acoso contra cualquier grupo sobre la base de características reales o percibidas de edad, ascendencia, color, discapacidad mental, discapacidad física, identificación de grupo étnico, estado migratorio, ciudadanía, expresión de género, identidad de género, género, información genética, nacionalidad, origen nacional, raza o etnia, religión, condición médica, estado civil, sexo u orientación sexual, o sobre la base de la asociación con una persona o grupo con una o más de estas características reales o percibidas en cualquier programa o actividad de Charter School; y

2. Quejas de violaciones de leyes y reglamentos estatales o federales que rigen los siguientes programas:

   • Adaptaciones para estudiantes embarazadas, con hijos o lactantes;
   • Programas de educación para adultos;
   • Educación vocacional técnica y técnica
   • Programas de formación profesional y técnica
   • Ayuda categórica consolidada;
   • Educación de estudiantes en cuidado de crianza, estudiantes sin hogar, ex tribunal de menores Los estudiantes ahora inscritos en una escuela pública, niños migratorios e hijos de militares Familias;
   • Ley de éxito de cada estudiante;
   • Programas de educación para migrantes;
   • Centros y programas ocupacionales regionales; y / o
   • Planes de seguridad escolar.
(3) Quejas que alegan que un alumno matriculado en una escuela pública debe pagar una tarifa de alumno por participación en una actividad educativa según se definen esos términos a continuación.

a. "Actividad educativa" significa una actividad ofrecida por Charter School que constituye una parte integral fundamental de la educación primaria y secundaria, incluyendo, pero no limitado a actividades curriculares y extracurriculares.
b. "Cuota de estudiante" significa una tasa, depósito u otro cargo impuesto a los estudiantes, o padres o tutores, en violación de la Sección 49011 del Código de Educación y la Sección 5 del Artículo IX de la Constitución de California, que requiere que las actividades educativas sean gratuitas de cargo para todos los estudiantes sin tener en cuenta la capacidad o disposición de sus familias para pagar las tasas o solicitar exenciones especiales, según lo dispuesto en Hartzell v. Connell (1984) 35 Cal.3d 899. A La tarifa del alumno incluye, pero no se limita a, todo lo siguiente:

   i. Una tarifa cobrada a un estudiante como condición para inscribirse en la escuela o clases, o como una condición para la participación en una clase o una actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria, o es por crédito.

   ii. Un depósito de seguridad u otro pago que un alumno debe hacer para obtener un candado, casillero, libro, aparato de clase, instrumento musical, uniforme u otros materiales o equipo.

   iii. Una compra que un alumno debe realizar para obtener materiales, suministros, equipos o uniformes asociados a una actividad educativa.

c. Una queja sobre las tarifas de los alumnos y las quejas sobre los planes de control y rendición de cuentas locales ("LCAP") únicamente, se puede presentar de forma anónima (sin una firma de identificación) si el La queja proporciona evidencia o información que conduce a evidencia para apoyar una acusación, de incumplimiento de las secciones 52060 - 5077 del Código de Educación, incluida una alegación de violación de las secciones 47606.5 o 47607.3 del Código de Educación, como se indica en el Código de Educación sección 52075, sobre planes de control y rendición de cuentas locales.

d. Si la escuela autónoma encuentra mérito en una queja sobre las tarifas de los alumnos, o el Departamento de Educación ("CDE") encuentra mérito en una
apelación, la escuela autónoma proporcionará un remedio a todos los estudiantes afectados y padres / tutores que, cuando corresponda, incluya esfuerzos de la escuela autónoma para garantizar el reembolso total a todos los estudiantes afectados y padres / tutores, sujeto a los procedimientos establecidos mediante reglamento adoptado por el junta estatal.

e. Nada en esta Política se interpretará en el sentido de que prohíbe la solicitud de donaciones voluntarias de fondos o propiedad, participación voluntaria en actividades de recaudación de fondos, o Charter School y otras entidades de proporcionar premios a los estudiantes u otro reconocimiento por participar en actividades de recaudación de fondos.

(4) Quejas por incumplimiento de los requisitos que rigen la Financiación de Control Local Fórmula ("LCFF") o Secciones 47606.5 y 47607.3 del Código de Educación, según corresponda. Si chárter La escuela adopta un plan escolar para el rendimiento estudiantil además de su LCAP, las quejas de incumplimiento de los requisitos del Plan Escolar para el Aprovechamiento del Estudiante bajo Las Secciones 64000, 64001, 65000 y 65001 del Código de Educación también se incluirán en esta Política.

Quejas que alegan el incumplimiento de los programas de nutrición infantil establecidos de conformidad con Educación Las secciones del código 49490-49590 se rigen por las secciones del Título 7, Código de Regulaciones Federales ("C.F.R.") 210.19 (a) (4), 215.1 (a), 220.13 (c), 225.11 (b), 226.6 (n) y 250.15 (d), y el Título 5 del Código de Regulaciones ("C.C.R.") secciones 15580-15584.

Quejas que alegan incumplimiento de los programas de educación especial establecidos de conformidad con Las secciones 56000-56865 y 59000-59300 del Código de Educación se rigen por los procedimientos establecidos en 5 C.C.R. secciones 3200-3205 y 34 C.F.R. secciones 300.151-300.153.

Charter School reconoce y respeta los derechos de privacidad de cada individuo. Discriminación ilegal, Las quejas de acoso, intimidación o acoso escolar se investigarán de una manera que proteja (al en la mayor medida razonablemente posible y según lo permitido por la ley) la confidencialidad de las partes, incluyendo pero no se limita a la identidad del denunciante y mantiene la integridad del proceso. La escuela autónoma no puede garantizar el anonimato del denunciante. Esto incluye mantener la identidad del denunciante confidencial. Sin embargo, la escuela autónoma lo hará según corresponda. La escuela autónoma puede encontrar lo necesario divulgar información sobre la queja / denunciante en la medida necesaria para llevar a cabo la investigación o procedimientos, según lo determine el Director / CEO o su designado, caso por caso. El Charter School se asegurará de que los denunciantes estén protegidos contra represalias.

Board Policy: Uniform Complaint Policy
Policy Adopted: August 20, 2012
Last revised: September 11, 2020
Oficiales de Cumplimiento

La Junta de Gobierno designa a los siguientes oficiales de cumplimiento para recibir e investigar las quejas y para garantizar el cumplimiento de la ley por parte de la escuela autónoma:

Dr. Elias Vargas, Director de la escuela
City Heights Prep Charter
4260 54th Street
San Diego, CA 92115
(619) 795-3137

El Director / CEO o su designado se asegurará de que el oficial de cumplimiento designado para investigar las quejas sea conocedores de las leyes y programas de los que son responsables. el oficial de cumplimiento puede tener acceso a asesoría legal según lo determine el Director / CEO o su designado.

Si se presenta una queja contra el Director / CEO, el oficial de cumplimiento para ese caso será la Junta Presidente de la Junta Directiva de las escuelas autónomas.

Notificaciones


La escuela autónoma proporcionará anualmente una notificación por escrito del UCP de la escuela autónoma a los estudiantes, empleados, padres y / o tutores, comités asesores, la Junta de Gobierno, los funcionarios o representantes escolares y otras partes interesadas, según corresponda.

El aviso anual estará en inglés. Cuando sea necesario según la sección 48985 del Código de Educación, si se cumplen quince (15) por ciento o más de los estudiantes inscritos en la escuela autónoma hablan un solo idioma principal que no sea Inglés, este aviso anual también se proporcionará a los padres / tutores de dichos estudiantes en su primaria idioma.

El aviso anual incluirá lo siguiente:

(1) Una lista de los tipos de quejas que caen bajo el alcance de la UCP y las leyes estatales y federales disposiciones que rigen las quejas sobre programas de nutrición infantil y educación especial programas.

Board Policy: Uniform Complaint
Policy Adopted: August 20, 2012
Last revised: September 11, 2020
(2) Una declaración que identifique claramente cualquier programa preescolar del estado de California que la Escuela Charter está funcionando como exento de licencia de conformidad con la sección 1596.792 (o) del Código de Salud y Seguridad y las correspondientes normas de salud y seguridad del Título 5, y cualquier preescolar del estado de California programas que la escuela autónoma está operando de conformidad con los requisitos de licencia del Título 22.

(3) Una declaración de que la escuela autónoma es principalmente responsable del cumplimiento de las leyes y reglamentos estatales.

(4) Una declaración de que un estudiante matriculado en una escuela pública no deberá pagar una tarifa de estudiante para participar en una actividad educativa.

(5) Una declaración que identifique el cargo del oficial de cumplimiento y la identidad (s) de la (s) persona (s) ocupando actualmente esa posición, si se conoce.

(6) Una declaración de que si se presenta una queja de UCP directamente con el CDE y el CDE determina que amerita intervención directa, el CDE completará una investigación y proporcionará una decisión al demandante dentro de los sesenta (60) días calendario posteriores a la recepción de la queja, a menos que las partes han acordado extender el cronograma o el CDE documenta circunstancias excepcionales e informa al denunciante.

(7) Una declaración de que el demandante tiene derecho a apelar la decisión de la escuela autónoma ante el CDE mediante la presentación de una apelación por escrito dentro de los treinta (30) días calendario a partir de la fecha de la decisión, excepto si la escuela autónoma ha utilizado su UCP para abordar una queja que no está sujeta a los requisitos de UCP.

(8) Una declaración de que un demandante que apela la decisión de la escuela autónoma sobre una queja de UCP al CDE recibirá una decisión de apelación por escrito dentro de los sesenta (60) días calendario posteriores a la recepción de la apelación, a menos que se extienda por acuerdo escrito con el demandante o el CDE documenta circunstancias excepcionales e informa al denunciante.

(9) Una declaración de que si la escuela autónoma encuentra mérito en una queja de UCP, o el CDE encuentra mérito en una apelación, la escuela autónoma tomará acciones correctivas consistentes con los requisitos de ley existente que proporcionará un remedio al estudiante afectado y/o padre/tutor como aplicable.
(10) Una declaración advirtiendo al demandante sobre cualquier recurso de derecho civil que pueda estar disponible bajo leyes estatales o federales de discriminación, acoso, intimidación o acoso, si corresponde, y de la apelación de conformidad con la sección 262.3 del Código de Educación.

(11) Una declaración de que las copias del UCP de la escuela autónoma estarán disponibles sin cargo.

**Procedimientos**

Los siguientes procedimientos se utilizarán para abordar todas las quejas que alegan que la escuela autónoma violó las leyes o reglamentos federales o estatales enumerados en la sección "Alcance", arriba. El cumplimiento, El oficial deberá mantener un registro de cada queja y las acciones subsiguientes relacionadas durante al menos tres (3) años calendario.

Todas las partes nombradas serán notificadas cuando se presente una queja, cuando se celebre una reunión o audiencia de quejas programado y cuándo se toma una decisión o un dictamen.

**Paso 1: Presentación de quejas**

Cualquier individuo, incluido el representante debidamente autorizado de una persona o un tercero interesado, público agencia u organización puede presentar una queja por escrito de presunto incumplimiento o discriminación ilegal, acoso, intimidación o acoso de conformidad con esta Política.

Una queja que alegue discriminación ilegal, acoso, intimidación o acoso escolar puede ser presentada por un individuo que alega que el individuo ha sufrido personalmente discriminación ilegal, acoso, intimidación o acoso o por alguien que crea que una clase específica de individuos ha sido sometida a discriminación, acoso, intimidación o acoso ilegal. Una investigación de lo ilegal La discriminación, el acoso, la intimidación o el acoso escolar se iniciará presentando una queja a más tardar seis (6) meses a partir de la fecha en que la supuesta discriminación, acoso, intimidación o acoso ilegal ocurrió, o el denunciante tuvo conocimiento por primera vez de los hechos de la supuesta discriminación ilegal, acoso, intimidación o acoso a menos que el Director / CEO o la persona designada extienda el tiempo de presentación previa solicitud por escrito del demandante que exponga las razones de la extensión. Tal extensión por el Director / CEO o su designado se hará por escrito. El plazo de presentación puede ser ampliado por el Director / CEO o persona designada por una buena causa por un período que no exceda
los noventa (90) días siguientes al vencimiento del periodo de seis meses. El Director / CEO responderá inmediatamente después de recibir una solicitud de prórroga. La denuncia puede ser presentada por una persona que alegue haber sufrido personalmente discriminación ilegal, acoso, intimidación o acoso escolar o por una persona que cree que un individuo o cualquier clase específica de individuos ha sido objeto de discriminación, acoso, intimidación ilegal o intimidación.

Todas las demás quejas bajo esta Política deberán presentarse a más tardar un (1) año a partir de la fecha en que se alegó ocurrió la violación. Para las quejas relacionadas con LCAP, la fecha de la presunta violación es la fecha en que la Junta de Gobierno de Charter School aprobó el LCAP o la actualización anual fue adoptada por el Escuela Charter.

La queja se presentará al oficial de cumplimiento quien mantendrá un registro de las quejas recibidas, proporcionando a cada uno un número de código y un sello de fecha.

Las quejas presentadas de conformidad con esta Política deben estar por escrito y firmadas. Una firma puede estar escrita a mano, mecanografiada (incluso en un correo electrónico) o generada electrónicamente. Solo quejas sobre cuotas estudiantiles o LCAP El cumplimiento se puede presentar de forma anónima como se establece en esta Política. Si un denunciante no puede poner un queja por escrito debido a condiciones tales como una discapacidad o analfabetismo, el personal de Charter School deberá ayudar él / ella en la presentación de la denuncia.

**Paso 2: Mediación**

Dentro de los tres (3) días hábiles posteriores a la recepción de la queja, el oficial de cumplimiento puede discutir informalmente con el denunciante la posibilidad de recurrir a la mediación. Si el denunciante acepta la mediación, el oficial de cumplimiento hará los arreglos necesarios para este proceso.

Antes de iniciar la mediación de una discriminación, acoso, intimidación o acoso ilegal queja, el oficial de cumplimiento se asegurará de que todas las partes acuerden hacer del mediador una información confidencial.

Si el proceso de mediación no resuelve la queja a satisfacción del demandante, El oficial de cumplimiento procederá con la investigación de la queja.

El uso de la mediación no extenderá los plazos de la escuela autónoma para investigar y resolver la queja a menos que el demandante esté de acuerdo por escrito con tal extensión de tiempo.
Paso 3: Investigación de la queja

Se alienta al oficial de cumplimiento a celebrar una reunión de investigación dentro de los cinco (5) días hábiles posteriores a la recibir la queja o un intento fallido de mediar en la queja. Esta reunión proporcionará una oportunidad para que el denunciante y / o el representante del denunciante repitan la denuncia oralmente.

El denunciante y / o el representante del denunciante tendrán la oportunidad de presentar pruebas o información que conduzca a pruebas que respalden las acusaciones de la denuncia.

La negativa de un denunciante a proporcionar al oficial de cumplimiento documentos u otras pruebas relacionadas con la acusaciones en la denuncia, o el incumplimiento o la negativa de un denunciante a cooperar en la investigación o su participación en cualquier otra obstrucción de la investigación, puede resultar en el rechazo de la denuncia debido a la falta de pruebas que respalden la acusación.

La negativa de la escuela autónoma de proporcionar al oficial de cumplimiento acceso a los registros y / u otros información relacionada con la alegación en la queja, o su falta o negativa a cooperar en la investigación o su participación en cualquier otra obstrucción del investigaciones, puede resultar en un hallazgo, basado sobre la evidencia recopilada, que ha ocurrido una violación y puede resultar en la imposición de un remedio a favor del denunciante.

Paso 4: Decisión final por escrito

La escuela autónoma emitirá un informe de investigación (la "Decisión") basado en la evidencia. La carta de la escuela se hará por escrito y se enviará al denunciante dentro de los sesenta (60) días calendario de la Recibo de Charter School a menos que el plazo se extienda con un acuerdo por escrito del denunciante. La decisión de la escuela autónoma se hará por escrito y se enviará al demandante. La decisión de la escuela autónoma se redactará en inglés y en el idioma del denunciante siempre que sea posible o según lo requiera la ley.

La decisión incluirá:

1. Las conclusiones de hecho basadas en la evidencia reunida.

2. La conclusión proporciona una determinación clara para cada alegación sobre si la escuela Charter cumple con la ley pertinente.
3. Acciones correctivas, si Charter School encuentra mérito en la queja y alguna está justificada o requerida por la ley.

4. Aviso del derecho del demandante a apelar la decisión de la escuela autónoma dentro de los treinta (30) días al CDE, excepto cuando la escuela autónoma ha utilizado su UCP para abordar quejas que no están sujetas a los requisitos de UCP.

5. Procedimientos a seguir para iniciar tal apelación.

Si un empleado es disciplinado como resultado de la queja, la Decisión simplemente indicará que la acción efectiva fue tomada y que el empleado fue informado de las expectativas de la escuela Charter. La decisión no dará más información sobre la naturaleza de la acción disciplinaria, excepto según lo requiera el ley.

Apelaciones al Departamento de Educación de California
Si no está satisfecho con la decisión de la escuela Chárter, el demandante puede apelar por escrito al CDE dentro de treinta (30) días después de recibir la decisión de la escuela Charter. La apelación irá acompañada de una copia de la queja presentada ante la escuela Chárter y una copia de la decisión de la escuela Charter. Al apelar al CDE, el denunciante debe especificar y explicar la base de la apelación, incluyendo al menos una de las siguientes:

1. La escuela autónoma no siguió sus procedimientos de quejas.
2. En relación con las alegaciones de la queja, la decisión de la escuela Charter carece de hallazgos materiales de hecho necesarios para llegar a una conclusión de derecho.
3. Los hallazgos materiales de hecho en la decisión de la escuela Charter no están respaldados por evidencia.
4. La conclusión legal de la decisión de la escuela Charter es incompatible con la ley.
5. En un caso en el que la decisión de la escuela Charter determina un incumplimiento, las acciones correctivas fallan para proporcionar un remedio adecuado.

Tras la notificación por parte del CDE de que el demandante ha apelado la decisión de la escuela autónoma, El director / director ejecutivo o su designado remitirá los siguientes documentos al CDE:

1. Una copia de la denuncia original.
2. Una copia de la decisión.
3. Un resumen de la naturaleza y el alcance de la investigación realizada por Charter School, si no cubierto por la decisión.
4. Una copia del archivo de la investigación, que incluye, entre otros, todas las notas, entrevistas y documentos presentado por todas las partes y recopilado por el investigador.
5. Un informe de cualquier acción tomada para resolver la queja.
7. Otra información relevante solicitada por el CDE.
Si el CDE determina que la apelación plantea problemas que no están incluidos en la queja local, el CDE remitirá esos nuevos problemas de regreso a Charter School para su resolución como una nueva queja. Si el CDE notifica al Charter School que su decisión no abordó una alegación planteada por la queja y sujeto a la Proceso UCP, la escuela Charter investigará y abordará tales alegaciones de acuerdo con el UCP requisitos y proporcionar al CDE y al apelante una decisión modificada que aborde tales alegación (es) dentro de los veinte (20) días calendario posteriores a la notificación del CDE. La Decisión modificada informará al recurrente del derecho a apelar por separado la Decisión modificada con respecto a la denuncia alegación (es) no abordadas en la Decisión original.

Dentro de los treinta (30) días calendario de la fecha de la decisión de apelación del CDE de conformidad con 5 C.C.R. sección 4633 (f) (2) o (3), cualquiera de las partes puede solicitar una reconsideración por parte del Estado Superintendente de Instrucción Pública ("SSPI") o la persona designada por el SSPI. La solicitud de reconsideración deberá especificar y explicar la (s) razón (es) para impugnar los hallazgos de hecho, conclusiones de derecho o correctivo acciones en la decisión de apelación del CDE. El SSPI no considerará ninguna información no enviada previamente al CDE por una parte durante la apelación a menos que dicha información fuera desconocida para la parte en el momento de la apelación y, con la debida diligencia, no podría haber sido conocida por la parte. Pendiente de los SSPI En respuesta a una solicitud de reconsideración, la Decisión de apelación del CDE permanece vigente y ejecutable, a menos que sea suspendido por un tribunal.

El CDE puede intervenir directamente en la queja sin esperar la acción de la escuela Charter cuando uno de las condiciones enumeradas en 5, C.C.R. la sección 4650 existe, incluyendo pero no limitado a casos en los que a través de sin culpa del demandante, la Escuela Charter no ha tomado acción dentro de los sesenta (60) días de la fecha en que La queja se presentó ante la Escuela Charter .

**Remedios de derecho civil**
Un demandante puede buscar los recursos disponibles de la ley civil fuera de la queja de la Escuela Charter procedimientos. Los denunciantes pueden buscar ayuda en centros de mediación o abogados de interés público / privado. Los recursos de la ley civil que pueden ser impuestos por un tribunal incluyen, entre otros, mandatos judiciales y restricciones pedidos. Sin embargo, para quejas de discriminación ilegal que surjan bajo la ley estatal, el denunciante debe esperar hasta que hayan transcurrido sesenta (60) días calendario desde la presentación de una apelación ante el CDE antes de iniciar la remedios legales. La moratoria no se aplica a medidas cautelares y solo se aplica si la Escuela Charter ha informado de manera apropiada y oportuna al demandante de su derecho a presentar una queja en.
POLÍTICA QUE PROHÍBE EL ACOSO, LA DISCRIMINACIÓN Y LAS REPRESALIAS ILEGALES

La escuela autónoma se compromete a proporcionar un ambiente laboral y educativo libre de acoso, discriminación y represalias. La política de la escuela prohíbe el acoso ilegal, discriminación y represalias basadas en: raza (incluidos rasgos históricamente asociados con la raza, como textura y peinado del cabello, que incluyen pero no se limitan a trenzas, mechones y giros); color; género (incluido identidad de género, expresión de género e identidad transgénero, ya sea que el empleado esté en transición o no o ha hecho la transición); sexo (incluido embarazo, parto, lactancia y afecciones médicas relacionadas); credo religioso (incluyendo vestimenta religiosa y prácticas de aseo); pareja de hecho marital / registrada estado; edad (cuarenta (40) y más); origen nacional o ascendencia (incluido el idioma nativo hablado y La posesión de una licencia de conducir emitida a personas que no pueden probar su presencia en los EE. UU. está autorizada por ley Federal); discapacidad física o mental (incluido el VIH y el SIDA); condición médica (incluyendo cáncer y características genéticas), excedencia autorizada por la ley; Información genética; orientación sexual; estado militar y de veterano; o cualquier otra consideración ilegal por las leyes federales, estatales o locales.

Los empleados, voluntarios, pasantes no remunerados, personas en programas de aprendizaje y contratistas independientes no deben ser acosados, discriminados ni sometidos a represalias en función de las características mencionadas anteriormente.

La escuela no aprueba y no tolerará el acoso ilegal, la discriminación o las represalias contra la parte de cualquier empleado (incluidos supervisores y gerentes) o de un tercero (incluidos los contratistas u otra persona con la que la Escuela haga negocios). Los supervisores y gerentes deben informar cualquier queja de acoso ilegal al director o su designado.

Cuando la escuela recibe denuncias de acoso ilegal, discriminación o represalias, la Junta (si un la queja es sobre el director) o el director o su designado llevará a cabo un proceso justo, oportuno y investigación que proporcione a todas las partes un proceso apropiado y llegue a conclusiones razonables basadas en la evidencia recolectada. La investigación se maneja de la manera más confidencial posible, aunque no se puede garantizar la completa confidencialidad. Los denunciantes y testigos no estarán sujetos a represalias por presentar quejas de buena fe o participar en una investigación. La escuela esta comprometida para remediar cualquier caso en el que los resultados de la investigación demuestren acoso ilegal, ha ocurrido discriminación o represalias.

Acoso ilegal prohibido

• Conducta verbal como epítetos, bromas o comentarios despectivos o difamaciones;
• Conducta física que incluye asalto, contacto físico no deseado, bloqueo intencional del movimiento normal o interferir con el trabajo por motivos de sexo, raza o cualquier otra base protegida;
• Represalias por denunciar o amenazar con denunciar el acoso; o
• Tratamiento desigual basado en cualquiera de las clases protegidas anteriores.

Acoso sexual ilegal prohibido

La escuela se compromete a proporcionar un lugar de trabajo libre de acoso sexual y considera tal acoso ser una falta mayor, que puede resultar en una acción disciplinaria, hasta e incluyendo el despido, de la infracción empleado.

El acoso sexual consiste en insinuaciones sexuales, solicitud de favores sexuales y otros actos verbales o físicos conducta de naturaleza sexual, independientemente de que la conducta esté motivada o no por el deseo sexual, cuando: (1) la sumisión a la conducta se hace explícita o implícitamente un término o condición de la Política de la Junta: Política uniforme de quejas Adoptado: 20 de agosto de 2012 Última revisión: 11 de septiembre de 2020 empleo; (2) una decisión de empleo se basa en la aceptación o el rechazo de un individuo de esa conducta; y / o (3) que la conducta interfiere con el desempeño laboral de un individuo o crea una intimidación, ambiente de trabajo hostil u ofensivo.

También es ilegal tomar represalias de cualquier manera contra un empleado que haya expresado de buena fe una inquietud sobre acoso sexual contra él o ella o contra otra persona.

Todos los supervisores del personal recibirán dos (2) horas de capacitación para la prevención del acoso sexual dentro de seis (6) meses de contratación o su asunción de un puesto de supervisor y cada dos (2) años a partir de entonces. Todos los demás empleados recibirán una (1) hora de capacitación en prevención del acoso sexual dentro de los (6) meses posteriores a la contratación y cada dos (2) años a partir de entonces. Dicha capacitación abordará todos los temas requeridos legalmente, incluida la información sobre los efectos negativos que la conducta abusiva tiene tanto en la víctima de la conducta como en otros en el lugar de trabajo, así como métodos para prevenir conductas abusivas llevadas a cabo con malicia una persona razonable encontraría hostil, ofensivo y no relacionado con los intereses comerciales legítimos de un empleador. Conducta abusiva incluye, entre otros, la imposición repetida de abuso verbal, como el uso de comentarios despectivos, insultos y epítetos, conducta verbal o física que una persona razonable encontraría amenazante, intimidante o humillante, o el sabotaje gratuito o socavar el desempeño laboral de una persona. Los supervisores también deben recibir capacitación sobre cómo responder adecuadamente cuando el supervisor se da cuenta de que un empleado es objeto de acoso ilegal. Otro personal recibirá prevención del acoso sexual entrenamiento como lo requiere la ley.
Cada empleado tiene la responsabilidad de mantener un lugar de trabajo libre de cualquier forma de acoso sexual. En consecuencia, si alguna persona, en particular aquellas con responsabilidades de supervisión, tuviera conocimiento de cualquier conducta que pueda constituir acoso sexual u otro comportamiento prohibido, la acción inmediata debe tomarse para abordar dicha conducta. Cualquier empleado que crea que ha sido acosado sexualmente o ha se alienta a que haya sido testigo de un acoso sexual a que informe de inmediato dicho acoso al director. Ver Apéndice A para el "Formulario de queja por acoso / discriminación / represalias". Consulte el Apéndice B para “Formulario de queja interna” general.

El acoso sexual puede incluir, pero no se limita a:

- **Agresiones físicas de naturaleza sexual, como:**
  - Violación, agresión sexual, acoso o intentos de cometer estas agresiones y
  - Conducta física intencional que es de naturaleza sexual, como tocar, pellizcar, palmear, agarrar, rozar el cuerpo de otra persona o empujar el cuerpo de otra persona.

- **Insinuaciones, proposiciones u otros comentarios sexuales no deseados, como:**
  - Gestos, avisos, comentarios, bromas o comentarios de orientación sexual sobre la sexualidad de una persona
  - experiencia sexual.
  - Trato preferencial o promesas de trato preferencial a un empleado por presentar a la conducta sexual, incluyendo solicitar o intentar solicitar a cualquier empleado que participe en actividad sexual por compensación o recompensa o trato desigual por rechazar la sexualidad conducta.
  - Someter o amenazas de someter a un empleado a una conducta o atención sexual no deseada o hacer intencionalmente más difícil el desempeño del trabajo del empleado debido a la sexo del empleado.

- **Exhibiciones o publicaciones sexuales o discriminatorias en cualquier lugar del lugar de trabajo por parte de los empleados, tales como:**
  - Visualización de imágenes, dibujos animados, carteles, calendarios, graffiti, objeciones, materiales promocionales, materiales de lectura u otros materiales que sean sexualmente sugerentes, sexualmente degradantes o pornográfico o traer al trabajo o poseer cualquier material para leer, exhibir o ver en trabajo;
○ Leer públicamente o publicar en el entorno de trabajo materiales que se encuentran en cualquier forma sexualmente reveladora, sexualmente sugerente, sexualmente degradante o pornográfica; y
○ Mostrar carteles u otros materiales que pretendan separar a un empleado por sexo en un área del lugar de trabajo (que no sean baños o salas similares).

Las ilustraciones de acoso y acoso sexual anteriores no deben interpretarse como una lista exhaustiva de actos prohibidos bajo esta política.

POLÍTICA DE REVISIÓN DE QUEJAS INTERNAS

El propósito de la "Política de revisión de quejas internas" es brindar a todos los empleados de la escuela la oportunidad de buscar una resolución interna de sus preocupaciones relacionadas con el trabajo. Todos los empleados tienen acceso gratuito al Director o la Junta Directiva para expresar sus preocupaciones relacionadas con el trabajo.

Las quejas específicas de acoso ilegal, discriminación y represalias se abordan en el "Política que prohíbe el acoso ilegal, la discriminación y las represalias".

QUEJAS INTERNAS
(Quejas de empleados contra empleados)

Esta sección de la política es para usar cuando un empleado de City Heights Prep presenta una queja o inquietud sobre un compañero de trabajo.

Si es razonablemente posible, las quejas internas deben resolverse al nivel más bajo posible, incluidos los intentos discutir / resolver inquietudes con el supervisor inmediato. Sin embargo, en caso de que una resolución informal puede no lograrse o no es apropiado, los siguientes pasos serán seguidos por el Director / CEO o designado:

1. El demandante traerá el asunto a la atención del Director / CEO tan pronto como sea posible después de los intentos de resolver la queja con el supervisor inmediato han fallado o si no es apropiado; y
2. El denunciante reducirá su queja por escrito, indicando todos los hechos conocidos y relevantes. El Director / CEO o su designado investigará los hechos y proporcionará una solución o explicación;
3. Si la queja es sobre el Director / CEO, el denunciante puede presentar su queja en un escribiendo al Presidente de la Junta Directiva de la Escuela, quien luego consultará con la Junta y podrá realizar una investigación de hechos o autorizar a un investigador externo en
nombre de la Junta. El tablero Política de la Junta: Política uniforme de quejas El presidente o investigador informará sus hallazgos a la Junta para su revisión y acción, si necesario.

Esta política no puede garantizar que todos los problemas se resolverán a satisfacción del empleado. Sin embargo, la escuela valora la capacidad de cada empleado para expresar preocupaciones y la necesidad de una resolución sin temor a consecuencia adversa para el empleo.

POLÍTICA DE RECLAMOS CONTRA EMPLEADOS
(Reclamaciones de terceros contra empleados)

Esta sección de la política es para usar cuando una persona que no es un empleado presenta una queja o inquietud sobre una Empleado

Si las quejas no se pueden resolver de manera informal, los denunciantes pueden presentar una queja por escrito en la oficina del Director / CEO o Presidente de la Junta / Presidente (si la queja se refiere al Director / CEO) tan pronto como sea posible después los hechos que dan lugar a las preocupaciones del autor. La queja por escrito debe establecer en detalle base fáctica de la denuncia.

Al procesar la queja, el Director / CEO (o su designado) se regirá por el siguiente proceso:

1. El Director / CEO o su designado hará todo lo posible para hablar con las partes identificadas en la denuncia y conocer los hechos relacionados con la denuncia.
2. En el caso de que el Director / CEO (o su designado) determine que una queja contra un empleado es válida el Director / CEO (o su designado) puede tomar la acción disciplinaria apropiada contra el empleado. Como apropiado, el Director / CEO (o su designado) también puede simplemente aconsejar / reprender a los empleados en cuanto a su conducta sin iniciar medidas disciplinarias formales.
3. La decisión del Director / CEO (o su designado) en relación con la queja será definitiva a menos que sea apelado a la Junta Directiva de Charter School. La decisión del Consejo de Administración será final.

REQUERIMIENTOS GENERALES

1. Confidencialidad: Se notificará a todos los denunciantes que la información obtenida de los denunciantes y posteriormente recopilados se mantendrán de la manera más confidencial posible, pero en algunos circunstancias no se puede garantizar la absoluta confidencialidad.
2. No represalias: Se informará a todos los denunciantes que estarán protegidos contra represalias como resultado de la presentación de cualquier queja o participación en cualquier proceso de queja.
3. **Resolución:** La Junta (si una queja es sobre el Director / CEO) o el Director / CEO o su designado Investigará las quejas de manera apropiada bajo las circunstancias y de conformidad con las procedimientos, y si es necesario, tomar las medidas correctivas apropiadas para asegurar la resolución efectiva de cualquier queja.
FORMULARIO DE PROCEDIMIENTO UNIFORME DE QUEJAS

Apellido: _________________________ Nombre / Segundo nombre: _________________________

Nombre del estudiante (si aplica): ____________________________ Grado: __________________

Fecha de nacimiento: _________________

Dirección / Apt. #: ____________________________________________

Ciudad ____________________ Estado ______________ Codigo Postal _________________

Teléfono de casa _________________ Teléfono de trabajo ________________________

Teléfono de celular __________________________

Escuela/ Oficina de presunta infracción: __________________________

Para alegaciones de incumplimiento, marque el programa o la actividad a la que se hace referencia en su queja, si corresponde:

☐ Alojamiento para embarazadas, Estudiantes que son padres o que están lactando
☐ Programa de educación para adultos
☐ Carrera técnica y técnica
☐ Educación / Carrera técnica y Entrenamiento técnico
☐ Ayuda categórica consolidada
☐ Educación de los estudiantes en Foster Cuidado, estudiantes sin hogar, ex estudiantes del Tribunal de Menores ahora matriculado en una escuela pública, migratoria hijos e hijos de militares familias
☐ Ley de éxito de cada estudiante
☐ Programas de educación para migrantes
☐ Regional Occupational Centers and Programs
☐ Plan de seguridad escolar

Para alegaciones de discriminación ilegal, acoso, intimidación o acoso escolar, marque la base de la discriminación, acoso, intimidación o acoso que se describen en su queja, si corresponde:

☐ Años
☐ Ascendencia
☐ Color
☐ Discapacidad (mental o física)

Board Policy: Uniform Complaint Policy
Policy Adopted: August 20, 2012
Last revised: September 11, 2020
Identificación de grupo étnico
☐ Género / Expresión de género / Identidad de género
☐ Información genética
☐ Estado de inmigración / ciudadanía

☐ Estado civil
☐ Condición médica
☐ Nacionalidad / Origen nacional
☐ Race or Ethnicity
☐ Religión

☐ Sexo (actual o percibido/a)
☐ Orientación sexual (real o Percibido)
☐ Basado en asociación con una persona o grupo con uno o más de estos características reales o percibidas

1. Proporcione datos sobre la queja. Proporcione detalles como los nombres de las personas involucradas, fechas, si hubo testigos presentes, etc., que pueden ser útiles para el investigador de la queja.

____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________

2. ¿Ha discutido su queja o ha presentado su queja a algún miembro del personal de la escuela? Si tu ¿A quien llevaste la denuncia y cuál fue el resultado?

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Board Policy: Uniform Complaint Policy
Policy Adopted: August 20, 2012
Last revised: September 11, 2020
Proporcione copias de todos los documentos escritos que puedan ser relevantes o respaldar sus quejas.

Adjunto documentos de respaldo.  ☐Si  ☐No

Firma:______________________________ Fecha __________________________

Envíe la queja y cualquier documento relevante a:

Dr. Elias Vargas, School Director
City Heights Preparatory Charter School
4260 54th Street
San Diego, CA 92115
(619) 795-3137
ACOSO / DISCRIMINACIÓN /
FORMULARIO DE QUEJA DE REPRESALIAS

Es política de la escuela que todos sus empleados estén libres de acoso, discriminación y represalias. Este formulario se proporciona para que informe lo que cree que es acoso, discriminación, o represalias para que la escuela pueda investigar y tomar las medidas disciplinarias o de otro tipo apropiadas cuando los hechos demuestran que ha habido acoso, discriminación o represalias.

Si es un empleado de la escuela, puede presentar este formulario al director o al presidente de la junta.

Por favor revise las políticas de la escuela con respecto al acoso, la discriminación y las represalias por definición de dicha conducta ilegal y una descripción de los tipos de conducta que se consideran ilegal.

La Escuela hará todo lo posible para manejar la investigación de su queja de manera confidencial. En ese sentido, la Escuela divulgará el contenido de su queja sólo a aquellas personas que tengan una necesidad de saber. Por ejemplo, para llevar a cabo su investigación, la escuela deberá divulgar partes de sus alegaciones fácticas a posibles testigos, incluida cualquier persona que haya identificado como tener conocimiento de los hechos en los que basa su denuncia, así como del presunto infractor.

Al firmar este formulario a continuación, autoriza a la escuela a divulgar a otros la información que tiene proporcionado en este documento, y la información que puede proporcionar en el futuro. Tenga en cuenta que lo más detallado información que proporcione, es más probable que la escuela pueda dirigir su queja a Tu satisfacción.

Los cargos de acoso, discriminación y represalias son tomados muy en serio por la escuela tanto por el daño causado por tal conducta ilícita, y por las posibles sanciones que pueden ser tomado contra el infractor. Por lo tanto, es muy importante que informe los hechos con la mayor precisión y precisión completamente como sea posible y que coopere plenamente con la persona o personas designadas para investigar su queja.
Tu nombre:_____________________________________ Fecha: _______________________

Fecha del presunto incidente (s): _____________________________________________

Nombre de la (s) persona (s) que cree que lo acosó a usted o a otra persona:
___________________________________________________________________________

Enumere los testigos que estuvieron presentes: _________________________________

___________________________________________________________________________

¿Dónde ocurrió el incidente (s)? _____________________________________________

Describe los eventos o la conducta que son la base de su queja proporcionando la mayor
cantidad de hechos detalle como sea posible (es decir, declaraciones específicas; que contacto
físico, si es que hubo alguno, estuvo involucrado; cualquier declaraciones; ¿Qué hizo para evitar
la situación, etc.? (Adjunte páginas adicionales, si es necesario):

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Reconozco que he leído y comprendo las declaraciones anteriores. Por la presente
autorizo la Escuela para divulgar la información que he proporcionado según lo considere
necesario para continuar con su investigación.
Por la presente certifico que la información que he proporcionado en esta queja es verdadera, correcta y completa según de mi conocimiento y creencia.

Firma del denunciante ___________________________ Fecha ________________

___________________________________________________________________________

Imprimir nombre

Recibido por: ___________________________ Fecha ________________
FORMULARIO INTERNO DE QUEJA

Tu nombre:_____________________________________ Fecha: _______________________

Fecha del presunto incidente (s): _________________________________________________

Nombre de la (s) persona (s) que cree que lo acosó a usted o a otra persona:
____________________________________________________________________________

Enumere los testigos que estuvieron presentes: _____________________________________
____________________________________________________________________________

¿Dónde ocurrió el incidente (s)? _________________________________________________

Describa los eventos o la conducta que son la base de su queja proporcionando la mayor cantidad de hechos detalle como sea posible (es decir, declaraciones específicas; que contacto físico, si es que hubo alguno, estuvo involucrado; cualquier declaraciones; ¿Que hizo para evitar la situación, etc.? (Adjunte páginas adicionales, si es necesario):
____________________________________________________________________________
____________________________________________________________________________
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Por la presente autorizo a City Heights Preparatory Charter School a divulgar la información que he proporcionado según lo considere necesario para continuar con su investigación. Por la presente certifico que la información que he proporcionado en esta queja es verdadera, correcta y completa según de mi conocimiento y creencia. Yo además entiendo que proporcionar información falsa a este respecto podría resultar en una acción disciplinaria que puede incluir terminación.

Firma del denunciante                     Fecha

Imprimir nombre

Para ser completado por la escuela:

Recibido por:___________________________ Fecha ___________________
Appendix J: Covid-19 Operations Written Report Template
COVID-19 Operations Written Report Template

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

City Heights Prep will continue to remain closed until instructed by authorities that it is safe for our families, students, staff, and faculty to reopen. All students have been provided with chromebooks to take home and complete schoolwork on. Online learning through Google Classroom, recorded lesson plans, Zoom, MeetMe, FlipGrid, Math IXL, etc, have proved effective in reaching and motivating students to continue growing, learning, and connecting. Before closure, staff and faculty worked to print out several weeks’ worth of curriculum and distributed it to students, along with at least two books. Throughout the closure, all staff have continued to communicate with families via our communication platform ParentSquare, as well as calls and emails. Several have also taken supplies to the homes of families who have no transportation options. We also consistently alert families to locations and programs through which they can receive free meals for students and parents alike. We have also been intentional about getting resources directly to families. Our intention is to continue to provide learning that reminds students of their previous ‘normal’ schooling and maintain rhythm and connection.

Internally, we have attended weekly staff meetings. Further, on the day of closure and each month since, the site has undergone deep cleaning and ongoing sanitation while limited access to site has been maintained. We have adopted emergency school closure policies that detail the continuation of provision for students regarding access to school materials. We are also exploring adopting new grading policies. Students and families have access to regular communication, including addressing socio-emotional needs through administration and counselor daily and/or scheduled Zoom meetings. We continue to participate in county meetings and follow county and SDUSD recommendations.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

All students have been provided with computers and school materials, info and support in connecting to Wifi packages that have become free or economically priced during this time. If students are unable to come to campus to pick up materials necessary for optimal engagement, a staff member will drop materials off at their home. Office hours and Zoom meetings are made available and communicated to students to clarify questions and provide more 1:1 instructional support. Teachers’ aides are tasked with communicating with each student on a weekly basis, checking in with families and studies. These check-ins are meant to support the students and families with academics, but also with making sure student has access to high quality instruction. They connect these students with translation, free internet, food distribution points and other Safety Net services. EL CDE webinars have also been made available for educators. Several classes take unique approaches to ensuring these populations of students are well served:

SOCIAL STUDIES:
The transition from in-person education to distant learning has shifted our Social Studies curriculum to the study of major current events, social issues, and the analysis of cause and effect. Students continue
to use the skills acquired through modeled instruction, collaborative group dissection of primary and secondary sources, development of annotation and analytical skills, and critical discussions via Socratic Seminar to look at current events through a critical lens. These practices continue to support our students in becoming critical thinkers when dissecting current event articles and preparing for debates. Student input has driven the direction of what topics are debated and researched in order to encourage distant learning engagement and assignment completion. It is crucial for our students to acknowledge that they are living during a major historical event and to encourage contemplation of the major systematic changes that will follow.

**MATH:**
We are also meeting the needs of its English learners, foster youth and low-income students by providing unlimited number of times for students to redo/resubmit their assignments, providing the use of imagery in math lessons, providing sentence starters and providing close captioning in Google Slides. Providing feedback for students to redo/resubmit any assignments. This is an example of the comments posted in Google Classroom. Additionally, in mathematics through the use of imagery and detailed notes. The primary use of imagery is pivotal for students to "see" mathematics. Furthermore, providing sentence starters or step-by-step problems for students to explain their thinking in mathematics. Also, providing relevant examples to connect students to their funds of knowledge.

**SCIENCE:**
The steps that have been taken to provide a high-quality education in Science classes extends outside of website applications. Students are able to complete assignments using observations from the world around them, viewing teacher created videos of walks in nature that point out real life science phenomena. Resources that are used to assist students are embedded videos of content found in their lesson slides, and the new video conference application Google Meet, which includes captions for emergent bilingual and deaf or hard of hearing students. Students can also interact through a website called Padlet. Padlet is used as a way for students to pose questions and answer the questions of their peers. What I have found most effective for student engagement is offering a variety of assignment types to engage the diverse learners in my classroom.

**READING/Writing/ENGLISH:**
Efforts towards assisting EL students in this area have been rigorous. In order to meet the needs of English learners in history, we provide mini-lessons both in the content and in the literacy skills needed to understand the content. For example, students completed a research project on a historical figure. To support our English Learners, they received mini-lesson, graphic organizers, and small group help in order to finish the project. Students are also given the text at a variety of different levels to ensure that all students can access the content. Several broader curricular examples follow:

**Writing**
- ThinkingMaps, a system of graphic organizers, have been very helpful for organization. Sentence starters/academic language scripts for converting ThinkingMaps into written language are also available and helpful. There are also other collaborative activities connected with converting ThinkingMaps into paragraph form.
- Providing additional guiding questions (and sometimes sentence starters) at various levels on assignment instructions.
- Graphic organizer documents (with sentence starters or additional guiding questions for each part of the organizational structure) have also been very helpful for larger writing assignments.

- Individualized writing support. To address specific areas of growth for my HS students, I previously maintained a spreadsheet (updated at time of feedback on writing assignments) re: the conventions needs of each student, and periodically referred them to activities related to their specific area of development (such as on NoRedInk or Purdue Online Writing Lab). I did not use that this year, but am planning to move back to this approach next year if time permits.

**Reading**

- Collaborative Strategic Reading (CSR), a team/collaborative strategy with 4-roles, was used in the past.

- Texts provided at various lexile levels whenever possible. For example, NewsELA editors provide several version of the same article at different lexile levels. CommonLit is another good resource, but doesn't provide this level of flexibility in lexile level for all texts provided. I have also found that some common novels often have a reduced lexile level version available.

- A reading intervention class held once per week.

- Independent reading/book choices at independent reading level (or instructional level if extra support is available), based on data such as generated from running records or other in-house testing.

- Chrome browser plug-ins for text-to-speech.

- Audio versions of texts whenever possible.

**Speaking/Listening**

- Academic language scripts / sentence starters for Socratic Seminar or other discussion structures

**Vocabulary Building**

- The Cambridge Learner's Dictionary or another learner's dictionary (such as Merriam-Webster Learner's dictionary) available online, can be very helpful.

- Annotating for clunk words can be helpful (collaboratively via hypothes.is or another collaborative annotation platform). Students can place identified clunk words into a personalized (or shared) unitlist on Quizlet for practice.

- Vocabulary.com can be a fun bell-ringer/do-now type activity. It has adaptive features and also offers images for practicing definitions.
Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

For CHP students, a primary goal remains reaching them with quality resources so that they can participate in their distance learning without disruption. We have remained vigilant in reaching out to families and scheduling school material pickup days (and drop-offs in cases where transportation is unavailable), as well as working with families varied schedules and preferred days and times.

We have also explored varied pathways for virtual education and opportunities beyond Zoom. One example of this is Kahoot which tests students’ knowledge on subjects via entertaining quiz sets. It is able to test both individually and within teams. Google Classroom has been a great tool for connecting with students and supporting them in English and Science. Teachers have been able to supplement the ELA curriculum with graphic novel versions of our literature to support English Learners and struggling readers with graphics to aid comprehension. Screencastify and other screen recording tools allow the students to access lessons and resources any time. Further examples of distance-learning software’s follow:

Seesaw- An educational YouTube-like platform for students and teachers. Students create educational videos based on the designed activity using features such as audio recording, live drawing, editing, and other design components. Teachers and peers can provide feedback directly to posted videos on the classroom page.

Desmos- Interactive Math activities designed by fellow educators and Desmos team that align with math competencies. Various activities have engaging features like videos, polls, tables, and interactive graphs. Students can see their peers' responses as they respond to each question. The teacher has the ability to set pacing by pausing and creating a range of question availability. Students are able to log into the activity at any time to complete their assignment. It's also self-paced, so students are able to return to their "slides" at any time and change/fix their answers.

Quizlet - a digital tool that allows students to study anything. Quizlet involves, flashcards, games and learning tools. This tool is used often to review for upcoming quizzes.

Flipgrid- a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. This has greatly boosted socioemotional care and interaction as students and staff check in on one other, post encouraging videos, and reply to messages, while also utilizing it for assignments. Teachers often use this tool to limit screen time for students by assigning projects that only need to recorded and submitted on Flipgrid, rather than typed out or completed wholly online.

Newsela- allows students to annotate an assigned text at a variety of different reading levels. For example, teachers assigned a text about the role of the President, and students to read the text, annotated it, and then took a quiz. On the Newsela teacher dashboard, teachers are able to see who read it, how long it took them, what levels they read, their annotations, and quiz score.
Another useful aspect has been utilizing virtual breakout rooms within Zoom to facilitate virtual discussions, providing group PE and circle activities multiple times a week for students alongside offering continued content from all classes in a coordinated schedule that insures against time conflicts.

We continue to pursue weekly PD meetings with review of articles, research and discussions on best practices for virtual learning and reaching students at this time. Lengthy discussions have been devoted to parsing out what has been working and what is no longer functional, as well as conversations pertaining to engagement of families, students, and continually excelling in virtual learning and growth.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Since the first week of school closure, we have maintained steady, weekly communication to families regarding where they can acquire student meals as well as general food distribution. In cases where parents or students reached out for more specified information, personally customized messages based on their location and needs was sent to them directly. Following is an example message sent schoolwide. Messages similar to this are posted weekly with updated locations.

Below is an updated list of where families can find freely distributed meals for all students. As a reminder, all youth under 18 years old are eligible to pickup at the following locations (new sites have been added):

- Chollas Mead Elementary - 4525 Market St, San Diego, CA 92102
- Clark Middle - 4388 Thorn St, San Diego, CA 92105
- Cherokee Point Elementary - 3735 38th St, San Diego, CA 92105
- Sherman Elementary - 301 22nd St, San Diego, CA 92102
- Zamorano Elementary - 2655 Casey St, San Diego, CA 92139
- Kearny High - 1954 Komet Way, San Diego, CA 92111
- O'Farrell Charter - 6130 Skyline Dr, San Diego, CA 92114
- Walker Elementary - 9245 Hillery Dr., San Diego, CA 92126
- Farb Middle - 4880 La Cuenta Dr, San Diego, CA 92124
- Porter Elementary North - 445 S 47th St, San Diego, CA 92113
- Horton Elementary - 5050 Guymon St, San Diego CA 92102
- Ibarra Elementary - 4877 Orange Ave, San Diego, CA 92115
- Perkins K-8 - 1770 Main St, San Diego, CA 92113
- Garfield Elementary - 4487 Oregon St, San Diego, CA 92116
- Oak Park Elementary - 2606 54th St, San Diego, CA 92105
- Cesar Chavez Elementary - 1404 S 40th St, San Diego, CA 92113
- Dewey Elementary - 3251 Rosecrans St., San Diego, CA 92110
- Foster Elementary - 6550 51st St, San Diego, CA 92120
- Madison High School - 4833 Doliva Dr., San Diego, CA 92117
- Encanto Elementary - 822 65th St., San Diego, CA 92114
- Linda Vista STEAM Magnet School - 2772 Ulric St., San Diego, CA 92111
- Memorial Preparatory - 2850 Logan Ave., San Diego, CA 92113
- Clay Elementary - 6506 Solita Ave., San Diego, CA 92115
- Audubon K-8 School - 8111 San Vicente St., San Diego CA 92114
Other resources for meals:

The California Department of Education’s “CA Meals for Kids” mobile app has been updated to help students and families find meals during COVID-19-related emergency school closures. The app is available for free download through Apple’s App Store, Google’s Play Store, and Microsoft’s App Store web pages. More information about the app is available on CDE’s CA Meals for Kids Mobile Application support web page.

The Food and Nutrition Service of the U.S. Department of Agriculture has a Meals for Kids Site Finder page where families can type their address into the interactive map to find nearby sites that are distributing food. It is still recommended to confirm the days and hours of operation listed for a site before visiting it.

The San Diego Food Bank’s food distribution programs will continue to serve those in need throughout the duration of the COVID-19 crisis. View a list of scheduled food distributions.

Feeding San Diego is another resource for families facing hunger. Families can receive food at Feeding San Diego distributions throughout the region. Please visit their webpage for information.” (Links have been deactivated)

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Previous to distance learning, supervision of students began at the first student dropped off at school, regardless of how early or late in the day. Our Facilities Manager maintains a constant watch on perimeters of campus while teachers and teacher's aides share supervision in the classroom, ensuring no student is left unobserved. Full campus security cameras have also been installed. During breaks or lunch, the Facilities Manager, every teacher's aide, and additional office staff including administrators supervise all students, especially concentrated at lunch. These vigilant efforts will remain in effect, with improvements and health considerations as CHP takes steps towards allowing students back on campus for the next school year.
Appendix K: Learning Continuity and Attendance Plan
Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Heights Preparatory Charter School</td>
<td>Elias Vargas Director</td>
<td><a href="mailto:evargas@cityheightsprep.org">evargas@cityheightsprep.org</a> (619) 795-3137</td>
</tr>
</tbody>
</table>

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 13, 2020, San Diego Unified announced that to help reduce the spread of COVID-19, schools would be required to close temporarily. Upon this announcement, the staff at City Heights Prep shifted to a Distance Learning approach. This included sending students home that day with virtual lesson plans from each of their teachers, equipping them with needed resources through Spring Break. Over Spring Break, teachers organized and shared their remaining lesson plans, spanning until the end of the school year. On March 13th, students were also sent home with a list of helpful community services and meal distribution options. Over the course of the next few weeks, the staff ensured families had access to wi-fi, distributed Chromebooks to each student, and kept the website up to date about any new information pertaining to health and safety or to Distance Learning. The staff at City Heights Prep provided families with resources surrounding resilience tools that could help with any emotional distress and feelings of isolation they were experiencing, and kept students informed about exciting virtual learning opportunities, such as virtual field trips, free access to audiobooks, and more. They also shifted the original class schedule to a Zoom class schedule, and restructured the Google Classroom platform to allow students to access their work in an organized, flexible format, given all of the new shifts the students were enduring in their homes. Although these Zoom meetings did encompass academic discussions, they also incorporated emotional wellness check-ins. Staff members called families and students throughout the rest of the school year to check-in, offer help, and ensure no kids were falling through the cracks. This was especially prioritized given our student demographics.

At City Heights Preparatory Charter School, the student population holds incredible diversity, ranging from the cultures they have been shaped by, the languages they speak, the stories they hold, and the countries they originate from. Keeping with its mission of being a walkable neighborhood-based school that provides an excellent college preparatory education for middle and high school students in City Heights, CHP serves a high proportion of students who have arrived to City Heights from various countries around the world. These countries include Cambodia, Eritrea, Ethiopia, Haiti, Kenya, Mexico, Myanmar, Nepal, India, The Republic of Congo, Somalia, Syria, Uganda, The United States of America, Thailand, and Vietnam. Altogether, the students represent over 17 different countries, and 28 different languages. Languages range from Spanish to Arabic, Somali to Khmer, and Urdu to French, encompassing a wide variety of dialects such as Tigrinya.
Serving this demographic of students requires a passionate and dedicated staff, which CHP has successfully cultivated over the years. The school's sixteen staff members span a variety of ethnicities, cultures, educational backgrounds, qualifications, talents, and more, and include our school director, assistant director, school counselor, student records specialist, administrative assistant, meals and facilities manager, education specialist, social media strategist, seven teachers, and an assistant teacher. Two of the staff members are also reading specialists, and two have been trained by Project Lead the Way to provide computer science, robotics, and app creation courses to the students. This provides the students with an opportunity to grow in their understanding of computer science and algorithmic thinking, while simultaneously diversifying their skill sets. Additionally, students have access to several Visual and Performing Arts (VAPA) at both the middle and high school levels. Courses offered in Visual Arts promote the development of creative problem solving skills, research of historical artists as well as art movements, and courses which nurture the advancement of artistic skills and practices. These skills and practices have been translated into a virtual learning design as a result of COVID-19 safety measures.

The staff members are each committed to creating space for the diversity of the students, equipping them with tools to not only succeed academically, but emotionally as well. Typically, one of the most prominent ways this is achieved is through the incorporation of restorative justice practices on the campus. Because many of the students have experienced trauma, and have had to assimilate to a new culture and language on top of it, approaching conflicts through a lens of restorative justice allows the staff to come alongside the students in the midst of emotional turmoil to ask guiding questions, help them process from their heart spaces, and ultimately heal and contribute to a positive, unified school environment. Now, given the school’s adaptation to the pandemic, additional support from staff members has been provided, including individual check-ins with students by staff members, as well as the implementation of self-regulation and conflict-resolution techniques into classes. Furthermore, each grade is provided with an AVID course to help with note taking, reading and writing, and the development of leadership skills, which students are then able to exhibit in their schools, families, and community. Although AVID, AP courses, and Project Lead the Way look different in light of COVID-19 due to changes in the scope and sequence of objectives and assignments, these courses will continue to help students navigate and engage in meaningful and effective learning experiences regardless of the setting and support the facilitation of activities and projects in more flexible or remote learning environments. Combined, each of these factors ensures that all students are able to receive college preparatory training and education despite the impact COVID-19 has had.

For the 2020-2021 school year, CH Prep is continuing to address families and students tangible needs, academic needs, and socio-emotional needs to the best of its ability. The office staff sends information to families with updates, and posts updates to the website as well. It has ensured that all students are aware of the meal distribution site they can receive free breakfasts and lunches at, have access to wifi, and have been provided with Chromebooks and school materials, such as art supplies, math supplies, science supplies, and elective course supplies. They have also been provided with hygiene products. Additionally, over summer, the school strategically adjusted its Distance Learning schedule. Classes are now Monday-Friday, and all content classes include strategic breaks from screen time for students to get their meals and access teacher hours. Students attend three classes a day, and the staff continues to meet weekly for PD to discuss and analyze what's working and what's not.
Stakeholder Engagement

program and have a virtual student orientation for the new students to discuss ways for them to meet with the other students enrolled at the school. Also, in regards to the sections about in-person learning, the school's continual commitment to ensuring that it is a safe and clean space by following all of the CDC guidelines has been emphasized by stakeholders, and will be a main priority if/when in-person learning is reimplemented.

Families want to see continued support for staff professional development and a continual allocation of funds towards professional development and materials for students. They've also advocated for continual engagement between parents and staff, especially during distance learning, as the families would like to continue to receive feedback from the school about their children's engagement with online learning. Furthermore, the sections surrounding additional tutoring for students during after school office hours Monday through Thursday, as well as anytime on Friday (when scheduled with a teacher), has been influenced by stakeholder input. Given their expressed desire to stay involved, the staff will set aside time each Friday to call and engage families and schedule additional hours of tutoring for students that have requested it. The staff will also use this time of parent engagement as an opportunity to give families positive feedback and recognize students' for their achievement. The school will also explore ways of continuing to celebrate students' achievement, given how meaningful and motivational it is to the students. Additionally, the school counselor and assistant director will look into ways to continue a virtual mentor program and have a virtual student orientation for the new students to discuss ways for them to meet with the other students enrolled at the school. Also, in regards to the sections about in-person learning, the school's continual commitment to ensuring that it is a safe and clean space by following all of the CDC guidelines has been emphasized by stakeholders, and will be a main priority if/when in-person learning is reimplemented.

All stakeholders had the opportunity to review and provide feedback in the form of a survey and verbal feedback. They were all in favor of the school's proposals regarding practices to effectively support student learning, as well as with the preparedness the school underwent to get the students ready for the school year. They were in favor of the structured schedule and were curious to see in what way they, as families, could support the staff. They also asked about ways students could continue to receive support from the school (in terms of after school tutoring or office hours) and how they, as parents, could be kept up to date on how their children are doing at school. Family members expressed their appreciation for the teachers and staff, as well as their extra efforts during this unprecedented time. The students who attended had little comments other than their approval of everything that has been put into place and an expressed want for things to return to normal. They also want to see student recognitions continue and have opportunities to meet new students in some format, such as through Zoom meetings. They also brought up the option of having access to recorded Zoom classes or lesson plans. The teachers agreed with everything that was provided, and were excited by the continual collaboration of the staff, parents, and students, as well as the ways in which certain courses (such as AVID and P.E.) have been able to adapt to a virtual format for students.

Information about the call-in for the meeting on August 1, 2020 via Zoom was made available, so that stakeholders could call-in or access the hearings through their computers or phones. Further participation opportunities include our School Site Council meeting, which was held on Friday, August 21, 2020. The school also held a public hearing to review the plan at their regular board meeting on September 3, 2020.
Continuity of Learning

In-Person Instructional Offerings

City Heights Prep will ensure that all of its students will have a safe environment from which they can learn. This includes continuing to train students and staff members in current and future physical and social distance guidelines determined by the state, district, or school itself. This further includes ensuring that classrooms are set up to abide by social-distancing procedures and that the best health practices are in place and adhered to, such as there being enough space between each student, students having access to materials of their own (1:1) so they don’t have to share, hand-sanitizer being available, and classrooms being cleaned and disinfected on a daily basis and deep-cleaned on a weekly basis. The teachers will continue to assess where the students are performing academically and find ways to bring them up to the current grade level or where they should be based on their grade level. This will be accomplished in a supportive environment in which the students’ learning needs are priorities and the students are provided with additional resources and help. This can include anything from taking books home to read or using online platforms for practice, to working with a teacher individually. An analysis of where their current performance is will be made so that the teachers will have a better idea of where they should start with their instruction to ensure that the students learn what they’ve missed, and have the information needed to continue on with their learning based on the common core standards.

When in-person instruction is viable, the school will also ensure that classroom-based instruction is clear and accessible to all students despite their current academic performance. The pedagogy will include diversity and will range from independent projects to group learning (still ensuring that social distancing is practiced, and would thus encompass online resources such as Google forms, documents, powerpoints, and other online platforms on which students can work in groups online). Emerging bilingual students, students that are deaf or hard of hearing, and students in need of additional hearing or language supports will receive aid via the closed caption options found in Google Slides and/or video conference app “Google Meet.” By diversifying the modes of learning, the teachers feel they will be better able to reach and support each of their learners. The teacher, and teacher's assistant when available, will be in the classroom to provide additional support. The lessons will be posted to Google Classroom and teachers will have after-school tutoring days that students could attend for additional support. The students will also be asked for feedback consistently to see how they are feeling about the instruction, and what can help them be successful. This includes attention to their socio-emotional needs through the use of restorative practices and digital “circles” to help students form relationships with their peers, and address areas of conflict within themselves or with others that are hard to emotionally process.

[Continued in the next section]
**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will ensure that all students have access to 1:1 instructional supplies in the classroom and that they are provided with all of the materials they'll need to be successful. This includes technology and reading materials. It also includes access to a clean campus where sanitation is provided (such as hand sanitizer and clean bathrooms fully stocked with soap). Procedures will be implemented when it comes to maintaining stock of PPE, hand sanitizers, cleaning and disinfecting supplies, and distributing those supplies to each classroom. Additional procedures will include appropriate entrance and exit strategies for each building to maintain social distancing between students between classes. Students and staff will be thoroughly trained in these new procedures, and the reasoning behind each new procedure will be discussed to cultivate a deeper sense of understanding, cooperation, and unity on campus. Furthermore, students, families, and staff members will be required to complete mandatory temperature checks before entering the school site and everyone will be required to wear masks; those that don’t have masks will be provided with them.</td>
<td>108,132</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The school will provide continuity of instruction by ensuring that all students have Chromebooks to take home and complete schoolwork on. Also, if needed, the school will print and provide them with materials to take home. Online learning through Google Classroom, recorded lesson plans, Zoom, MeetMe, FlipGrid, Math IXL, etc, have proved effective in reaching and motivating students to continue growing, learning, and connecting, and will continue to be utilized. All students will be provided with computers and school materials, as well as information and support when it comes to wifi packages that have become free or economically priced during this time. If students are unable to come to campus to pick up the materials necessary for optimal engagement, a staff member will drop materials off at their home.

Office hours and Zoom meetings are made available and are communicated to students to clarify questions, providing more 1:1 instructional support. Live “Zoom” lessons are helpful for checking in with the students, promoting social interactions between them, in addition to being a space to model new learning, have live discussions, and build a positive classroom culture. Meanwhile, recorded lessons allow students to access learning when it is most convenient for them and provide opportunities for students to refresh their understanding on the topics addressed in the Zoom classes. Separate from just a video of the Zoom teachings, these supplemental videos, which are either created by
the teacher or from the curriculum, provide effective additional support. Furthermore, screen-casting tools are used to create class-wide or individual student tutorials in a format that is accessible on all devices.

During the 2020-2021 school year, all Foreign Language courses at CHP will continue to be administered through the PEAK/Fuel Education remote learning system. This system provides students with flexible online courses, which are taught remotely by certified Foreign Language teachers and supervised by a teacher at CHP. Meanwhile, students enrolled in Visual Arts courses will receive instruction of the artistic techniques, skills, and concepts in both the virtual classroom as well as the physical classroom. This will be done through a combination of recorded content that can be followed by the student, as well as weekly meetings where the whole class can meet to discuss classroom concepts and work together to troubleshoot difficult skills. Students will also be provided with a complete set of art tools necessary for the specific class. If they have difficulty manipulating or accessing tools, assistance and possible modifications will be provided.

Teachers, office staff, the school counselor, and the teacher assistant are tasked with communicating with each student on a weekly basis, allowing them to check in with families and students. These check-ins are not only meant to provide academic support and encouragement, but also to make sure students have access to high quality instruction and to connect students to translation, free internet, food distribution points, and other Safety Net services.

Access to Devices and Connectivity

All students and staff will be provided with computers to participate in distance learning. Staff members will call the homes of all families to ensure that students have a device at home to participate in distance learning. If they do not, the school will ensure that they are provided with a school computer. When students and families come to collect technology and schedules within the first week, staff will be on site to set up online platforms for students, such as PowerSchool and Google Classroom. Following that, video tutorials on how to access online platforms and specific websites will be offered and uploaded to Google Classroom as a resource for families and students that need additional support. Also, the staff will ask about their access to connectivity, and when needed, provide them with information about connectivity services at reduced prices. In addition, the staff will ensure that both parents and students know how to access the online platforms that the students will be using. Lastly, the school's counselor put together a survey that allows staff to collect real time data on the needs of the students. Embedded in the culture of the school is a great relationship between parents, teachers, staff, and students, which further allows all parties to communicate needs quickly.

Pupil Participation and Progress

The LEA will do this by a variety of means. Students will be provided with a consistent course schedule and opportunities for daily 1:1 tutoring, and students and families will be provided with schedules and class times. The Distance Learning Master Schedule includes at least two remote meetings per week per course and additional opportunities for students to attend teacher’s virtual office hours. Class attendance will be monitored and recorded daily and, if necessary, contacts made for chronic absenteeism. The teachers will continue to take attendance and keep records of which students are participating and which students are not through Powerschool. This will be measured by noting who...
Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The LEA will continue to hold weekly or bi-weekly professional development. This will include the administrator running meetings and bringing in valuable information and resources to assist the staff, or by the staff running meetings and sharing the resources and tools that they are using to support them with each other. Additionally, depending on availability and the needs of the staff, the staff will be provided with additional resources that will provide them with technological support. The LEA will continue to work with the staff to ensure that they have all of the resources and support they need to provide online learning and when a need is present, the LEA will work towards finding online resources or webinars that can provide additional support.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As of now, we have no staff members whose roles or responsibilities have been affected as a result of COVID-19 beyond the transition to Distance Learning. No changes have been needed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We believe that all students should have the same access to the learning that their peers do, and work with each of them to ensure that they have what they need to be successful. This includes ensuring that they have a computer and/or printed materials (when needed), are given additional time to complete assignments or tests depending on the accommodations requested because of their circumstances, have access to online platforms that are able to translate the material, and have access to staff for additional independent help.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure that all students have access to a working computer and material at home to participate in distance learning. Also to ensure that the school has enough printing supplies to print packets when needed.</td>
<td>89,472</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In response to the 2019-2020 COVID-19 closures, City Heights Prep adapted its grading policy to provide an option for IP (In Progress) to help students recover from learning loss. This adaptation will continue into the Fall semester of 2020. City Heights Prep will continue to use formative and diagnostic assessments to diagnose the needs of its students. In regards to English language development and English language arts, there are several diagnostic assessments that help teachers tailor their instruction to the students' needs. These include language and grammar assessments on platforms such as NoRedInk and IXL, which allow the teachers to identify areas in which students could benefit from remedial instruction in language or grammar. Additionally, students will continue to be administered a writing assessment at the start of the year. The purpose of this is to provide a baseline writing sample so that teachers can design effective and targeted writing instruction based on their students' needs. Furthermore, when school is in session, teachers will give written, audio and video feedback to students on their work in a timely manner to ensure the students understand what they did well on and what they need to grow on.

When it comes to mathematics, informal and formal assessments will continue to be given to the students. The formal assessments are to determine how much students know about a specific topic. Based on the students' results, the teacher will tailor the instructions and the difficulty of the homework and classwork. Furthermore, there will continue to be constant feedback given to the students, and at most times, an allowance to learn from the comments left on their work via an option to resubmit it. On a broader scale, teachers will use a combination of informal and formal assessments using data-driven programs such as Math IXL, Desmos, Kahoot, Prodigy, and Khan Academy to assess students' learning. The individual analysis will target areas of weakness and guide instructional decisions such as whole-class reteach, small group reteach, one-on-one reteach, and extensions.

The education specialist will continue to work with special education students and create Individual Education Plan (IEP) goals, consistently review them, and evaluate if the goals are being met for each individual student. Communication between the education specialist and the general education teachers for academic progress and feedback will continue to be implemented as well. Additionally, as a method of assessment, teachers will look into providing students with an additional assessment tool as part of the “Universal Design for Learning” (UDL). Using UDL as an assessment method provides students the opportunity to demonstrate, or show, target skills or knowledge acquired during the course of study. As students complete their chosen assessment method their individual learning level will be provided to the teacher. In return the students will then be provided with feedback and opportunities to resubmit work.
Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

At City Heights Prep, students will be offered daily virtual tutoring with their content area teachers. Additionally, an entire weekday will be dedicated to 1:1 tutoring, providing student feedback, and reaching out to families. This will allow teachers to partner with students and families to provide targeted instruction and interventions as needed. It will also be a way for staff to check in with families about services such as meals.

Students will have access to a slide deck with explicit instructions and recorded videos on how to access assignments and learning materials. Scheduled Zoom classes will be recorded to provide access for those students who cannot attend. In addition to Zoom classes, separate pre-recorded lessons will be provided, allowing students access to learning on their own time. This aims to help students with inconsistent schedules by making sure they aren’t excluded from the learning if they aren't able to log into a Zoom meeting at the right time. Additionally, the pre-recorded lessons will include closed captioning, which will allow English Learners to not only listen to the lesson, but read the lesson. This will allow students to improve their language understanding as well as practice their reading comprehension. In addition to prerecorded lessons, students will receive additional supplementary resources to assist in learning. Resources will be made available on platforms commonly used by students such as Google Classroom from sources such as Khan Academy and Youtube. This will allow students to learn different perspectives and differentiate to their learning needs.

Students will also be available to contact teachers via email or set up appointments using Calendly if they need additional help and support outside of office hours. However, if students do need more immediate and specific feedback or guidance, they can utilize the office hours. During this time, students can join the office hour Zoom meeting and ask any questions they may have on assignments, technology use, and/or updates on the school. Teachers will assist to the best of their ability in different matters.

Students with an Individual Education Plan (IEP) will work closely with the education specialist through Zoom for their Specialized Academic Instruction (SAI) and their content classes. They will be encouraged to check their school emails routinely for any communication from their general education teachers and education specialist and will be encouraged to reach out for help when they're in need of tutoring support or extended time for work completion per their IEP. The education specialists will have reminders for all IEP students to check their Google Classroom and complete all the necessary assignments.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers, the education specialist, and the school counselor will collaborate to monitor attendance and measure the students' progress. The school counselor will continue to check in with students and families. Furthermore, staff members will continue to discuss the progress of the students who fall within this category, and research additional supporting resources. This includes ELLs and any students who are performing below grade level based on MAP scores. Careful consideration will be given to students who are working towards IEP goals. Documentation will be made with a tool used for tracking services and supports for all IEP students. On Fridays, students will be provided...
with time to periodically complete diagnostics of IEP goals, and to consistently address any socio-emotional needs that may be preventing them from fully engaging in their academics. During this time, data on goal completion can be collected by staff members and, if necessary, changed based on learning losses/gains. Additional measures will include reviewing school-wide Zoom meeting attendance, assignment participation/completion data, and data which shows whether students who elected to receive an IP during Spring 2020 to address learning loss during Fall 2020 are working to complete the missing work from Spring 2020. We anticipate that such data will further inform changes to services and supports provided in connection with learning loss.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be offered daily 1:1 tutoring provided by content area teachers after daily classes. During these tutoring sessions student data will be collected on specific learning loss, if applicable. Fridays will be used as opportunities to work with students on learning loss from Spring 2020, to complete IEP goals periodically, and to address socio-emotional needs that may be barriers to learning. During these Friday sessions student learning loss data will be collected based on the targeted work production of the student. The school counselor will continue to provide active support and involvement to students and their families. Additionally, City Heights Prep will continue its commitment to staff PD's dedicated to discussing resources that can supplement or serve as additional student learning support.</td>
<td>755,789</td>
<td>Yes</td>
</tr>
<tr>
<td>Beyond this, all students will continue to be enrolled in an AVID course to ensure that they are ready for college and special education students will be offered many different services via Zoom per students' IEPs to accommodate their needs while distance learning. Besides Specialized Academic Instruction (SAI) with the education specialist to fulfill instructional minutes, virtual therapy will be provided for students that need Occupational Therapy, Speech Therapy, Physical Therapy, and Assistive Technology.</td>
<td>216</td>
<td></td>
</tr>
</tbody>
</table>
Mental Health and Social and Emotional Well-Being

Weekly restorative circles will be held once a week by all AVID teachers to assess the students' mental health and emotional well being. At the beginning of the school year all teachers will conduct a survey to identify students that may need more social and emotional support. Through weekly teacher meetings with the school counselor, individual students can gain counseling support via Zoom. Additionally, students will have access to a time each week that will be facilitated by staff members and specifically set aside for addressing students' socio-emotional needs through self-regulation techniques, conflict-resolution strategies, art-based therapy, expressive writing, and more.

Furthermore, all teachers/staff are trained in mandated reporting to report any sign of emotional/physical abuse in the home. Teachers will also have weekly phone calls home to remind parents/families of meals, to answer any questions, and to provide updates on online learning instruction. At the beginning of each semester and throughout the school year the school will continue to share local community resources for COVID-19 related information, as well as drug/alcohol, clothing, food, low-income, medical/health care clinics, and mental health/counseling on our parent communication tool ParentSquare. New students will attend an online orientation to get to know staff and gain information about the school. Having a space for new students to be able to ask questions and feel welcomed is an important part of school culture. The mentorship program of high school students mentoring middle school students, will continue virtually. This gives mentors and mentees a space to connect with their peers, as well as be able to check in on and support each other during online learning.

Pupil and Family Engagement and Outreach

The staff at City Heights Prep uses ParentSquare to directly communicate with parents regarding school information and student engagement. Students and families are also contacted regularly via text, email, and/or phone call. Students with chronic absenteeism and/or low work submission rates are flagged for more frequent check in when necessary. Students maintain an open line of communication with their teachers via Google Classroom, Google Hangouts, and email. Parents of students who are noticeably absent from distance learning are contacted through communication tools such as ParentSquare or via their personal number/email, translation for which is always provided by ParentSquare, Google Translate, and/or staff members to ensure equity amongst all families. All families are provided with calls or text (translated via Google Translate) in the language spoken at home. In addition to English, some of our staff members are able to engage students and their families in Spanish, Kurdish, Somali, and Arabic. This is one of the ways that students who identify as ELL receive proper support and do not fall through the cracks. Furthermore, the students often initiate accountability with each other, meaning that when a student is absent from a Zoom meeting, their peers will often reach out to encourage them to attend.
School Nutrition

[Description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The LEA will ensure that all students have access to breakfast and lunch information. City Heights Prep prioritize students' access to meals, as this is viewed as an important factor in increased attention, motivation, and healthy habits. In-person procedures would require that students stay and eat apart from one another to ensure that social distancing procedures are being upheld. In addition, when in-session, if some families were to opt-out of distance learning, they would still have a window of time during which they could pick up both breakfast and lunch meals for their child(ren). The school would have a designated pick-up time during which families could pick up the breakfast and lunch meals.

When the school adheres to full distance learning rather than meeting in-person, it will still ensure that families are aware of their continued access to breakfast and lunch meals for their child(ren). The school will go off what the San Diego Unified School District recommends. They have recommended that families go to one of the already designated meal pick-up areas, as was recommended last school year, so the school will continue to ensure that all families are given the information on the pick-up locations and times, and will continue to send weekly reminders to them.

Regardless, the LEA will ensure that students have access to both breakfast and lunch at all times. It is important that they continue to eat, and have access to consistent meals.
Increased or Improved Services for Foster Youth, English Learners, and Low- Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low- Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>222,810</td>
</tr>
</tbody>
</table>

**Required Descriptions**

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Over half of the students at City Heights Prep are considered early language learners, and 100% of students are considered low-income, so such demographics are always accounted for first in budgeting, then in planning. This allows the school to effectively implement resources for the students, such as individualized tutoring, peer mentoring, access to an education specialist and school counselor, after school clubs, as well as AVID & AP courses to enhance their study skills and college preparation. By strategically investing in resources for students' academic and emotional success, the school is better able to meet the short and long term needs of its students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The school continues to research and analyze internal data to assess what the needs are and which programs, materials, and resources funds should be allocated towards in order to best support student learning in light of potential needs for acquiring a new language and processing trauma.
Appendix L: Local Control and Accountability Plan (LCAP)
Local Control Accountability Plan and Annual Update (LCAP) Template

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

The majority of City Heights Prep students are refugees from conflict-ridden areas throughout the world. Many of our students have never participated in formal education prior to arriving in the U.S. or have had interrupted educational histories while living in overcrowded refugee camps. Our students speak over 30 languages including:

Amharic Anyak Arabic Burmese Creole Dhaanywaa Farsi
French Kachin Karen Kareni Kiziguwa Kril Kurdish
Lao Lingala Maymay Ngawn Portuguese Somali Swahili
Urgul Spanish Thai Tigrinya Turkish Ugandan Vietnamese

Many City Heights Prep students began the school year not knowing a single word of English, not knowing the alphabet and unable to read in any language. Many of these students have experienced unspeakable trauma. Many other students have a great deal of chaos and upheaval in their everyday surroundings.

At City Heights Prep, we seek to provide an excellent education in a safe and nurturing community where all students—regardless of circumstance—can thrive. Doing so is a community-wide effort. In order to support our students holistically, the following practices have become a part of the City Heights Prep culture:

- Each student has a staff member who calls home on a regular monthly basis to check in and keep parents informed; additional calls are made when a student misses homework, has difficulties, or experiences successes at school.
- Staff is available every day before and after school to offer additional help to students or a quiet place to do school work.
- A robust program of after school clubs is available each day providing enrichment activities such as soccer, basketball, yearbook club, robotics club, fitness, computer science club, volleyball club, student government, yoga, Gay Straight Alliance (GSA), Junior Reserve Officer Training Corps (JROTC), Girls Club and more.
- A variety of individual/small group counseling is available to support students in need of additional support.
- The school has instituted a language intervention program for students who are struggling with the language demands of their content classes. This class will provide remedial instruction in all subject areas.
- The school employs an school counselor, responsible to facilitate relationships with families as well as students to build partnerships with a variety of colleges and community-based organizations.
- Each year, the school hosts community-wide events such as a fall Open House and a Spring Showcase. These events are staff and student-led, allowing students the opportunity to share their learning and show off their skills.
- Additional courses that will be offered at City Heights Prep include AP courses, A.V.I.D., Project Lead the Way, and honors courses.

**LCAP Highlights**
Identify and briefly summarize the key features of this year’s LCAP.

The goals contained in the 2019-2020 LCAP update are by-in-large a continuation of the 2018-2019 goals. In keeping with updated requirements, this year’s LCAP includes more detailed budget information.

**Review of Performance**
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**Greatest Progress**
At City Heights Prep, we are most proud that our students continue to show academic growth as measured by our school's rate of recategorization for English learners (ELs) as well as on the NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This year, student growth in reading was especially remarkable as across the school on average students gained 1.7 grade levels in reading during the 2018-2019 school year. This year, we have also offered a more rigorous curriculum and will proudly graduate 3 seniors.
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

The California School Dashboard indicates that overall performance for City Heights Prep is in the "Red" or "Orange" category in Mathematics, English Language Arts, and Suspension Rate (K-12). In previous years, math was only offered as an online class for high school students. Moving forward, we will have a full-time credentialed high school math teacher. Therefore the school will focus increased attention on improving math instruction for the 2020-2021 school year. This will include increased math-focused professional development and coaching support.

All sixth grade students were enrolled in an Individualized Math and Academic English class for additional support in Math and English.

As of 2019-2020, sixth grade students are now offered science and social studies classes in response to data from MAP, ELPAC and SBAC testing in previous years. Their vocabulary was negatively impacted by lack of exposure to those subject areas.

In previous years, fine arts courses were not offered for middle and high school students. In 2020-2021, visual arts will be offered as an AP course, a high school course, and a middle school course. Drama/creative writing will be offered as an 8th/9th grade course.

It is our desire to lower the suspension rate in order to maximize learning time for all students. In order to achieve this, the school will provide additional support for the implementation of positive behavior interventions, restorative justice practices, school counseling, and supports (PBIS) in each classroom across the school, especially in classrooms where behavior concerns were more prevalent. We have also hired a school counselor.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

At City Heights Prep, some student groups were two or more performance levels below the "all students" performance on any state indicator of the LCFF Evaluation Rubrics. We are implementing language acquisition classes to improve English proficiency and more professional development to focus on core classes. We will build time into the staff calendar to review and analyze testing data.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
Schools Identified
Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1
Teacher Quality

CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commission on Teacher Credentialing (CTC) Teacher credential documentation, including EL Authorization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development (PD) calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher training/ attendance records</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Teacher training/ attendance records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential: Maintained 100% compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD: Maintained 100% participation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
<td>Reviewed teacher credential information and adjusted assignments accordingly; hired staff as needed.</td>
<td>1000's, 2000's, 3000's, 5800's LCFF Base $1,256,235</td>
<td>$275,320 Certificated Salaries (1000-1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$190,126 Classified Salaries (2000-2999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$126,832 Employee Benefits (3000-3999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$66,879.00 Back Office Support (5800's)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000, 2000, 3000, 4000, 5000 LCFF Base $659,157</td>
<td>$72,602.50 Certificated Salaries (1000-1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$24,120.08 Employee Benefits (3000-3999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000, 2000, 3000, 4000, 5000 Title I $96,723</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$27,731 Other Certificated Salaries (1900)</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers participate in annual PD prior to beginning of school year and a minimum of 4 times annually throughout school year</td>
<td>All teachers participated in two-weeks of annual PD prior to beginning of school year and a minimum of 6 times throughout school year.</td>
<td>5000's $9,575</td>
<td>$19,491 Certificated Salaries (1000-1999)</td>
</tr>
<tr>
<td>$9,147 Certificated Pupil Support Salaries (1200)</td>
<td>$6,165 Employee Benefits (3000-3999)</td>
<td>$6,945 Dues and Memberships (5300)</td>
<td>$6,200 Travel and Conferences (5200)</td>
</tr>
<tr>
<td>$60,000 Instructional Aide Salaries (2100)</td>
<td>$20,982 Employee Benefits (3000-3999)</td>
<td>1000, 2000, 3000, 4000, 5000</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>$20,982 Employee Benefits (3000-3999)</td>
<td>$37,352 Instructional Consultants (5800's)</td>
<td>LCFF Base $32,601</td>
<td>Title II $9,763</td>
</tr>
<tr>
<td>$37,352 Instructional Consultants (5800's)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5000's $9,575</td>
<td>$8,200 Travel and Conferences (5200)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title II $9,763</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Execute board-approved Teacher Evaluation Plan

The board–approved Teacher Evaluation Plan was implemented.

No incremental expenses. $0

No incremental expenses. $0

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ensured goal was met by carefully analyzing credentials and developing a structured calendar of PD training sessions. The amount of PD sessions were increased this school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Teachers received ongoing training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers received ongoing training and received reimbursement for attending external professional development trainings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

**Goal 2**

Instructional Materials

Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular materials inventory, including software and subscription-based internet services</td>
<td></td>
</tr>
<tr>
<td>Digitally-aided learning materials inventory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular materials inventory, including software and subscription-based internet services</td>
<td></td>
</tr>
<tr>
<td>Digitally-aided learning materials inventory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS aligned curriculum for core classes: Maintain 100% access</td>
</tr>
<tr>
<td>1:1 Student computers: Maintain 100% access</td>
</tr>
<tr>
<td>Provided all families with a computer with Microsoft Office installed</td>
</tr>
</tbody>
</table>

Page 9 of 95
### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed</td>
<td>Reviewed curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed; purchased Math IXL, Shmoop, and online textbooks</td>
<td>4000's, 5000's LCFF Base $69,650</td>
<td>$45,830 Books and Supplies (4000-4999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$23,296 Software Licenses (5800's)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$10,793 Advertisement and Recruitment (5800's)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$7,027 Communications (5900)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000, 2000, 3000, 4000, 5000 LCFF Base $86,946</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$4,095 Textbooks and Core Curriculum (4110) 4000-4999: Books And Supplies Title IV $4,095</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Shmoop was used for both credit recovery and test prep. Students took 3 full length practice exams and a diagnostic for AP psychology using online support aids. Students in grades 6-9 used Math IXL in their math classes. Google Classroom is used school-wide to post assignments and announcements. Sanga is used by seminar teachers to communicate with family members of students. The High School seniors participated in dual-enrollment by taking college courses at the community colleges.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Staff will meet to discuss students' scores from the SAT, ACT, and AP tests once the scores are available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchased new Psychology, Art and English textbooks. Added after school enrichment class.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
**Goal 3**

Facilities

CH Prep will ensure that the school facilities are maintained in good repair

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Facility Inspection: Maintain passing status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Inspection: Maintain passing status</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Facility Inspection: Maintain passing status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Inspection: Maintain passing status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Shooter Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Baseline
- School Facility Inspection: Achieved passing status
- Fire Inspection: Achieved passing status

### Expected

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed</td>
<td>Conducted Annual School Facility Inspection; Rent facility and purchase/rent/repair equipment and furniture as needed</td>
<td>5000's LCFF Base $172,491</td>
<td>Facility and Modular Leases $145,854</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures Facility Grant 145,854</td>
<td>$3,578 Noncapitalized Equipment (4400)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$17,550 General Insurance (5000's)</td>
<td>$145,854</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2,630 Equipment Lease (5000's)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$3,375 Vendor Repairs (5000's)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000, 2000, 3000, 4000, 5000 LCFF Base $27,133</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$7,715 Noncapitalized Equipment (4400) 4000-4999: Books And Supplies Title IV $7,715</td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

- Updated emergency maps with drill locations

### Baseline
- School Facility Inspection: Achieved passing status
- Fire Inspection: Achieved passing status

### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate annual Fire Inspection</td>
<td>Facilitated annual Fire Inspection</td>
<td>No Incremental Expense $0</td>
<td>No Incremental Expense $0</td>
<td></td>
</tr>
</tbody>
</table>

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection</td>
<td>Negotiated with landlord to remediate any safety findings from Facility and Fire Inspection; landlord agreed to install gates around the campus</td>
<td>No Incremental Expense $0</td>
<td>No Incremental Expense $0</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Comprehensive School Safety Plan Annually</td>
<td>Updated Comprehensive School Safety Plan Annually</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. $0</td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Safety plan is reviewed and revised annually. The school safety plan is reviewed with students, parents, staff, and the community for suggestions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

At student parent meetings, student and family feedback and suggestions to improve school safety were implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP YearReviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

English Language Arts, Math, Science

CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS)

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>API</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based diagnostic benchmarks (Math Diagnostic, Running Record, SBAC-type Performance Tasks, Spelling Measure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWEA Measure of Academic Progress (MAP) testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC testing (results not yet available for 2015-16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based diagnostic benchmarks (Math Diagnostic, Running Record, SBAC-type Performance Tasks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWEA Measure of Academic Progress (MAP) testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC testing (results not yet available for 2018-19)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19
**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong>&lt;br&gt;• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td><strong>Baseline</strong>&lt;br&gt;• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td><strong>Action</strong>&lt;br&gt;• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td><strong>Estimated Actual Expenditures</strong>&lt;br&gt;No incremental expenses. $0</td>
</tr>
</tbody>
</table>

**Planned Actions/Services**<br>Provide extended instructional time for ELA, math and science (67 minute class period daily, per subject)<br><br>**Actual Actions/Services**<br>Provided extended instructional time for ELA, math and science (70 minute class period daily, per subject)<br><br>**Budgeted Expenditures**<br>No incremental expenses. $0<br><br>**Estimated Actual Expenditures**<br>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0

### Action 2

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong>&lt;br&gt;• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td><strong>Baseline</strong>&lt;br&gt;• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td><strong>Action</strong>&lt;br&gt;• Average academic achievement gains of 1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td><strong>Estimated Actual Expenditures</strong>&lt;br&gt;No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0</td>
</tr>
</tbody>
</table>

**Planned Actions/Services**<br>Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)<br><br>**Actual Actions/Services**<br>Provided supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)<br><br>**Budgeted Expenditures**<br>No incremental expenses. $0<br><br>**Estimated Actual Expenditures**<br>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>Provided extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)</td>
<td>Implemented Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)</td>
<td>Provided supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide hands-on science laboratory-based science curriculum</td>
<td>Provide hands-on science laboratory-based science curriculum</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and</td>
</tr>
</tbody>
</table>
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

100% of new hires and returning instructional staff had a valid English Learner Authorization.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All teachers had English Language Learner authorization to provide SDAIE instruction in all content areas. Additional English supports led to the ELPAC reclassification of approximately 15 students.

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8</td>
<td>Provided instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 12</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0</td>
</tr>
</tbody>
</table>

### Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer NWEA MAPs triennial testing</td>
<td>Administered NWEA MAPs triennial testing</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. Allocated to employee compensation Goal 1, Actions/Services 1. $0</td>
</tr>
</tbody>
</table>

### License for Instructional Materials

Goal 2, actions/services 1.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>licenses for instructional materials</td>
<td>Goal 2, actions/services 1.</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

English Language Development (ELD)

CH Prep students will demonstrate proficiency in all written and oral English language conventions for writing and speaking

State and/or Local Priorities addressed by this goal:

State Priorities:  
1. Priority 1: Basic (Conditions of Learning)  
2. Priority 2: State Standards (Conditions of Learning)  
3. Priority 3: Parental Involvement (Engagement)  
4. Priority 4: Pupil Achievement (Pupil Outcomes)  
5. Priority 5: Pupil Engagement (Engagement)  
6. Priority 6: School Climate (Engagement)  
7. Priority 7: Course Access (Conditions of Learning)  
8. Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• California English Language Proficiency Assessment for California (ELPAC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• English learner reclassification data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19
• 75% of returning EL students will exhibit an increase in score on the ELPAC test
### Expected

Baseline
- 75% of returning EL students exhibited an increase in score on the CELDT test

### Actual

- 75% of returning EL students will exhibit an increase in score on the ELPAC initial and summative tests

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)</td>
<td>Provided supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services $0</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>Provided extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services $0</td>
</tr>
</tbody>
</table>

#### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
### Action 4

<table>
<thead>
<tr>
<th><strong>Planned Actions/Services</strong></th>
<th><strong>Actual Actions/Services</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
<th><strong>Estimated Actual Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer NWEA MAPs biennial testing</td>
<td>Administered NWEA MAP and ELPAC biannual testing</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, Actions/Services 1 $0</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we added a stipend position for testing coordinators. Testing coordinators participated in all required state training and workshops. We also provided text-to-speech accommodations for English Language Learners in class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our reclassification rate increased for English Learners and we continued to see an increase in their MAP scores. Several of our English Learners were eligible for honors and AP classes and have even participated in taking the AP Psychology Exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CH Prep students will demonstrate proficiency in reading and listening English conventions, in addition to writing and speaking conventions as stated in the original goal.
### Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

### Goal 6

Character and Social Development

CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Community service/ leadership opportunity logs</td>
</tr>
<tr>
<td></td>
<td>• Enrollment in World/US History course(s) at appropriate grade level(s)</td>
</tr>
<tr>
<td></td>
<td>• Enrollment in &quot;Seminar&quot; course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Community service/ leadership opportunity logs</td>
</tr>
<tr>
<td></td>
<td>• Enrollment in World/US History course(s) at appropriate grade level(s)</td>
</tr>
<tr>
<td></td>
<td>• Enrollment in &quot;Seminar&quot; course</td>
</tr>
</tbody>
</table>

18-19

• Community service/ leadership opportunities: Maintained 100% participation
## Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer community service/leadership opportunities for every student</td>
<td>Offered community service/leadership opportunities for every student</td>
<td>4000's, 5000's LCFF Supplemental and Concentration $17,750</td>
<td>$624 Noncapitalized Equipment (4390)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$13,500 Field Trips/Student Transportation (5812)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,350 Fundraising (5880)</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure enrollment in World/US History courses for all students at appropriate grade level(s)</td>
<td>Ensured enrollment in World/US History courses for all students at appropriate grade level(s)</td>
<td>No Incremental Expenses $0</td>
<td>No Incremental Expenses $0</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure enrollment in “Seminar” course for all students</td>
<td>Ensured enrollment in “Seminar” course for all students</td>
<td>No incremental expenses. $0</td>
<td>No incremental expenses. $0</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We created partnerships with colleges both locally (community colleges) and out-of-state (Grand Canyon University).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students have been more involved in the community and were more involved on campus.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Parental Involvement

CH Prep will seek to involve parents in meaningful ways that promote student achievement

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at Family Committee Meetings/ schoolwide events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Contact Log/Report(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19

• Achieve 35% participation in one or more family activities annually

Baseline

• Achieved 25% participation in one or more family activities for school year 18-19

Metric/Indicator

• Attendance at Family Committee Meetings/ schoolwide events
• Home Contact Log/Report(s)
• Parent Survey
• Sangha
• Meetings with school counselor
• Classroom Dojo
• Google Hangouts
### Actions / Services

 Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain Parental Involvement</td>
<td>Retained Parental Involvement</td>
<td>No incremental expenses $0</td>
<td>No incremental expenses. $0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host triennial Family Committee Meetings/schoolwide events</td>
<td>Hosted triennial Family Committee Meetings/schoolwide events</td>
<td>No incremental expenses $0</td>
<td>No incremental expenses. $0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Home Contact Logs/Reports</td>
<td>Monitored Home Contact Logs/Reports; Sangha; Google</td>
<td>No Incremental Expenses $0</td>
<td>No incremental expenses. $0</td>
<td></td>
</tr>
</tbody>
</table>

### Baseline

- Achieved 25% participation in one or more family activities for school year

### Achieved

- Achieved 40% participation in one or more family activities
- Parents came to support their students at the STEM fair, parent intervention meetings, and back to school night
- Parents volunteered to attend field trips and supported students in the classroom
- Parents met with school counselor
- Revamped school website, launched school Instagram account, and launched school blog
**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Parent Survey annually</td>
<td>Administered Parent Survey annually</td>
<td>No Incremental Expenses $0</td>
<td>No incremental expenses. $0</td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We've used social media and the Sangha app to communicate with parents and the greater community of upcoming meetings, field trips, and volunteer opportunities. We've implemented incentives to increase parental and student involvement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Teachers feel more supported by the increased transparency about progress with families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

Student Engagement & School Climate

CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. CH Prep student reports and school data will reflect a positive school climate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic absenteeism rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropout rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic absenteeism rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropout rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18-19  
- CH Prep maintained attendance rates at or above 93%
### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Attendance/ chronic absenteeism/ dropout rates and absence verification records</td>
<td>Monitored Attendance/ chronic absenteeism/ dropout rates and absence verification records and implemented attendance incentives</td>
<td>No Incremental Expenses $0</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 $0</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement truancy follow-up as outlined in CH Prep Attendance Policy</td>
<td>Implemented truancy follow-up as outlined in CH Prep Attendance Policy</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 $0</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 $0</td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly recognize excellent attendance/ high academic performance</td>
<td>Publicly recognized excellent attendance/ high academic performance</td>
<td>No Incremental Expenses $0</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 $0</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain student/instructional staff ratio of 20:1</td>
<td>Maintained student/instructional staff ratio of 20:1</td>
<td>No Incremental Expenses $0</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 $0</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain implementation of PBIS</td>
<td>Maintained implementation of PBIS</td>
<td>No Incremental Expenses $0</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1 $0</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school adopted a mascot, created grade-level shirts, and designated school spirit days on Fridays. We implemented a uniform incentive for individual homework completion and attendance levels by class. A designated teacher supported 12th graders through college prep, college tours promoted college readiness, and SDSU volunteers answered student questions about college. A kindness week campaign rewarded students for exhibiting leadership and positive behavior. Students also led fundraisers to fund activities as well as implemented a spirit week. We've implemented incentives by grade level to increase attendance levels.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school has experienced an overall increase in school spirit and overall improvement in school climate. This is evident through positive feedback on student surveys, positive feedback in teacher-parent conferences, and increased academic and socio-emotional support through the availability of a school counselor. Attendance levels have increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

City Heights Prep (CH Prep) provided multiple opportunities for stakeholders to participate in our LCAP process. Stakeholder engagement was organized in the following manner:

Family Survey
CH Prep conducted a survey for families related to the school’s current achievement as related to the eight state priorities and priorities for improvement.

Focus Group(s)
CH Prep conducted several focus groups related to the school’s current achievement as related to the eight state priorities and priorities for improvement.

Parent/Community Meetings
Family Committee meetings held. The meeting provided information about the LCFF funding and the eight state priorities.

Planning Team
The Planning Team, comprised of students, teachers, School Director, classified staff was convened to review the initial draft of LCAP to provide further feedback to finalize the draft.

As a part of this process, the Planning Team reviewed a variety of data relevant to the development of the LCAP. Data reviewed included:

- Academic Performance Index Report
- Attendance and Chronic Absenteeism Records
- California State Mandated Test Records
- English Learner Records (CELDT Data and Reclassification Rates)
- Course Enrollments (Master Schedule information)
- LCAP Family Survey data and Family Committee Meeting input
- School Accountability Report Card
• School Benchmark Data (including Math Diagnostic Scores, NWEA MAP data, and Running Record Reports)

DRAFT LCAP for Public Comment
Before its adoption, the draft LCAP was available for public comment. As appropriate, revisions were made to reflect stakeholder input.

Adoption
The draft LCAP was presented at a public meeting of the Board for adoption.

Transmission to County Office of Education and San Diego Unified School District
After Board adoption, the adopted LCAP will be transmitted to San Diego Unified School District and the San Diego County Office of Education and by July 1, 2018.

City Heights Prep (CH Prep) found the process used in developing the 2017-18 LCAP effective in involving stakeholders. Therefore the process was repeated for the 2018-19 LCAP Update, with the following exception: Due to changes in State requirements and the fact that we are a year-round school and still in session until July 6, 2018, certain data was not available for review by the Planning Team. Details are discussed below.

City Heights Prep (CH Prep) provided multiple opportunities for stakeholders to participate in our LCAP process. Stakeholder engagement was organized in the following manner:

Family Survey
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- Course Enrollments (Master Schedule information)
- LCAP Family Survey data and Family Committee Meeting input
- School Accountability Report Card
- School Benchmark Data (including Math Diagnostic Scores, NWEA MAP data, and Running Record Reports)

City Heights Prep is a year-round school. As such, the school year has not ended as of the July 1, 2018 deadline. Therefore, not all 2017-18 data was available to review. When 2017-18 data was not yet available, 2016-17 data was reviewed.

DRAFT LCAP for Public Comment
Before its adoption, the draft LCAP was available for public comment (posted on school website and emailed to various community stakeholders). As appropriate, revisions were made to reflect stakeholder input.

Adoption
The draft LCAP was presented at a public meeting on Friday, June 22, 2018 of the Board for adoption.

Transmission to County Office of Education and San Diego Unified School District
After Board adoption, the adopted LCAP will be transmitted to San Diego Unified School District and the San Diego County Office of Education and by July 1, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input received from various stakeholders served to:

- Inform the development of the CH Prep LCAP plan.
- Identify the elements of implementation of the CH Prep charter that are working well so they can be further supported through the LCAP process.
- Identify the elements of implementation of the CH Prep charter that are in need of further development so these elements can be further supported through the LCAP process.
• Identify the process through which the school and community can work collaboratively in implementing LCAP.

The input received from various stakeholders served to:
  • Inform the development of the CH Prep LCAP plan.
  • Identify the elements of implementation of the CH Prep charter that are working well so they can be further supported through the LCAP process.
  • Identify the elements of implementation of the CH Prep charter that are in need of further development so these elements can be further supported through the LCAP process.
  • Identify the process through which the school and community can work collaboratively in implementing LCAP.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Goal</td>
</tr>
</tbody>
</table>

Teacher Quality

CH Prep teachers are properly assigned, fully credentialed in the subject areas, and for the pupils they are teaching and participate in ongoing PD opportunities focused on identified needs

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To ensure that all students receive equitable access to excellent instruction

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commission on Teacher Credentialing</td>
<td>• Credential: 100% compliance</td>
<td>• Credential: Maintain 100% compliance</td>
<td>• Credential: Maintain 100% compliance</td>
<td>• Credential: Maintain 100% compliance</td>
</tr>
<tr>
<td>Credential: 100% compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planned Actions / Services
Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
<td>Review teacher credential information and adjust assignments accordingly; hire staff as needed</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,176,515</td>
<td>**</td>
<td>Total employee compensation, instructional consultants - SPED costs, Business service provider costs for correctly assigned teachers and support staff</td>
</tr>
<tr>
<td>2018-19</td>
<td>$1,256,235</td>
<td>LCFF Base</td>
<td>1000's, 2000's, 3000's, 5800's</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$109,650</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$82,471 Certificated Salaries (1000-1999) $27,179 Employee Benefits (3000-3999)</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$186,864</td>
<td>Special Education</td>
<td>$69,000 Certificated Salaries (1000-1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$16,250 Classified Salaries (2000-2999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$27,366 Employee Benefits (3000-3999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$41,748 Instructional Consultants (5800's)</td>
</tr>
<tr>
<td>$258,275</td>
<td>LCFF Supplemental and Concentration</td>
<td>$130,570 Certificated Salaries (1000-1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$64,319 Classified Salaries (2000-2999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$63,386 Employee Benefits (3000-3999)</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- **Unchanged Action**

Select from New, Modified, or Unchanged for 2018-19

- **Modified Action**

Select from New, Modified, or Unchanged for 2019-20

- **Modified Action**

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$23,500</td>
<td>$9,575</td>
<td>$38,098</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>5000's</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>
### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>
## Execute board-approved Teacher Evaluation Plan

2017-18 Actions/Services

- Execute board-approved Teacher Evaluation Plan

2018-19 Actions/Services

- Execute board-approved Teacher Evaluation Plan

2019-20 Actions/Services

- Execute board-approved Teacher Evaluation Plan and added more opportunities for professional development to the master schedule.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>No incremental expenses, Director salary allocated to Goal 1, Actions/Services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses, Director salary allocated to Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 2

Instructional Materials
Every student at CH Prep has access to standards-aligned instructional materials and has 1:1 access to a computer during the school day

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
To ensure that all students receive equitable access to standards-aligned instruction

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular materials inventory,</td>
<td>CCSS aligned curriculum for core classes:</td>
<td>CCSS aligned curriculum for core classes:</td>
<td>CCSS aligned curriculum for core classes:</td>
<td>CCSS aligned curriculum for core classes:</td>
</tr>
</tbody>
</table>
Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Action 1: Students to be Served</th>
<th>Action 1: Scope of Services</th>
<th>Action 1: Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

**Baseline**

- core classes: 100% access
- 1:1 Student computers: 100% access

**2017-18**

- Maintain 100% access
- 1:1 Student computers: Maintain 100% access

**2018-19**

- Maintain 100% access
- 1:1 Student computers: Maintain 100% access

**2019-20**

- Classes: Maintain 100% access
- 1:1 Student computers: Maintain 100% access
Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed

Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed

Review curricular materials inventory, including software and subscription-based internet services; purchase curricular materials as needed

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$40,700</td>
<td>********</td>
<td>4000's, 5000's</td>
</tr>
<tr>
<td>2018-19</td>
<td>$69,650</td>
<td>LCFF Base</td>
<td>4000's, 5000's</td>
</tr>
<tr>
<td>2019-20</td>
<td>$110,310</td>
<td>LCFF Base</td>
<td>4000's, 5000's</td>
</tr>
</tbody>
</table>

Costs for approved textbooks, other books, office supplies, other supplies, instructional supplies, computer hardware, computer software and licenses for instructional materials, advertising/recruitment materials, telephone and internet

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
<tr>
<td><strong>Scope of Services:</strong> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
<tr>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0</td>
<td>********</td>
<td>No incremental expenses; Digitally-aided learning materials costs allocated to Goal 2, action/service 1</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>********</td>
<td>No incremental expenses.</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td>********</td>
<td>No incremental expenses; Digitally-aided learning materials costs allocated to Goal 2, action/service 1</td>
</tr>
</tbody>
</table>
Select from New, Modified, or Unchanged for 2017-18  
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19  
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20  
Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase student computers to meet goal</td>
<td>Purchase student computers to meet goal and provided families with a computer to keep at home.</td>
<td>Purchase student computers to meet goal</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,500</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Purchase student computers to meet expanded enrollment</td>
<td>4000's</td>
<td>4000-4999: Books And Supplies Purchase student computers to meet expanded enrollment</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

CH Prep will ensure that the school facilities are maintained in good repair

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
To ensure that the school facilities are maintained for safety and in good repair as specified in subdivision (d) of EC Section 17002

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual School Facility Inspection</td>
<td>• School Facility Inspection:</td>
<td>• School Facility Inspection:</td>
<td>• School Facility Inspection:</td>
<td>• School Facility Inspection:</td>
</tr>
<tr>
<td></td>
<td>Achieved passing status</td>
<td>Maintain passing status</td>
<td>Maintain passing status</td>
<td>Maintain passing status</td>
</tr>
</tbody>
</table>

Unchanged Goal
### Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Modified Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td></td>
<td>Unchanged Action</td>
<td></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
<td></td>
<td></td>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Annual Fire Inspection</td>
<td>Fire Inspection: Achieved passing status</td>
<td>Fire Inspection: Maintain passing status</td>
<td>Fire Inspection: Maintain passing status</td>
<td>Fire Inspection: Maintain passing status</td>
</tr>
<tr>
<td>- Comprehensive School Safety Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$187,200</td>
<td>********</td>
<td>Facilities costs: insurance, rent, construction/repairs, equipment rent/repairs, and furniture</td>
<td>2018-19</td>
<td>$172,491</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCFF Base</td>
<td></td>
<td>2019-20</td>
<td>$157,191</td>
<td>$157,191 Rent-Facilities/Buildings/Space</td>
</tr>
<tr>
<td>2018-19</td>
<td>$172,491</td>
<td>********</td>
<td>5000's</td>
<td></td>
<td></td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilities costs: insurance, rent, construction/repairs, equipment rent/repairs, and furniture</td>
<td></td>
<td></td>
<td></td>
<td>$157,191 Rent-Facilities/Buildings/Space</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

| Unchanged Action |

Select from New, Modified, or Unchanged for 2018-19

| Unchanged Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |
Facilitate annual Fire Inspection

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Incremental Expense</td>
<td>No Incremental Expense</td>
<td>No Incremental Expense</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)
- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

**2017-18 Actions/Services**

- Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection

**2018-19 Actions/Services**

- Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection

**2019-20 Actions/Services**

- Negotiate with landlord to remediate any safety findings from Facility and Fire Inspection
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>No incremental expense; Remediating safety findings costs allocated to Goal 3, Actions/Services 1</td>
<td>No Incremental Expense</td>
<td>No incremental expense; Remediating safety findings costs allocated to Goal 3, Actions/Services 1</td>
</tr>
</tbody>
</table>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update Comprehensive School Safety Plan Annually</td>
<td>Update Comprehensive School Safety Plan Annually</td>
<td>Update Comprehensive School Safety Plan Annually</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>2017-18</td>
<td>$0</td>
<td>********</td>
<td>No Incremental Expense; Director salary allocated to Goal 1, Actions/Services 1</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>********</td>
<td>No incremental expenses.</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td>********</td>
<td>No incremental expenses.</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 4
English Language Arts, Math, Science

CH Prep students will demonstrate academic achievement in English language arts (ELA), math and science as outlined in the Common Core State Standards (CCSS)

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
To implement common core academic and performance standards in a manner that ensures that content area knowledge is accessible and promotes achievement for all pupils

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>API (not in use for 2013-14, average academic achievement gains of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average academic achievement gains of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td>1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td>1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
<td>1.5 years for all students performing below grade level; Average academic achievement gains of 1 year for all students performing at grade level</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Students to be Served: [Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Scope of Services: [Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Location(s): [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Actions/Services
Select from New, Modified, or Unchanged for 2018-19

2017-18 Actions/Services
Unchanged Action

2018-19 Actions/Services
Unchanged Action

2019-20 Actions/Services
Modified Action

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>

### Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students to be Served: All

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Location(s): All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>New Action</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services
Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

#### 2018-19 Actions/Services
Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

#### 2019-20 Actions/Services
Provide supplemental Literacy Intervention course to all students who are two or more grade levels behind in reading (additional 30 minutes of English support weekly)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>

### Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| All | All Schools |

**OR**
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
</tr>
<tr>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>Provide extended time (120 min wk) for reading through Daily Reading Time (DRT)</td>
<td>Provide extended time (120 min wk) for reading through Literacy Intervention course.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
</tbody>
</table>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Add Students to be Served selection here</th>
<th>Add Scope of Services selection here</th>
<th>Add Location(s) selection here</th>
</tr>
</thead>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
Modified Action

**2017-18 Actions/Services**
Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)

**2018-19 Actions/Services**
Implement Academic Literacy program across the curriculum (Academic Word List Instruction, Collaborative Strategic Reading (CSR), Thinking Maps)

**2019-20 Actions/Services**
Implement Academic Literacy program across the curriculum (Wordgen word lists, STARI, Houghton Mifflin grammar instruction, Collaborative Strategic Reading (CSR), Thinking Maps)

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>*******</td>
<td>*******</td>
</tr>
<tr>
<td>Budget</td>
<td>********</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
</tr>
<tr>
<td>Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All</th>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)

Provide supplemental Individualized Math course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 - 335 minutes of Math support weekly)

Provide supplemental Individualized Math support for students who are two or more grade levels behind in reading (additional 30 -60 minutes of Math support weekly)

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)

| All |

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

- *Provide hands-on science laboratory-based science curriculum*

### 2018-19 Actions/Services

- *Provide hands-on science laboratory-based science curriculum*

### 2019-20 Actions/Services

- *Provide hands-on science laboratory-based science curriculum*

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, actions/services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, actions/services 1</td>
</tr>
</tbody>
</table>

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))</td>
</tr>
</tbody>
</table>

Add Students to be Served selection here

Add Scope of Services selection here

Add Location(s) selection here

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

2018-19 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 12

2019-20 Actions/Services

Provide instructional Classroom Assistant(s) for added support in English language arts, math and science in grades 6 - 8

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Budget</td>
<td>********</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1</td>
</tr>
<tr>
<td>Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1</td>
</tr>
</tbody>
</table>

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: 
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s): 
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
- Modified Action

#### 2017-18 Actions/Services
- Administer NWEA MAPs triennial testing

#### 2018-19 Actions/Services
- Administer NWEA MAPs triennial testing

#### 2019-20 Actions/Services
- Administer NWEA MAPs twice a year

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, actions/services 1</td>
</tr>
</tbody>
</table>
## Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Modified Goal |

### Goal 5

**English Language Development (ELD)**

CH Prep students will demonstrate proficiency in all written, reading, listening, and oral English language conventions for writing and speaking

#### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

#### Identified Need:

To ensure that English learners make progress towards English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board

#### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>California English</td>
<td>75% of returning EL students exhibited an</td>
<td>75% of returning EL students will exhibit an</td>
<td>75% of returning EL students will exhibit an</td>
<td>75% of returning EL students will exhibit an</td>
</tr>
</tbody>
</table>
### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Proficiency Assessment for California (ELPAC)</td>
<td>• English learner reclassification data</td>
<td>increase in score on the CELDT test</td>
<td>increase in score on the CELDT test</td>
<td>increase in score on the CELDT test</td>
</tr>
</tbody>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td>Unchanged Action</td>
<td>Modified Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

Provide supplemental Academic English course for all 6th grade students and any post 6th grade students who are two or more grade levels behind in reading (additional 120 – 335 minutes of English support weekly)

Provide supplemental Academic support for students that are two or more grade levels behind in reading (additional 30 – 180 minutes of English support weekly)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services</td>
</tr>
</tbody>
</table>

### Action 2

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |
| All Schools |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Unchanged Action |
| Unchanged Action |

Select from New, Modified, or Unchanged for 2018-19

| Unchanged Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |
**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
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<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>*******</td>
<td>No incremental expenses.</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td>*******</td>
<td>No incremental expenses; Allocated to employee compensation Goal 1, Actions/Services</td>
</tr>
</tbody>
</table>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  

| All |

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  

[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  

[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  

| Modified Action |

2017-18 Actions/Services  

Select from New, Modified, or Unchanged for 2018-19  

| Unchanged Action |

2018-19 Actions/Services  

Select from New, Modified, or Unchanged for 2019-20  

| Unchanged Action |

2019-20 Actions/Services
<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, Actions/Services 1</td>
<td>No incremental expenses.</td>
<td>No incremental expenses; Allocated to costs for approved textbooks, instructional supplies, computer hardware, software and licenses for instructional materials Goal 2, Actions/Services 1</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

| (Select from New Goal, Modified Goal, or Unchanged Goal) | Unchanged Goal |

Goal 6
Character and Social Development
CH Prep students will demonstrate leadership qualities, respect for diversity and an understanding of the world around them through participation in community service activities and their performance in related coursework

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

Local Priorities:

Identified Need:
To ensure that CH Prep students become socially responsible 21st Century citizens who respect diversity and contribute to improvement in their community

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community service/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>leadership opportunity logs</td>
<td>leadership opportunities: 100% participation</td>
<td>leadership opportunities: Maintain 100% participation</td>
<td>leadership opportunities: Maintain 100% participation</td>
<td>leadership opportunities: Maintain 100% participation</td>
</tr>
<tr>
<td>Enrollment in World/US History course(s) at appropriate grade level(s)</td>
<td>Enrollment in World/US History course(s): 100% enrollment</td>
<td>Enrollment in World/US History course(s): Maintain 100% enrollment</td>
<td>Enrollment in World/US History course(s): Maintain 100% enrollment</td>
<td>Enrollment in World/US History course(s): Maintain 100% enrollment</td>
</tr>
<tr>
<td>Enrollment in “Seminar” course</td>
<td>Enrollment in “Seminar” course: 100% enrollment</td>
<td>Enrollment in “Seminar” course: Maintain 100% enrollment</td>
<td>Enrollment in “Seminar” course: Maintain 100% enrollment</td>
<td>Enrollment in “Seminar” course: Maintain 100% enrollment</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:**
  - (Select from All, Students with Disabilities, or Specific Student Groups)
  - **All**

- **Location(s):**
  - (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - **All Schools**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  
[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer community service/leadership opportunities for every student</td>
<td>Offer community service/leadership opportunities for every student</td>
<td>Offer community service/leadership opportunities for every student</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$14,200</td>
<td>*******</td>
<td>Uniforms, Student Athletic Equipment, Pupil Transportation, Fundraising, Student Events</td>
</tr>
<tr>
<td>2018-19</td>
<td>$17,750</td>
<td>LCFF Supplemental and Concentration</td>
<td>4000's, 5000's</td>
</tr>
<tr>
<td>2019-20</td>
<td>$13,400</td>
<td>Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures $1,400 Fundraising Costs (5897) $12,000 Field Trips/Student Transportation (5812)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,200</td>
<td>Title I</td>
<td>4000-4999: Books And Supplies $4,200 Uniforms (4320)</td>
</tr>
</tbody>
</table>

**Action 2**  
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

2017-18 Actions/Services

- Ensure enrollment in World/US History courses for all students at appropriate grade level(s)

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Incremental Expenses</td>
<td>No Incremental Expenses</td>
<td>No Incremental Expenses</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th></th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

Ensure enrollment in “Seminar” course for all students

2018-19 Actions/Services

Ensure enrollment in “Seminar” course for all students

2019-20 Actions/Services

Ensure enrollment in “Seminar” course for all students

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses.</td>
<td>No incremental expenses.</td>
<td>No incremental expenses.</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 7
Parental Involvement

CH Prep will seek to involve parents in meaningful ways that promote student achievement

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

Identified Need:
To ensure parental involvement, including seeking parent input in making decisions for the school and including promoting parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at Family Committee</td>
<td>• Achieved 25% participation in one or</td>
<td>• Achieve 35% participation in one or</td>
<td>• Achieve 35% participation in one or</td>
<td>• Achieve 35% participation in one or</td>
</tr>
</tbody>
</table>

Page 80 of 95
### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>[Add Scope of Services selection here]</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Unchanged Action**

**2017-18 Actions/Services**

- Retain Outreach Director on CH Prep staff

**Select from New, Modified, or Unchanged for 2018-19**

**Unchanged Action**

**2018-19 Actions/Services**

- Retain Parental Involvement

**Select from New, Modified, or Unchanged for 2019-20**

**Unchanged Action**

**2019-20 Actions/Services**

- Retain Parental Involvement
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No incremental expenses; Allocated to Employee Compensation, Goal 1, Actions/Services 1</td>
<td>No incremental expenses</td>
<td>No incremental expenses; Allocated to Employee Compensation, Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

- Host triennial Family Committee Meetings/schoolwide events

### 2018-19 Actions/Services

- Host triennial Family Committee Meetings/schoolwide events

### 2019-20 Actions/Services

- Host triennial Family Committee Meetings/schoolwide events

### Budgeted Expenditures
### Action 3

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Action 3</th>
<th>Year</th>
<th>Action 3</th>
<th>Year</th>
<th>Action 3</th>
</tr>
</thead>
</table>

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
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- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

2017-18 Actions/Services

- Monitor Home Contact Logs/Reports

**Budgeted Expenditures**
### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
</tr>
<tr>
<td>Unchanged Action</td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
</tr>
<tr>
<td>Administer Parent Survey annually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
</tr>
<tr>
<td>Administer Parent Survey annually</td>
</tr>
<tr>
<td>2018-19 Actions/Services</td>
</tr>
<tr>
<td>Administer Parent Survey annually</td>
</tr>
<tr>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>Administer Parent Survey annually</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>2019-20</td>
</tr>
</tbody>
</table>
**Goals, Actions, & Services**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

---

**Goal 8**

Student Engagement & School Climate

CH Prep students will exhibit motivation to succeed academically that results from high expectations, the establishment of strong staff/student relationships and a safe and secure learning environment. CH Prep student reports and school data will reflect a positive school climate

**State and/or Local Priorities addressed by this goal:**

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
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<td></td>
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<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

**Local Priorities:**

**Identified Need:**

To ensure that CH Prep students are motivated to achieve academically and have a safe and secure environment in which to learn
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rates</td>
<td></td>
<td>• CH Prep maintained attendance rates at or above 93%</td>
<td>• CH Prep will maintain attendance rates at or above 93%</td>
<td>• CH Prep will maintain attendance rates at or above 93%</td>
</tr>
<tr>
<td>Chronic absenteeism rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropout rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CH Prep maintained attendance rates at or above 93%
CH Prep will maintain attendance rates at or above 93%
CH Prep will maintain attendance rates at or above 93%

### Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Unchanged Action
2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action
2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action
2019-20 Actions/Services
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Business, Goal 1, Services/Actions 1</td>
<td>No Incremental Expenses</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Business, Goal 1, Services/Actions 1</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action
- Unchanged Action
- Unchanged Action

- 2017-18 Actions/Services
- 2018-19 Actions/Services
- 2019-20 Actions/Services
Implement truancy follow-up as outlined in CH Prep Attendance Policy

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Reference</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
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<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

**2017-18 Actions/Services**

- Publicly recognize excellent attendance/high academic performance

**2018-19 Actions/Services**

- Publicly recognize excellent attendance/high academic performance

**2019-20 Actions/Services**

- Publicly recognize excellent attendance/high academic performance

**Budgeted Expenditures**

- Implement truancy follow-up as outlined in CH Prep Attendance Policy
- Implement truancy follow-up as outlined in CH Prep Attendance Policy
- Implement truancy follow-up as outlined in CH Prep Attendance Policy
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Incremental Expenses</td>
<td>No Incremental Expenses</td>
<td>No Incremental Expenses</td>
</tr>
</tbody>
</table>

### Action 4

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>All</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s):</td>
<td>All Schools</td>
<td>All Schools</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>All</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s):</td>
<td>All Schools</td>
<td>All Schools</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>All</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s):</td>
<td>All Schools</td>
<td>All Schools</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**
Maintain student/instructional staff ratio of 20:1

**2018-19 Actions/Services**
Maintain student/instructional staff ratio of 20:1

**2019-20 Actions/Services**
Maintain student/instructional staff ratio of 20:1

**Budgeted Expenditures**
### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- All
- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

- [Add Students to be Served selection here]
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action
- Unchanged Action
- Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain implementation of PBIS</td>
<td>Maintain implementation of PBIS</td>
<td>Maintain implementation of PBIS</td>
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</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0</td>
<td>********</td>
<td>No incremental expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>No Incremental Expenses</td>
<td>No incremental expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0</td>
<td>No Incremental Expenses</td>
<td>No incremental expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
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<tr>
<td>Amount</td>
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<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>********</td>
<td>********</td>
<td>********</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
<td>No Incremental Expenses</td>
<td>No Incremental Expenses; Allocated to Total Employee Compensation, Goal 1, Actions/Services 1</td>
</tr>
</tbody>
</table>
## Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year: 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Supplemental and Concentration Grant Funds</td>
</tr>
<tr>
<td>$260,832</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

City Heights Preparatory Charter School will receive approximately $260,832 in Supplemental and Concentration Grant funds in 2019-20.

With a 100% unduplicated pupil rate and all students belonging to more than one designated subgroup, City Heights Prep is designed specifically to offer a variety of supports to all its students. These include: extended learning time for all core content area classes, additional courses to support basic math, English and literacy skills development, low student/instructional staff ratio, required participation in the CH Prep “Seminar” course which addresses a range of life skills critical to both academic and personal success, and a robust after-school program with a variety of enrichment activities. City Heights Prep also offers services and program that are aligned with LCAP goals that such as a college-preparatory program in which all students are prepared for college by completing the a-g requirements, Positive Behavior Interventions and Supports (PBIS) and mental health supports.

The full list of expenditures is aligned with the goals of the City Heights Prep Local Control and Accountability Plan and addresses the needs of our school’s English learners, low Income students and foster youth.

With a 100% unduplicated pupil rate, City Heights Prep is designed specifically to offer a variety of supports to all its students.
City Heights Preparatory Charter School will receive approximately $242,127 in Supplemental and Concentration Grant funds in 2018-19.

With a 100% unduplicated pupil rate and all students belonging to more than one designated subgroup, City Heights Prep is designed specifically to offer a variety of supports to all its students. These include: extended learning time for all core content area classes, additional courses to support basic math, English and literacy skills development, low student/instructional staff ratio, required participation in the CH Prep "Seminar" course which addresses a range of life skills critical to both academic and personal success, and a robust after-school program with a variety of enrichment activities. City Heights Prep also offers services and program that are aligned with LCAP goals that such as a college-preparatory program in which all students are prepared for college by completing the a-g requirements, Positive Behavior Interventions and Supports (PBIS) and mental health supports.

The full list of expenditures is aligned with the goals of the City Heights Prep Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.

With a 100% unduplicated pupil rate, City Heights Prep is designed specifically to offer a variety of supports to all its students.

LCAP Year: **2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$242,127</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$191,584</td>
<td>18.87%</td>
</tr>
</tbody>
</table>
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

City Heights Preparatory Charter School will receive approximately $191,584 in Supplemental and Concentration Grant funds in 2017-18.

With a 100% unduplicated pupil rate and all students belonging to more than one designated subgroup, City Heights Prep is designed specifically to offer a variety of supports to all its students. These include: extended learning time for all core content area classes, additional courses to support basic math, English and literacy skills development, low student/instructional staff ratio, required participation in the CH Prep "Seminar" course which addresses a range of life skills critical to both academic and personal success, and a robust after-school program with a variety of enrichment activities. City Heights Prep also offers services and program that are aligned with LCAP goals that such as a college-preparatory program in which all students are prepared for college by completing the a-g requirements, Positive Behavior Interventions and Supports (PBIS) and mental health supports.

The full list of expenditures is aligned with the goals of the City Heights Prep Local Control and Accountability Plan and addresses the needs of our school’s English learners, low Income students and foster youth.

With a 100% unduplicated pupil rate, City Heights Prep is designed specifically to offer a variety of supports to all its students.
Appendix M: Finances (3-year budget)
## CITY HEIGHTS PREPARATORY CHARTER SCHOOL
### BUDGET DETAIL
PREPARED BY CHARTERWISE MANAGEMENT
FISCAL YEAR 2020-21 THROUGH 2024

<table>
<thead>
<tr>
<th></th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
<th>2020-21 RESTRICTED</th>
<th>2020-21 TOTAL BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BUDGET</td>
<td>BUDGET</td>
<td>BUDGET</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment
- 130
- 140
- 155
- 165

### ADA
- 120.90
- 130.20
- 144.02
- 153.32

### Attendance %
- 93%
- 93%
- 93%
- 93%

### Income

<table>
<thead>
<tr>
<th>Formula Sources</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
<th>2020-21 RESTRICTED</th>
<th>2020-21 TOTAL BUDGET</th>
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</thead>
<tbody>
<tr>
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</table>

### B101-8096 Local Control Funding

<table>
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<th>2020-21 UNRESTRICTED</th>
<th>2020-21 RESTRICTED</th>
<th>2020-21 TOTAL BUDGET</th>
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<tr>
<td></td>
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</table>

### B100-8299 Federal Income

<table>
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<th>Source</th>
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<th>2022-23</th>
<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
<th>2020-21 RESTRICTED</th>
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<tr>
<td></td>
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### B305-9989 State Income

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<tr>
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<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
<th>2020-21 RESTRICTED</th>
<th>2020-21 TOTAL BUDGET</th>
</tr>
</thead>
<tbody>
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<td>BUDGET</td>
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</table>

### B600-9903 Local Income

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<th>2023-24</th>
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<th>2020-21 RESTRICTED</th>
<th>2020-21 TOTAL BUDGET</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>BUDGET</td>
<td>BUDGET</td>
<td>BUDGET</td>
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### EXPENSE

<table>
<thead>
<tr>
<th>Category</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
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<th>2020-21 RESTRICTED</th>
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<tbody>
<tr>
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<td>BUDGET</td>
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### 3000 Employee Benefits

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<tr>
<th>Source</th>
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<th>2023-24</th>
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<th>2020-21 RESTRICTED</th>
<th>2020-21 TOTAL BUDGET</th>
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</thead>
<tbody>
<tr>
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<td>BUDGET</td>
<td>BUDGET</td>
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</table>

### 4000 Books and Supplies

<table>
<thead>
<tr>
<th>Source</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
<th>2020-21 RESTRICTED</th>
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<tr>
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### Income

<table>
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<tr>
<th>Source</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
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<tbody>
<tr>
<td></td>
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<td>BUDGET</td>
<td>BUDGET</td>
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### Preparatory Charter School

<table>
<thead>
<tr>
<th>Source</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
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<th>2020-21 TOTAL BUDGET</th>
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### City Heights Preparatory Charter School

<table>
<thead>
<tr>
<th>Source</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
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<td></td>
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</table>

### City Heights Preparatory Charter School

<table>
<thead>
<tr>
<th>Source</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
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<th>2020-21 RESTRICTED</th>
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### City Heights Preparatory Charter School

<table>
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<tr>
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<th>2023-24</th>
<th>2020-21 UNRESTRICTED</th>
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<td>BUDGET</td>
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</tbody>
</table>
### CITY HEIGHTS PREPERATORY CHARTER SCHOOL
### BUDGET DETAIL
### PREPARED BY CHARTERWISE MANAGEMENT
### FISCAL YEAR 2020-21 THROUGH 2024

#### Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>120.90</td>
<td>130.00</td>
<td>144.00</td>
<td>153.32</td>
</tr>
<tr>
<td>%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

#### 4410 Non-Capitalized Equipment: Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$55,000</td>
<td>$4,941</td>
<td>$7,495</td>
<td>$4,995</td>
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#### 4420 Non-Capitalized Equipment: Furniture

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$2,470</td>
<td>$3,747</td>
<td>$2,497</td>
<td>-</td>
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#### 4700 Food and Food Supplies

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$125,190</td>
<td>$134,706</td>
<td>$149,141</td>
<td>$158,760</td>
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#### Total 4000 Supplies

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$258,312</td>
<td>$180,844</td>
<td>$214,206</td>
<td>$232,872</td>
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</tbody>
</table>

### % Change from prior year

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5%</td>
<td>-2%</td>
<td>12%</td>
<td>4%</td>
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</tbody>
</table>

#### 5000 Services and Other Operating Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$539,323</td>
<td>$533,890</td>
<td>$550,400</td>
<td>$561,416</td>
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</table>

### % Change from prior year

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>-5%</td>
<td>-1%</td>
<td>3%</td>
<td>3%</td>
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</table>

#### 6000 Capital Outlay

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$28,000</td>
<td>$28,000</td>
<td>$28,000</td>
<td>$14,000</td>
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</table>

### TOTAL EXPENSE

<table>
<thead>
<tr>
<th>Expense</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$2,010,667</td>
<td>$1,942,498</td>
<td>$2,019,227</td>
<td>$2,053,523</td>
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### SURPLUS/(DEFICIT)

<table>
<thead>
<tr>
<th>Expense</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ (39,359)</td>
<td>$ (10,190)</td>
<td>$106,575</td>
<td>$202,576</td>
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</tbody>
</table>

### % Change from prior year

<table>
<thead>
<tr>
<th>Expense</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>-3%</td>
<td>-3%</td>
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### NET INCREASE (DECREASE) IN FUND BALANCE

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<tr>
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<th>2021</th>
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<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>$ (39,359)</td>
<td>$ (10,190)</td>
<td>$106,575</td>
<td>$202,576</td>
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### BEGINNING FUND BALANCE

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<tbody>
<tr>
<td>$1,323,426</td>
<td>$1,284,067</td>
<td>$1,273,877</td>
<td>$1,380,452</td>
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### LOAN REPAYMENT (PRINCIPAL)

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</thead>
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<tr>
<td>$ -</td>
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### ENDING FUND BALANCE

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<th>2024</th>
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</thead>
<tbody>
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<td>$1,284,067</td>
<td>$1,273,877</td>
<td>$1,380,452</td>
<td>$1,581,029</td>
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</table>

### % Change from prior year

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</thead>
<tbody>
<tr>
<td>Total</td>
<td>-2%</td>
<td>-1%</td>
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### RESERVE (AS % OF EXPENSES)

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<tr>
<td>64%</td>
<td>66%</td>
<td>68%</td>
<td>77%</td>
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### RESERVE (AS % OF REVENUES)

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<tr>
<td>65%</td>
<td>66%</td>
<td>65%</td>
<td>70%</td>
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# CITY HEIGHTS PREPERATORY CHARTER SCHOOL

## REVENUE ASSUMPTIONS

<table>
<thead>
<tr>
<th>ADA- Grades TK-3</th>
<th>2021-21 Budget</th>
<th>2021-22 Budget</th>
<th>2022-23 Budget</th>
<th>2023-24 Budget</th>
<th>Notes</th>
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</thead>
<tbody>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tbody>
</table>

| ADA- Grades 4-6  | 14.88         | 16.02         | 17.74         | 18.88         |       |
| ADA- Grades 7-8  | 39.20         | 43.02         | 47.63         | 50.79         |       |
| ADA- Grades 9-12 | 66.03         | 71.05         | 78.66         | 83.74         |       |
| TOTAL ADA- Grades| 120.90        | 130.09        | 144.03        | 153.32        |       |

| ADA- Grades TK-3 | 0.00          | 0.00          | 0.00          | 0.00          |       |
| ADA- Grades 4-6  | 14.88         | 16.02         | 17.74         | 18.88         |       |
| ADA- Grades 7-8  | 39.20         | 43.02         | 47.63         | 50.79         |       |
| ADA- Grades 9-12 | 66.03         | 71.05         | 78.66         | 83.74         |       |
| TOTAL ADA- Grades| 120.90        | 130.09        | 144.03        | 153.32        |       |

## FUNDING RATES

- **Government COLA Increase for Revenue (per SSC Dartboard)**
  - 0.00% 0.00% 0.00% 0.00% 2020-21 Governor's Budget/SSC Dartboard

- **Title I** $711.31 $711.31 $711.31 $711.31 Per Current Year 2 ADA

- **Title II** $54.21 $54.21 $54.21 $54.21 Per Current Year 2 ADA

- **Title III, LEAP $205.25 $205.25 $205.25 $205.25 Per English Learner**

- **Title III, Immigrant $97.90 $97.90 $97.90 $97.90 Per Immigrant Student/ Only if showing 1% growth in eligible students**

- **Special Education - IDEA $125.00 $125.00 $125.00 $125.00 Per PY Enrollment/CEDS (before admin fee)**

- **Special Education - AB 602 $625.00 $625.00 $625.00 $625.00**

- **Mental Health Level 2- State $300.00 $300.00 $300.00 $300.00**

- **SELPA Admin Fee $2,579.94 $2,926.69 $3,225.12 $3,455.52**

- **SELPA Admin Fee 3.00% 3.00% 3.00% 3.00% 2020-21 Governor's Budget/SSC Dartboard**

- **Mandate Block Grant, K-8 $16.86 $16.86 $16.86 $16.86**

- **Mandate Block Grant, 9-12 $46.87 $46.87 $46.87 $46.87**

- **State Lottery - Base (Non-Prop 20) (Based on Annual ADA) $150.00 $150.00 $150.00 $150.00 2020-21 Governor's Budget/SSC Dartboard/ Based off CY Annual ADA**

- **State Lottery - Prop 20 (Based on Annual ADA) $49.00 $49.00 $49.00 $49.00 2020-21 Governor's Budget/SSC Dartboard/ Based off CY Annual ADA**

- **Mandate Block Grant, K-8 $16.86 $16.86 $16.86 $16.86**

- **Mandate Block Grant, 9-12 $46.87 $46.87 $46.87 $46.87**

- **SB 740 Max Per ADA Rate $1,184.00 $1,184.00 $1,184.00 $1,184.00 Per CSDE Governor's 2020-21 January Budget Analysis**
## CITY HEIGHTS PREPARATORY CHARTER SCHOOL
### REVENUE ASSUMPTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
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<tr>
<td>SB 740 Max Percent of Eligible Expense</td>
<td>75%</td>
<td>75%</td>
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<td>Child Nutrition - Federal</td>
<td>$1,042.20</td>
<td>$1,042.20</td>
<td>$1,042.20</td>
<td>$1,042.20</td>
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<tr>
<td>Child Nutrition - State</td>
<td>$68.02</td>
<td>$68.02</td>
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### FEDERAL FUNDING

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<thead>
<tr>
<th>Title</th>
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<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Notes</th>
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<tbody>
<tr>
<td>8181</td>
<td>IDEA Revenue</td>
<td>$15,000.00</td>
<td>$16,250.00</td>
<td>$17,485.22</td>
<td>$19,358.87</td>
<td>Per PY Enrollment/CR305 (before admin fee)</td>
</tr>
<tr>
<td>8290</td>
<td>Federal Child Nutrition Program</td>
<td>$35,486.00</td>
<td>$145,784.79</td>
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### TITLED FUNDING

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<thead>
<tr>
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<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>8291</td>
<td>Title I Entitlement</td>
<td>$80,961.00</td>
<td>$92,533.97</td>
<td>$102,449.59</td>
<td>$109,057.64</td>
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<tr>
<td>8292</td>
<td>Title II Entitlement</td>
<td>$6,270.00</td>
<td>$7,051.97</td>
<td>$7,807.92</td>
<td>$8,311.23</td>
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<tr>
<td>8294</td>
<td>Title III Entitlement</td>
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<td>$6,946.59</td>
<td>$6,946.59</td>
<td>$6,946.59</td>
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<tr>
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<td>Title IV Entitlement</td>
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<td>$10,000.00</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
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<tr>
<td>Notes</td>
<td>Dependent upon Federal funding as 2020-21 Minimum 5% award</td>
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</table>

### STATE FUNDING

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<tr>
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<th>2024</th>
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</thead>
<tbody>
<tr>
<td>8520</td>
<td>State Child Nutrition</td>
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<td>$13,631.74</td>
<td>$14,511.00</td>
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<tr>
<td>8792</td>
<td>SB 602</td>
<td>$70,988.00</td>
<td>$81,306.25</td>
<td>$90,015.75</td>
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<td>8592</td>
<td>Mandate Fund</td>
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<td>$12,000.00</td>
<td>$12,400.00</td>
<td>$15,332.00</td>
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<td>Notes</td>
<td>Dependent upon CY P2 ADA</td>
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### OTHER FUNDING

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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<th>2022</th>
<th>2023</th>
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</thead>
<tbody>
<tr>
<td>8591</td>
<td>SB 740 Revenue (Min $1,184*ADA or 75% of Eligible Expenses)</td>
<td>$91,359.81</td>
<td>$91,359.81</td>
<td>$91,359.81</td>
<td>$91,359.81</td>
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<tr>
<td>Notes</td>
<td>Conservatively assumes no rate increase/85% of eligible award reimbursable</td>
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### REQUIRED EXPENSES

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<th>2023</th>
<th>2024</th>
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</thead>
<tbody>
<tr>
<td>8595</td>
<td>Learning Loss - State Portion</td>
<td>$10,241.00</td>
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### ADDITIONAL INFORMATION

- PY = Prior Year
- CY = Current Year
- ADA = Average Daily Attendance
- FMV = Fair Market Value
- FMV = Total Revenue - State Revenue
- FYI = Estimated
- ASES = Activities Safety Education Services
- SB 740 = State Block Grant
- SB 740 Revenue = Mandatory Block Grant Revenue
- SB 740 Revenue (2020-21) = $32,055.00
- SB 740 Revenue (2021-22) = $32,055.00
- SB 740 Revenue (2022-23) = $32,055.00
- SB 740 Revenue (2023-24) = $32,055.00

**References:**
- [http://www.treasurer.ca.gov/cdfs/csgp/regulations.pdf](http://www.treasurer.ca.gov/cdfs/csgp/regulations.pdf)
- [https://www.cde.ca.gov/fg/cr/caresact.asp](https://www.cde.ca.gov/fg/cr/caresact.asp)
- [https://www.cde.ca.gov/fg/fo/r14/llmf20result.asp](https://www.cde.ca.gov/fg/fo/r14/llmf20result.asp)
- [https://www.cde.ca.gov/fg/fo/r14/llmf20result.asp](https://www.cde.ca.gov/fg/fo/r14/llmf20result.asp)

**Notes:**
- **SB 740 Revenue:** Takes into account decreases from direct site and indirect support due to SB 740.
### Charter School Data Elements required to calculate the LCFF

City Heights Preparatory Charter (124347) - FY2021 Budget- Governor’s Final

<table>
<thead>
<tr>
<th>7/16/20</th>
<th>COLA &amp; Augmentation</th>
<th>GAP Funding rate</th>
<th>In-Lieu of Property Tax</th>
<th>UNDuplicated Pupil Percentage</th>
<th>Concentration Grant Funding Limitation: District of Physical Location</th>
<th>AVERAGE DAILY ATTENDANCE (ADA)</th>
<th>OTHER LCFF TRANSITION INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
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</tbody>
</table>

#### Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

#### AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

#### OTHER LCFF TRANSITION INFORMATION

<table>
<thead>
<tr>
<th>Miscellaneous Adjustments</th>
<th>Minimum State Aid Adjustments</th>
<th>Funded Based on Target Formula</th>
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<tbody>
<tr>
<td>H-2</td>
<td>E-1</td>
<td>J-4</td>
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</table>
## Summary of Funding

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<tbody>
<tr>
<td><strong>Target Components:</strong></td>
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</tr>
<tr>
<td>COLA &amp; Augmentation</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Base Grant Proration Factor</td>
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<td>Add-on, ERT &amp; MSA Proration Factor</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>Base Grant</td>
<td>1,054,246</td>
<td>1,134,380</td>
<td>1,255,921</td>
<td>1,336,948</td>
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<tr>
<td>Grade Span Adjustment</td>
<td>16,045</td>
<td>17,266</td>
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<td>20,348</td>
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<tr>
<td>Supplemental Grant</td>
<td>214,058</td>
<td>230,329</td>
<td>255,007</td>
<td>271,459</td>
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<tr>
<td>Concentration Grant</td>
<td>29,433</td>
<td>31,671</td>
<td>35,063</td>
<td>37,325</td>
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<td>Add-ons</td>
<td>-</td>
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<tr>
<td><strong>Total Target</strong></td>
<td>1,313,782</td>
<td>1,413,646</td>
<td>1,565,106</td>
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### Transition Components:

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<th>2022-23</th>
<th>2023-24</th>
</tr>
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<tbody>
<tr>
<td>Target Funded Based on Target Formula (PY P-2)</td>
<td>TRUE</td>
<td>TRUE</td>
<td>TRUE</td>
<td>TRUE</td>
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<tr>
<td>Floor</td>
<td>1,224,033</td>
<td>1,317,075</td>
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<td>Remaining Need after Gap (informational only)</td>
<td>-</td>
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<tr>
<td>Gap %</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Current Year Gap Funding</td>
<td>-</td>
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<tr>
<td>Miscellaneous Adjustments</td>
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<tr>
<td>Economic Recovery Target</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Additional State Aid</td>
<td>-</td>
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<tr>
<td><strong>Total LCFF Entitlement</strong></td>
<td>$1,313,782</td>
<td>$1,413,646</td>
<td>$1,565,106</td>
<td>$1,666,080</td>
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### Components of LCFF By Object Code

<table>
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<tr>
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<th>2021-22</th>
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<th>2023-24</th>
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<tbody>
<tr>
<td>8011 - State Aid</td>
<td>$480,050</td>
<td>$516,539</td>
<td>$571,880</td>
<td>$608,775</td>
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<tr>
<td>8011 - Fair Share</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>8311 &amp; 8590 - Categoricals</td>
<td></td>
<td></td>
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<tr>
<td>EPA (for LCFF Calculation purposes)</td>
<td>24,180</td>
<td>26,018</td>
<td>28,806</td>
<td>30,664</td>
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<tr>
<td><strong>Local Revenue Sources:</strong></td>
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<tr>
<td>8021 to 8089 - Property Taxes</td>
<td>-</td>
<td>-</td>
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<tr>
<td>8096 - In-Lieu of Property Taxes</td>
<td>809,552</td>
<td>871,089</td>
<td>964,420</td>
<td>1,026,641</td>
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<tr>
<td><strong>Property Taxes net of in-lieu</strong></td>
<td>-</td>
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<tr>
<td><strong>TOTAL FUNDING</strong></td>
<td>$1,313,782</td>
<td>$1,413,646</td>
<td>$1,565,106</td>
<td>$1,666,080</td>
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<table>
<thead>
<tr>
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<th>2020-21</th>
<th>2021-22</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Phase-In Entitlement</strong></td>
<td>$1,313,782</td>
<td>$1,413,646</td>
<td>$1,565,106</td>
<td>$1,666,080</td>
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### EPA Details

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</thead>
<tbody>
<tr>
<td>% of Adjusted Revenue Limit - Annual</td>
<td>16.08698870%</td>
<td>16.08698870%</td>
<td>16.08698870%</td>
<td>16.08698870%</td>
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<tr>
<td>% of Adjusted Revenue Limit - P-2</td>
<td>16.08698870%</td>
<td>16.08698870%</td>
<td>16.08698870%</td>
<td>16.08698870%</td>
</tr>
<tr>
<td>EPA (for LCFF Calculation purposes)</td>
<td>$24,180</td>
<td>$26,018</td>
<td>$28,806</td>
<td>$30,664</td>
</tr>
<tr>
<td>8012 - EPA, Current Year Receipt (P-2 plus Current Year Accrual)</td>
<td>24,180</td>
<td>26,018</td>
<td>28,806</td>
<td>30,664</td>
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<tr>
<td>8019 - EPA, Prior Year Adjustment (P-A less Prior Year Accrual)</td>
<td>-</td>
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<tr>
<td>Accrual (from Assumptions)</td>
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## LCFF Calculator Universal Assumptions

### City Heights Preparatory Charter

**Summary of Student Population**

<table>
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<tr>
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<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unduplicated Pupil Population</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enrollment</td>
<td>130</td>
<td>140</td>
<td>155</td>
<td>165</td>
</tr>
<tr>
<td>COE Enrollment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>130</td>
<td>140</td>
<td>155</td>
<td>165</td>
</tr>
<tr>
<td>Unduplicated Pupil Count</td>
<td>130</td>
<td>140</td>
<td>155</td>
<td>165</td>
</tr>
<tr>
<td>COE Unduplicated Pupil Count</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Unduplicated Pupil Count</strong></td>
<td>130</td>
<td>140</td>
<td>155</td>
<td>165</td>
</tr>
<tr>
<td>Rolling %, Supplemental Grant</td>
<td>100.0000%</td>
<td>100.0000%</td>
<td>100.0000%</td>
<td>100.0000%</td>
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<tr>
<td>Rolling %, Concentration Grant</td>
<td>60.5000%</td>
<td>60.5000%</td>
<td>60.5000%</td>
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### FUNDED ADA

#### Adjusted Base Grant ADA

<table>
<thead>
<tr>
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<th>Current Year</th>
<th>Current Year</th>
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</thead>
<tbody>
<tr>
<td>Grades TK-3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>14.88</td>
<td>16.02</td>
<td>17.74</td>
<td>18.88</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>39.99</td>
<td>43.02</td>
<td>47.63</td>
<td>50.70</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>66.03</td>
<td>71.05</td>
<td>78.66</td>
<td>83.74</td>
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<tr>
<td><strong>Total Adjusted Base Grant ADA</strong></td>
<td><strong>120.90</strong></td>
<td><strong>130.09</strong></td>
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</table>

#### Necessary Small School ADA

<table>
<thead>
<tr>
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<th>Current Year</th>
<th>Current Year</th>
<th>Current Year</th>
<th>Current Year</th>
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<tbody>
<tr>
<td>Grades TK-3</td>
<td>-</td>
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<tr>
<td>Grades 4-6</td>
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<tr>
<td>Grades 7-8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total Necessary Small School ADA</strong></td>
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**Total Funded ADA**

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>120.90</td>
<td>130.09</td>
<td>144.03</td>
<td>153.32</td>
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</tbody>
</table>

### ACTUAL ADA (Current Year Only)

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades TK-3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td>14.88</td>
<td>16.02</td>
<td>17.74</td>
<td>18.88</td>
</tr>
<tr>
<td>Grades 7-8</td>
<td>39.99</td>
<td>43.02</td>
<td>47.63</td>
<td>50.70</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>66.03</td>
<td>71.05</td>
<td>78.66</td>
<td>83.74</td>
</tr>
<tr>
<td><strong>Total Actual ADA</strong></td>
<td><strong>120.90</strong></td>
<td><strong>130.09</strong></td>
<td><strong>144.03</strong></td>
<td><strong>153.32</strong></td>
</tr>
</tbody>
</table>

**Funded Difference (Fund ADA less Actual ADA)**

<table>
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<tr>
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<th>2021-22</th>
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<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
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</table>

### LCAP Percentage to Increase or Improve Services

<table>
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<tr>
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<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
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</thead>
<tbody>
<tr>
<td>Current year estimated supplemental and concentration</td>
<td>$243,491</td>
<td>$262,000</td>
<td>$290,070</td>
<td>$308,784</td>
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<td>Current year Percentage to Increase or Improve Services</td>
<td>22.75%</td>
<td>22.75%</td>
<td>22.75%</td>
<td>22.75%</td>
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<td>Object</td>
<td>Description</td>
<td>Unit</td>
<td>Budget</td>
<td>2021-22</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>4000 BOOKS AND SUPPLIES</td>
<td>Textbooks per student</td>
<td>Per Student</td>
<td>80.00</td>
<td>5,000.00</td>
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<tr>
<td>4110 TOTAL</td>
<td></td>
<td></td>
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<td>11,190.54</td>
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<td>4210 Books and Other Reference Materials</td>
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<td>1,167.00</td>
<td>1,167.00</td>
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<td>4210 TOTAL</td>
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<td>4310 Student Materials</td>
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<td>15,000.00</td>
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<td>4310 TOTAL</td>
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<td>4350 Office Supplies</td>
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<td>4350 TOTAL</td>
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<td>4,550.00</td>
<td>6,990.00</td>
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<td>4390 Other Supplies</td>
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<td>13,980.00</td>
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<td>4410 Non Capitalized Equipment Technology</td>
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<td>4410 TOTAL</td>
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<td>4420 Professional Development</td>
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<td>4420 TOTAL</td>
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<tr>
<td>4700 Food and Supplies</td>
<td>Meals SDUSD</td>
<td>Per Student</td>
<td>134.00</td>
<td>125,190.00</td>
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<td>4700 TOTAL</td>
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<td>258,032.00</td>
<td>190,844.00</td>
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<tr>
<td>5000 SERVICES &amp; OTHER OPERATING EXPENDITURES</td>
<td>Conference Fees and Conference travel, hotel, meals, etc. CCSA, ACSA</td>
<td>Flat Amount</td>
<td>5,000.00</td>
<td>5,000.00</td>
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<tr>
<td>5210 Professional Development</td>
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## City Heights Preparatory Charter School
### Expense Assumptions

<table>
<thead>
<tr>
<th>Object Description</th>
<th>Description</th>
<th>Unit</th>
<th>2020-21 Budget</th>
<th>2021-22 Budget</th>
<th>2022-23 Budget</th>
<th>2023-24 Budget</th>
<th>Comments/Assumptions</th>
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<tr>
<td>Misc Workshops</td>
<td>Flat Amount</td>
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<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
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<tr>
<td>Credentialing, Induction Fees, Continuing Ed</td>
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<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>Based on previous year spending</td>
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<td>Additional PD for Distance Learning</td>
<td>Flat Amount</td>
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<td>5210 TOTAL</td>
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<td>7,000</td>
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<td>5300: Dues and Memberships</td>
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<td>CCSA $1,600, ACSA $2,000, WASC Annual Fee $1,500</td>
<td>Flat Amount</td>
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<td>$12,000</td>
<td>$12,191</td>
<td>$12,419</td>
<td>$12,708</td>
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<tr>
<td>Dock Track $650, AVID $4,500, PLTW Curriculum Fee $1,200, other misc</td>
<td>Flat Amount</td>
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<td>$23,000</td>
<td>$23,365</td>
<td>$23,803</td>
<td>$24,357</td>
<td>CA CPI increase</td>
</tr>
<tr>
<td>5300 TOTAL</td>
<td></td>
<td></td>
<td>$12,000</td>
<td>$12,191</td>
<td>$12,419</td>
<td>$12,708</td>
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<td>5450: General Insurance</td>
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<td></td>
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<tr>
<td>General Insurance CharterSAFE</td>
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<td>$23,000</td>
<td>$23,365</td>
<td>$23,803</td>
<td>$24,357</td>
<td>CA CPI increase</td>
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<tr>
<td>5450 TOTAL</td>
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<td></td>
<td>$23,000</td>
<td>$23,365</td>
<td>$23,803</td>
<td>$24,357</td>
<td></td>
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<tr>
<td>5500: Operation and Housekeeping Services</td>
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<tr>
<td>Janitorial Services</td>
<td>Flat Amount</td>
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<td>$20,765</td>
<td>$21,095</td>
<td>$21,490</td>
<td>$21,990</td>
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<td>$3,556</td>
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<td>Bay Alarm</td>
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<td>$600</td>
<td>$610</td>
<td>$621</td>
<td>$635</td>
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<td>5630: Vendor Repairs</td>
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<td>5812: Field Trips/Pupil Transportation</td>
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<tr>
<td>Bus Passes, field trip transportation, field trip admission</td>
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<td>$8,518</td>
<td>Per Student/Assumes reduction due to COVID</td>
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<td>5820: Legal Fees</td>
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<tr>
<td>Flat Amount</td>
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<td></td>
<td>$7,397</td>
<td>$7,535</td>
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<td>5820 TOTAL</td>
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<td>$7,281</td>
<td>$7,397</td>
<td>$7,535</td>
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<tr>
<td>5825: Audit Fees</td>
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<tr>
<td>Flat Amount</td>
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<td></td>
<td>$7,200</td>
<td>$7,335</td>
<td>$7,472</td>
<td>$7,472</td>
<td>Assumes CA CPI increase each year</td>
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**CA CPI:** 0.98% 1.59% 1.87% 2.33%

**Enrollment:** 130 140 155 165
## CITY HEIGHTS PREPERATORY CHARTER SCHOOL
### EXPENSE ASSUMPTIONS

<table>
<thead>
<tr>
<th>Object</th>
<th>Description</th>
<th>Unit $</th>
<th>Unit #</th>
<th>2020-21 Budget</th>
<th>2021-22 Budget</th>
<th>2022-23 Budget</th>
<th>2023-24 Budget</th>
<th>Comments/Assumptions</th>
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<td>District Oversight Fee</td>
<td>Flat Amount</td>
<td>$13,138</td>
<td>$14,136</td>
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<td>1% of LCFF Revenues or 3% if on district property</td>
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<td>5885</td>
<td>El Dorado Admin Fee</td>
<td>Flat Amount</td>
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<td>$2,927</td>
<td>$3,225</td>
<td>$3,456</td>
<td>3% of State and Federal SPED</td>
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<td>Communications</td>
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<td>$2,438</td>
<td>$2,484</td>
<td>$2,542</td>
<td>Assumes CA CPI increase each year</td>
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## CITY HEIGHTS PREPERATORY CHARTER SCHOOL

### EXPENSE ASSUMPTIONS

<table>
<thead>
<tr>
<th>Object Description</th>
<th>Unit $</th>
<th>Unit #</th>
<th>2020-21 Budget</th>
<th>2021-22 Budget</th>
<th>2022-23 Budget</th>
<th>2023-24 Budget</th>
<th>Comments/Assumptions</th>
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**TOTAL 5000 SERVICES AND OTHER OPERATING EXPENDITURES**

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|  | $ -            | $ -            | $ -            | $ -            |

Check Figure
<table>
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<tr>
<th>Object</th>
<th>Job Title</th>
<th>FTE</th>
<th>Full Direct Compensation</th>
<th>Retirement</th>
<th>STRS</th>
<th>PERS</th>
<th>OASDI</th>
<th>H&amp;W</th>
<th>SUI</th>
<th>WC</th>
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<th>Total Compensation</th>
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<td>76,968</td>
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<td>-</td>
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Certificated Teachers Avg. Step Increase per Salary Schedule: 4%
Non-Teachers Salary Increase By: COLA 0%

*STRS 16.150\%
PERS 20.700\%
OASDI 6.200\%
Medicare 1.450\%
SUI 4.200\%
O/C 1.400\%
H&W 3\%

\*$7,000 base wages *6%
## CITY HEIGHTS PREPERATORY CHARTER SCHOOL
### EMPLOYEE DATA
#### 2021-22

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<th>Object</th>
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<th>3102 PERS</th>
<th>3101 OASDI</th>
<th>3301 Medicare</th>
<th>3401 H&amp;W</th>
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**Total Compensation:**

- STRS: 16.000%
- PERS: 22.840%
- OASDI: 6.200%
- Medicare: 1.450%
- SUI: 5.700% ($7,000 base wages * 8% = 420)
- WC: 1.400%
- H&W: 3%

**Increase each year:**
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<th>3401 H&amp;W</th>
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| | | | | | | | | | | | | | | |

| 955,288 | - | 121,018 | - | 17,774 | 13,802 | 271,332 | 1,220,621 |

Total Benefits: 1,220,621
Total Compensation: 1,220,621

Teachers Avg. Step Increase per Salary Schedule: 4%
Non-Teachers Salary Increase: COLA 0%
## CITY HEIGHTS PREPERATORY CHARTER SCHOOL
### EMPLOYEE DATA
#### 2023-24

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**Total Compensation:**
- **Total Direct Compensation:**
- **OASDI:** 6.200%
- **Medicare:** 1.450%
- **SUI:** 1.40%
- **H&W:** 3%

**Teacher Data PERS**
- Avg. Step Increase per Salary Schedule: 4% (Non-Teachers: Salary Increase By COLA: 0%)

**2023-24 Teachers**
- Avg. Step Increase per Salary Schedule: 4%

**2023-24 Non-Teachers**
- Avg. Step Increase per Salary Schedule: 4%

**Benefits**
- COLA 0%
- $7,000 base wages * 0% = 420
CITY HEIGHTS PREPERATORY CHARTER SCHOOL
CASHFLOW PROJECTIONS
FISCAL YEAR 2020‐21
12
Enrollment
ADA
Unduplicated Pupil Count %

130
120.90
100%

130
120.90
100%

2021

2021

BUDGET
2020‐21

INCOME
8011‐8096 Local Control Funding Formula Sources
8011 Local Control Funding Formula
8012 Education Protection Act EPA
8019 Charter Schools General Purpose ‐ Prior Year
8096 In Lieu of Property Taxes
Total 8011‐8096 Local Control Funding Formula Sources
8100‐8299 Federal Income
8181 Federal Special Education (IDEA) Part B, Sec 611
8182 Special Ed: IDEA Mental Health
8220 Child Nutrition Programs ‐ Federal
8291 Title I, A Basic Grants Low‐Income
8292 Title II, A Teacher Quality
8294 Title III, LEP, Immigrant
8295 Title IV Part A
8297 All Other Federal Revenue
8298 Learning Loss Mitigation Funds
Total 8100‐8299 Federal Income
8300‐8599 State Income
8311 Special Ed ‐ AB602
8520 Child Nutrition ‐ State
8550 CA Clean Energy
8560 State Lottery Revenue
8590 Mandated Block Grant
8591 SB740
8592 Mental Health‐SPED
8593 College Readiness
8594 Mandated Costs‐ One Time Funding
8595 Learning Loss Mitigation Funds‐State
8599 All Other State Revenues
Total 8300‐8599 State Income
8600‐8799 Local Income
8660 Interest / Dividend Income
8662 Net Increase (Decrease) in Fair Value of Investments
8670 Donations
8792 Transfers of Apportionments ‐ Special Ed
8690 All Other Local Revenue
8698 Grants
8699 Fundraising
8999 Prior Year Adjustment
Total 8600‐8799 Local Income
TOTAL INCOME
EXPENSE
1000 Certificated Salaries
1110 Teachers' Salaries
1175 Teachers' Salaries ‐ Stipend/Extra Duty
1200 Certificated Pupil Support Salaries
1300 Certificated Supervisor and Administrator Salaries
1900 Other Certificated Salaries
Total 1000 Certificated Salaries
2000 Classified Salaries
2100 Classified Instructional Salaries
2200 Classified Support Salaries
2300 Classified Supervisor and Administrator Salaries
2400 Clerical/Technical/Office Staff Salaries
2900 Other Classified Salaries
Total 2000 Classified Salaries
3000 Employee Benefits
3101 STRS ‐ State Teachers Retirement System

TREND
2020‐21

11

Forecast
Jul‐20

10

Forecast
Aug‐20

20,922
‐
‐
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20,922 $

Forecast
Sep‐20

20,922
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44,703
65,625 $

9

PRIOR YEAR P‐2
Forecast
Oct‐20

8

7

6

5

4

3

2

1

P‐1
Forecast
Nov‐20

Forecast
Dec‐20

Forecast
Jan‐21

Forecast
Feb‐21

Forecast
Mar‐21

P‐2
Forecast
Apr‐21

Forecast
May‐21

Forecast
Jun‐21

Accrual

$

480,050
24,180
‐
809,552
1,313,782 $

480,050
24,180
‐
809,552
1,313,782 $

$

15,000
‐
135,486
80,961
6,270
6,947
10,000
66,674
100,516
421,854 $

15,000
‐
135,486
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6,270
6,947
10,000
66,674
100,516
421,854 $

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$

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11,443
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24,059
3,292
91,560
12,090
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10,241
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152,684 $

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11,443
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10,241
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152,684 $

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75,750
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## PROJECTIONS

### FISCAL YEAR 2020-21

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<td><strong>Unduplicated Pupil Count %</strong></td>
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<td>100%</td>
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</table>

### Prior Year P-2

|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

### 4000 Books and Supplies

| 4110 Approved Textbooks and Core Curriculum Materials | 5,000 | 5,000 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 |

### 5000 Services and Other Operating Expenditures

| 5210 Conference Services | 17,000 | 17,000 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 | 1,417 |

### 6000 Capital Outlay

| 6020 Depreciation Expense | 28,000 | 28,000 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 | 2,333 |

### Total EXPENSE

| $2,010,667 | $2,010,667 | $121,993 | $201,794 | $201,794 | $164,685 | $165,999 | $154,315 | $165,999 | $165,999 | $165,999 | $157,031 | $33,306 | $2,628 | $33,306 |

### NET INCOME (LOSS)

| ($18,359) | ($18,359) | ($97,523) | ($132,620) | ($62,294) | ($8,572) | ($11,828) | ($9,383) | ($39,965) | ($60,048) | $28,264 | ($52,586) | ($84,491) | ($11,994) | $438,093 |

### Prior Year P-2

|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| **Beginning Cash Balance** | 1,149,030 | 1,118,787 | 999,283 | 936,545 | 935,384 | 953,545 | 950,495 | 966,794 | 943,080 | 977,677 | 931,424 | 853,266 | 811,912 |

| **Cash Flow from Operating Activities** | | | | | | | | | | | | | | |

| **Net Income (Loss)** | ($97,523) | ($132,620) | ($62,294) | ($26,572) | ($11,828) | ($9,383) | ($39,965) | ($60,048) | $28,264 | ($52,586) | ($84,491) | ($11,994) | $438,093 |

<p>| <strong>Change in Prior Year Accounts Receivable</strong> | 80,170 | 2,301 | 22,649 | 19,077 | | | | | | | | | | |</p>
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<th>PRIOR YEAR P-2</th>
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<td><strong>Change in Current Year Accounts Payable</strong></td>
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<td><strong>Change in Payroll Liabilities</strong></td>
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<td><strong>Cash Flow from Investing Activities</strong></td>
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<tr>
<td><strong>Cash Flow from Financing Activities</strong></td>
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<tr>
<td><strong>Use- Sale of Receivables</strong></td>
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<tr>
<td><strong>Source- Loans</strong></td>
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<tr>
<td><strong>Use- Loans</strong></td>
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<td></td>
<td>1,118,787</td>
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<td>999,283</td>
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## CITY HEIGHTS PREPATORY CHARTER SCHOOL
### CASHFLOW PROJECTIONS
#### FISCAL YEAR 2021-22

#### INCOME

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<tr>
<td>8011:8096 Local Control Funding Formula</td>
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</tr>
<tr>
<td>8182 Special Ed: IDEA Mental Health</td>
<td>$24,003</td>
</tr>
<tr>
<td>8220 Child Nutrition Programs - Federal</td>
<td>$43,205</td>
</tr>
<tr>
<td>8291 Title I, A Basic Grants Low-Income</td>
<td>$50,502</td>
</tr>
<tr>
<td>8292 Title I, A Teacher Quality</td>
<td>$6,505</td>
</tr>
<tr>
<td>8294 Title II, ELL: Immigrant</td>
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</tr>
<tr>
<td>8295 Title VI Part A</td>
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<tr>
<td>8297 All Other Federal Revenue</td>
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<tr>
<td>8300-8399 State Income</td>
<td>$278,567</td>
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<tr>
<td>8311 Special Ed - AB602</td>
<td>$148,485</td>
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<tr>
<td>8320 Child Nutrition - State</td>
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</tr>
<tr>
<td>8350 CA Clean Energy</td>
<td>$1,481</td>
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<tr>
<td>8500 State Lottery Revenue</td>
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<tr>
<td>8590 Other State Income</td>
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<td>8600-8699 Local Income</td>
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<tr>
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<tr>
<td>8662 Net Increase (Decrease) in Fair Value of Investments</td>
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<td>8670 Donations</td>
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<tr>
<td>8792 Transfers of Appropriations - Special Ed</td>
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#### EXPENSE

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#### TOTAL INCOME

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#### TOTAL EXPENSE

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#### TOTAL BALANCE

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#### Notes
- Enrollment: 140
- ADA: 130
- Unduplicated Pupil Count %: 100%
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**Notes:**
- Figures represent projected and budgeted values for the fiscal year 2021-22.
- Prior year figures are for comparative purposes only.
- All amounts are in dollars.
## Cashflow Projections

### Fiscal Year 2021-22

| Enrollment | 140 | 140 |
| ADA | 130.09 | 130.09 |
| Unduplicated Pupil Count % | 100% | 100% |

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<td>Cash Flow from Investing Activities</td>
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### 8011-8096 Local Control Funding Formula Sources

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### 8100-8299 Federal Income

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### 8300-8599 State Income

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### 8600-8799 Local Income

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### 9000-9099 Total Income

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### CITY HEIGHTS PREPARATORY CHARTER SCHOOL
### CASHFLOW YEAR 2022-23

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<td>$50,502</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Income (Loss)</strong></td>
<td>$106,575</td>
<td>$106,575</td>
<td>$106,575</td>
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</table>

**Notes:**

- **Unduplicated Pupil Count %:** 100%
- **Operating Activities Income (Loss):** $(75,322)
- **Capital Outlay:** $2,019,227
- **Net Income (Loss):** $106,575
- **Cash Flow from Operating Activities:** $2,019,227
- **Accrual:** $1,027,970

**Explanation:**

- **Total 3000 Employee Benefits:** $214,206
- **Total 4000 Supplies:** $214,206
- **Total 5000 Services and Other Operating Expenditures:** $550,400
- **Total 6000 Capital Outlay:** $2,019,227
- **Total EXPENSE:** $2,019,227
- **Net Income (LOSS):** $106,575

**Source:**

- **City Heights Preparatory Charter School**
- **Cash Flow Year 2022-23**
<table>
<thead>
<tr>
<th>Enrollment</th>
<th>155</th>
<th>155</th>
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<tbody>
<tr>
<td>ADA</td>
<td>144.03</td>
<td>144.03</td>
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<tr>
<td>Unduplicated Pupil Count %</td>
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<td>100%</td>
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<table>
<thead>
<tr>
<th>Budget Trend Forecast</th>
<th>2022-23</th>
<th>2023</th>
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<tbody>
<tr>
<td>PRIOR YEAR P-2</td>
<td></td>
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<tr>
<td>Change in Prior Year Accounts Payable</td>
<td>(44,000)</td>
<td>4,000</td>
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<td>Change in Current Year Accounts Payable</td>
<td>2,333</td>
<td>2,333</td>
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<tr>
<td>Change in Payroll Liabilities</td>
<td></td>
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<tr>
<td>Change in Prepaid Expenditures</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Change in Deferred Revenue</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Depreciation Expense</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Cash Flow from Investing Activities</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Source - Sale of Receivables</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Use - Sale of Receivables</td>
<td></td>
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</tr>
<tr>
<td>Source - Loans</td>
<td></td>
<td>-</td>
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<tr>
<td>Use - Loans</td>
<td></td>
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<tr>
<td>Ending Cash Balance</td>
<td>1,027,970</td>
<td>1,087,871</td>
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340
### Income

#### 8011-8096 Local Control Funding Formula Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
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<tr>
<td>ADA</td>
<td>341</td>
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<tr>
<td>Unduplicated Pupil Count %</td>
<td>100%</td>
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#### Total Income

<table>
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<tr>
<th>Source</th>
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<tr>
<td>8011-8096 Local Control Funding Formula Sources</td>
<td>$1,666,080</td>
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#### 8100-8299 Federal Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Special Education (IDEA) Part B, Sec 611</td>
<td>19,359</td>
<td>19,359</td>
</tr>
<tr>
<td>Special Ed: IDEA Mental Health</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Child Nutrition Programs - Federal</td>
<td>171,817</td>
<td>171,817</td>
</tr>
<tr>
<td>Title I, A Basic Grants Low-Income</td>
<td>109,058</td>
<td>109,058</td>
</tr>
<tr>
<td>Title II, A, Teacher Quality</td>
<td>8,311</td>
<td>8,311</td>
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<tr>
<td>Title III, LEP, Immigrant</td>
<td>6,947</td>
<td>6,947</td>
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<tr>
<td>Title IV, Part A</td>
<td>10,000</td>
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<tr>
<td>All Other Federal Revenue</td>
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#### Total 8100-8299 Federal Income

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<thead>
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</thead>
<tbody>
<tr>
<td>8100-8299 Federal Income</td>
<td>$325,492</td>
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#### 8300-8599 State Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed - AB662</td>
<td>-</td>
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</tr>
<tr>
<td>Child Nutrition - State</td>
<td>14,511</td>
<td>14,511</td>
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<tr>
<td>CA Clean Energy</td>
<td>-</td>
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<tr>
<td>State Lottery Revenue</td>
<td>30,511</td>
<td>30,511</td>
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<tr>
<td>Mandated Block Grant</td>
<td>4,789</td>
<td>4,789</td>
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<tr>
<td>State 78740</td>
<td>91,560</td>
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<tr>
<td>All Health-SPED</td>
<td>15,332</td>
<td>15,332</td>
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<tr>
<td>College Readiness</td>
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<tr>
<td>Mandated Costs - One Time Funding</td>
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<tr>
<td>All Other State Revenues</td>
<td>-</td>
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#### Total 8300-8599 State Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>8300-8599 State Income</td>
<td>$156,702</td>
<td>$156,702</td>
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</table>

#### 8600-8799 Local Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest / Dividend Income</td>
<td>12,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Net Increase (Decrease) in Fair Value of Investments</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Donations</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers of Appropriations - Special Ed</td>
<td>95,825</td>
<td>95,825</td>
</tr>
<tr>
<td>All Other Local Revenue</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grants</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fundraising</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prior Year Adjustment</td>
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#### Total 8600-8799 Local Income

<table>
<thead>
<tr>
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<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>8600-8799 Local Income</td>
<td>$107,825</td>
<td>$107,825</td>
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</table>

#### Total Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
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</thead>
<tbody>
<tr>
<td>Total Income</td>
<td>$2,256,099</td>
<td>$2,256,099</td>
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### Expenses

#### 2000 Certificated Salaries

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' Salaries</td>
<td>452,486</td>
<td>452,486</td>
</tr>
<tr>
<td>1757 Teachers' Salaries - Stipend/Extra Duty</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Certificated Pupil Support Salaries</td>
<td>70,040</td>
<td>70,040</td>
</tr>
<tr>
<td>Certificated Supervisor and Administrator Salaries</td>
<td>148,485</td>
<td>148,485</td>
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<tr>
<td>Other Certificated Salaries</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

#### Total 2000 Certificated Salaries

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total 2000 Certificated Salaries</td>
<td>$686,011</td>
<td>$686,011</td>
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</table>

#### 2002 Classified Salaries

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Instructional Salaries</td>
<td>74,750</td>
<td>74,750</td>
</tr>
<tr>
<td>Classified Support Salaries</td>
<td>38,500</td>
<td>38,500</td>
</tr>
<tr>
<td>Classified Supervisor and Administrator Salaries</td>
<td>92,432</td>
<td>92,432</td>
</tr>
<tr>
<td>Clerical/Technical/Occup Staff Salaries</td>
<td>81,000</td>
<td>81,000</td>
</tr>
<tr>
<td>Other Classified Salaries</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

#### Total 2002 Classified Salaries

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 2002 Classified Salaries</td>
<td>$286,682</td>
<td>$286,682</td>
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</table>

#### 3000 Employee Benefits

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRE - State Teachers Retirement System</td>
<td>124,168</td>
<td>124,168</td>
</tr>
<tr>
<td>PERS - Public Employee Retirement System</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DAS7 - Social Security</td>
<td>17,774</td>
<td>17,774</td>
</tr>
</tbody>
</table>

#### Total 3000 Employee Benefits

<table>
<thead>
<tr>
<th>Source</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 3000 Employee Benefits</td>
<td>$286,682</td>
<td>$286,682</td>
</tr>
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</table>
### Cashflow - Fiscal Year 2023-24

#### Total 3000 Employee Benefits

<table>
<thead>
<tr>
<th>Benefit Category</th>
<th>2023-24</th>
<th>2024-25</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employee Benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Disability</td>
<td>6,720</td>
<td>6,720</td>
</tr>
<tr>
<td>Welfare</td>
<td>11,751</td>
<td>11,751</td>
</tr>
<tr>
<td>Other Benefits</td>
<td>5,237</td>
<td>5,237</td>
</tr>
<tr>
<td><strong>Total Employee Benefits</strong></td>
<td>23,708</td>
<td>23,708</td>
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#### 4000 Books and Supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Books and Supplies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and Other Reference Materials</td>
<td>1,207</td>
<td>1,207</td>
</tr>
<tr>
<td>Student Materials</td>
<td>18,135</td>
<td>18,135</td>
</tr>
<tr>
<td>Uniforms</td>
<td>1,090</td>
<td>1,090</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>18,473</td>
<td>18,473</td>
</tr>
<tr>
<td><strong>Total Books and Supplies</strong></td>
<td>21,746</td>
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</table>

#### 4500 Capital and Supplies

<table>
<thead>
<tr>
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<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capital and Supplies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalized Trips/Pupil Supplies</td>
<td>6,335</td>
<td>6,335</td>
</tr>
<tr>
<td><strong>Total Capital and Supplies</strong></td>
<td>6,335</td>
<td>6,335</td>
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</table>

#### 5000 Services and Other Operating Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Services and Other Operating Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>5,200</td>
<td>5,200</td>
</tr>
<tr>
<td>Professional Development</td>
<td>7,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Dues and Memberships</td>
<td>12,708</td>
<td>12,708</td>
</tr>
<tr>
<td>General Insurance</td>
<td>24,375</td>
<td>24,375</td>
</tr>
<tr>
<td>Operation and Housekeeping Services</td>
<td>67,210</td>
<td>67,210</td>
</tr>
<tr>
<td>Rent - Facilities / Buildings / Space</td>
<td>171,683</td>
<td>171,683</td>
</tr>
<tr>
<td>Equipment Lease</td>
<td>3,177</td>
<td>3,177</td>
</tr>
<tr>
<td>Vendor Repairs</td>
<td>3,297</td>
<td>3,297</td>
</tr>
<tr>
<td>Field Trips/Pupil Transportation</td>
<td>9,067</td>
<td>9,067</td>
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<tr>
<td>Legal Fees</td>
<td>7,710</td>
<td>7,710</td>
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<tr>
<td>Audit Fees</td>
<td>7,472</td>
<td>7,472</td>
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<tr>
<td>Advertisement / Recruitment</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>50 Non Instructional Consultants</td>
<td>18,003</td>
<td>18,003</td>
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<tr>
<td>Instructional Consultants</td>
<td>64,460</td>
<td>64,460</td>
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<tr>
<td>Back Office Support</td>
<td>79,646</td>
<td>79,646</td>
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<tr>
<td>Software Licenses</td>
<td>34,147</td>
<td>34,147</td>
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<tr>
<td>District Oversight Fee</td>
<td>16,611</td>
<td>16,611</td>
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<tr>
<td>El Dorado Admin Fee</td>
<td>3,456</td>
<td>3,456</td>
</tr>
<tr>
<td>Other Fees / Bank Charges / Credit Card Fees</td>
<td>10,300</td>
<td>10,300</td>
</tr>
<tr>
<td>Fundraising Cost</td>
<td>987</td>
<td>987</td>
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<tr>
<td>Communications</td>
<td>10,061</td>
<td>10,061</td>
</tr>
<tr>
<td><strong>Total 5000 Services and Other Operating Expenditures</strong></td>
<td>565,416</td>
<td>565,416</td>
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</tbody>
</table>

#### 6000 Capital Outlay

<table>
<thead>
<tr>
<th>Item</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Capital Outlay</strong></td>
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</tr>
<tr>
<td>Depression Expense</td>
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<tr>
<td><strong>Total 6000 Capital Outlay</strong></td>
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#### TOTAL EXPENSE

<table>
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<tr>
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<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENSE</strong></td>
<td>2,053,523</td>
<td>2,053,523</td>
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#### NET INCOME (LOSS)

<table>
<thead>
<tr>
<th>Item</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NET INCOME (LOSS)</strong></td>
<td>202,576</td>
<td>202,576</td>
</tr>
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</table>

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**CHARTER**

CASHFLOW

FISCAL YEAR 2023-24

<table>
<thead>
<tr>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Income (Loss)</strong></td>
<td>202,576</td>
</tr>
</tbody>
</table>

---

**Beginning Balance**

- Cash Flow from Operating Activities
- Net Income (Loss)
- Change in Prior Year Accounts Receivable
- Change in Current Year Accounts Receivable
- Apportionment Deferrals
- Change in Prior Year Accounts Payable

**Ending Balance**

- Additions
- Subtractions
- Change in Net Position

---

**NET INCOME (LOSS)**

<table>
<thead>
<tr>
<th>Item</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Change in Current Year Accounts Payable</td>
<td>(44,000)</td>
<td>4,000</td>
</tr>
<tr>
<td>Change in Payroll Liabilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Change in Prepaid Expenditures</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Change in Deferred Revenue</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation Expense</td>
<td>1,167</td>
<td>1,167</td>
</tr>
<tr>
<td>Cash Flow from Investing Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cash Flow from Financing Activities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Source: Sale of Receivables</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Use: Sale of Receivables</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Source: Loans</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Use: Loans</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ending Cash Balance</td>
<td>1,154,891</td>
<td>1,238,086</td>
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</tbody>
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**CITY HEIGHTS PREPERATORY CHARTER SCHOOL**

**CASHFLOW PROJECTIONS**

**FISCAL YEAR 2023-24**

<table>
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<th>ADA</th>
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## Cash Flow Assumptions-2021

### Principal Apportionment Schedule based on CDE Published Schedule

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<th>Prior Year P2</th>
<th>P1 Payments</th>
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<tr>
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### LCEF Cashflow Scenarios

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<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Accrual</th>
<th>Column1</th>
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<tbody>
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### Education Protection Account (EPA)

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<th>Aug</th>
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<th>Oct</th>
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<th>Dec</th>
<th>Jan</th>
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<th>Mar</th>
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<th>Jun</th>
<th>Accrual</th>
<th>Column1</th>
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### In Lieu of Property Taxes (Object 8096)

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<th>Aug</th>
<th>Sep</th>
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<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Accrual</th>
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<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
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### Other Revenue Sources

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### Cash Flow Assumptions-2022

**Principal Apportionment Schedule based on CDE Published Schedule**

http://www.cde.ca.gov/fg/aa/pa/papayschedule.asp

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**LCFF Cashflow Scenarios**

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<th>Jan</th>
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<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Accrual</th>
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**Education Protection Account (EPA)**

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<th>Aug</th>
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**In Lieu of Property Taxes (Object 8096)**

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**Special Education Apportionment*”**

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**Other Revenue Sources**

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### Cash Flow Assumptions-2023

**Principal Apportionment Schedule based on CDE Published Schedule**

http://www.cde.ca.gov/fg/aa/pa/papayschedule.asp

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**LCFF Cashflow Scenarios**

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**In Lieu of Property Taxes (Object 8096)**

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**Special Education Apportionment***

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**Other Revenue Sources**

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## Cash Flow Assumptions-2024

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http://www.cde.ca.gov/fg/aa/pa/papayschedule.asp

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#### In Lieu of Property Taxes (Object 8096)

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