Urban Discovery Academy
IDEATE High School

CHARTER SCHOOL RENEWAL PETITION

for presentation to the

Trustees of the
San Diego Unified School District

Submitted
October 6, 2017

Requested Term
July 1, 2018 - June 30, 2023

Primary Contact:
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Urban Discovery Academy
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Affirmations and Assurances

I, Jenni Owen, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Urban Discovery Academy ("UDA" or the "Charter School"), authorized by 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 renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter 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 Sections 60605 and 60851 (if applicable), and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Urban Discovery Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(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 each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
• 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

• 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 Section 47612.5(a)(1)(A)-(D).

• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

• 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 educational programs. [Ref. Education Code Section 47605(c)]

• The Charter School shall comply with any applicable jurisdictional limitations to 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 Student 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 meet or exceed the legally required minimum of
school days. [Ref. Title 5 California Code of Regulations Section 11960.]

_____________________________
October 1, 2017
Dr. Jenni Owen
Chief Executive Officer
Urban Discovery Academy
Via hand delivery to:

San Diego Unified School District
Cindy Marten, Superintendent of Public Education
4100 Normal Street, Room 2219
San Diego, CA 92103

RE: Urban Discovery Academy

Dear San Diego Unified School Board Members,

The Urban Discovery Academy (UDA) Board of Directors respectfully requests a charter renewal for the years 2018-2023 so that we may implement our mission to develop community-minded students who are active, creative, empathetic, confident and ready to lead our global society; and our vision to graduate innovative leaders empowered to address the biggest issues facing our community.

Enclosed in this document are the Executive Summary and the Charter for renewal. The Executive Summary serves to provide an overview of our commitment to engage students to make a difference in our community, demonstrate how we meet the performance criteria for renewal, and continue to keep our commitment to be a positive representation of schools in the charter community.

Executive Summary
Urban Discovery Academy is currently a TK-12 charter school that opened in August of 2008 and was renewed in 2012. The School is located at 840 14th Street, San Diego, CA, 92101 and 232 West Ash Street, San Diego, CA, 92101. Urban Discovery Academy is organized as an independent 501(c)(3) non-profit corporation. The school is directly funded by the State, operating under a separate charter with its own CDS number. Urban Discovery Academy acts as the employer of all staff at UDA and IDEATE High Academy. Urban Discovery Academy received a BBB rating from S&P and was able to qualify for $13,000,000 in bond financing enabling the school to build its permanent facility at 840 14th Street, San Diego, for Fall 2015 occupancy. In 2016, Urban Discovery Academy opened our doors for the high school component of our program which currently leases space at a non-district site at 232 West Ash Street in downtown San Diego.

The Academy appreciates the district’s strength in leadership and support, and its visit and feedback each year. The Urban Discovery Academy Board of Directors is
also thankful to the SDUSD for approving the Material Revision to our Charter in 2016 that extended our philosophy and program to serve high school students, beginning with our 9th grade class in the fall of 2016.

San Diego distinguishes itself as a city where creativity and ideation flourish; UDA TK-8 and IDEATE High Academy embed those threads through the project based, common core curriculum. The high school extends the school’s mission using a design thinking framework that is integrated into the curriculum. Learners develop key 21st Century skills such as critical thinking, creativity, communication, collaboration, empathy, and problem solving – all skills necessary to be successful in our ever-changing global society. Further, opportunities for applied projects and internship experiences with organizations, colleges and universities, and businesses in San Diego provide IDEATE High Academy students with valuable, resume-quality experiences to enhance their learning.

Last year, we watched our 9th grade students grow into amazing young high school students, mentoring our younger students, leading restorative dialogue, learning to use new technology tools, grappling with challenging concepts in math and physics, and showcasing their impressive work on interdisciplinary design challenges in local venues throughout our community. Our students participated in biweekly “Thinkshop” labs on the San Diego Community College District campus, where students engaged with faculty members and designers as they learned to use the multimedia lab. They designed electronic board games catered to our elementary students’ curriculum and learning needs. They worked together to solve important problems and, most importantly, they helped develop a new high school culture that truly changed young lives.

Over the last few years we saw one of our K-8 students transform from a shy, reserved student who rarely shared thoughts or opinions, deliver a perfectly executed graduation speech that provided no evidence of the once shy student we knew. It was eloquent, compassionate, poignant, moving, and truly a representation of what we hope we see all students become. The student is now flourishing at IDEATE.

We watched a student who rarely came to school and did not care about academics because of the student’s difficult home life, form personal relationships with teachers and the principal, catch up on academics, and gradually decide that life was worth fighting for. The student made the choice to attend IDEATE this year and, although the student still tries to hide it, the student actually reveals a little bit of a smile when we ask how school is going this year.
We also witnessed the development a now high school student who suffered from depression and repeatedly struggled with academics, grow into a bright-eyed, happy young adult who has begun to take responsibility for learning. When we ask about school and interests today, the student now lights up to talk about what they are learning and what the student is excited about.

These successes represent our “Why,” the term appropriately coined by Simon Sinek. We want to change lives and inspire a passion for learning and solving today’s problems. We are grateful we can continue to see these students flourish in our full K-12 program as we prepare them for post-secondary success.

Today, UDA educates more than 600 students and Urban Discovery Academy currently has a waitlist of over 500 students overall. Since our last renewal, UDA has not only expanded grade levels and grown in enrollment, but has grown tremendously in our operational organization, academic alignment, and socioemotional approach.

UDA’s culture around academics and enrichment programming is unique and inspiring. Our interdisciplinary project based learning and design thinking modules now culminate in schoolwide exhibitions at the end of each semester or trimester. Students present their academic work, share the connections they made across disciplines, highlight what they have learned and/or contributed to our community, and inspire us with showcases of enrichment programming, including the arts, Spanish, physical education, design and/or other electives. These exhibitions now serve as important academic and cultural milestones for our students.

Following the District’s lead, UDA has embraced fully the Restorative Practice model to add to its already excellent small school culture. Students are known and supported by their peers, and teachers end up knowing all of the students and their families in the school. Students meet regularly in home room, advisory, small group and whole school groupings to strengthen relationships and work together to solve problems through Restorative Practices. Rather than responding only punitively, our faculty and staff help students reflect on behavior, and work together to resolve issues and to “restore” our community. Consequences and repairs help not only hold students accountable, but also help students learn and grow positively from the experience. Peer leaders now guide each other in positively restoring disagreements and unwelcome behaviors. As a result of this work, some of the students who previously received repeated suspensions for physical altercations have since learned to problem solve and work together positively.
Since its last renewal, UDA received its six-year accreditation for its current K-8 program and is continuing to work with WASC to affirm substantive changes as we add high school grades, to ensure full K-12 program accreditation. All of our existing A-G high school courses have been or are currently awaiting approval through the UC process; new courses will be approved as we add subsequent grade level curriculum.

UDA complies with all LCFF and LCAP requirements as described in Material Revision and Charter Renewal. We seek to operate schools that are academically successful, responsibly governed, and fiscally sound. We note (believe) that we have met our stated measurable outcomes and are fiscally solvent and well managed. The Board of Directors is committed to keeping these values as it commits and develops the high school program.

In terms of charter elements, UDA has adopted and presented new policies, procedures and standards resulting from changes in the law or practice since the last renewal.

**Charter Renewal Requirements**
Under the Charter Schools Act, a charter is eligible for renewal if the school meets at least one of the minimum statutory requirements for renewal. Increases in pupil academic achievement shall be the most important factor when a district evaluates a renewal petition. Below is evidence that UDA has met more than one of the minimum criteria for renewal under EC § 47607(b):

*Attain API growth target in the prior year or in two of the three last years both schoolwide and for all groups of pupils served by the school. (EC § 47607(b)(1).)*

**UDA has met this criterion.**
UDA met its API Growth Targets schoolwide and for every numerically significant pupil group in each of the last three years in which API was calculated—2011, 2012, and 2013. UDA’s API was 867 in 2013, which is 58 points above San Diego Unified’s score of 809—with a weighted 3-year average of 860.

*Rank in deciles 4 to 10 on the API in the prior year or in two of the three last years. (EC § 47607(b)(2).)*

**UDA has met this criterion.**
UDA had a statewide ranking in decile 7 in 2011, decile 8 in 2012, and decile 8 in 2013.
San Diego Unified determines the academic performance of UDA is at least equal to that of other public schools that the charter school’s students would otherwise be required to attend, as well as the academic performance of the schools in San Diego Unified, taking into account the pupil population of the charter school. (EC § 47607(b)(4).)

UDA has met this criterion.

UDA’s students come from all over San Diego County. As shown in the map below, large clusters of our students live in:

Downtown San Diego
Golden Hills
Logan Heights
Hillcrest
North Park
Mt Hope
City Heights
Fairmount Park

Given this geographic distribution, a large number of our students would otherwise attend the schools identified below. Although many students live and/or would attend school beyond these specific boundaries, the school boundaries with the most dense student population were chosen for analysis and comparison to UDA’s historic performance. Schools in bold are emphasized in as the most appropriate comparisons to UDA since these K-8 schools measure performance of the same grade levels as UDA.
Golden Hill K-8
Perkins K-8
Sherman Elementary
Roosevelt International
Washington Elementary
McKinley Elementary
Kimbrough Elementary
Chollas/Mead Elementary
Rowan Elementary
Clark Middle

API Scores
The graph below demonstrates UDA’s historically high Academic Performance Index. UDA consistently scored above an 800 API throughout 2009 to 2013, indicating its status as a “high performing” school.

API Comparisons
UDA’s API was consistently higher schoolwide than most of the comparison schools selected and higher than the San Diego Unified School District as a whole, as well as the following pupil groups: economically disadvantaged, English learners, students with disabilities, and Hispanic or Latino students.
### All Students

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<th>2013</th>
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<th>3 year +/- trend</th>
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Hispanic or Latino

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</table>

CAASPP Data

The California Assessment of Student Performance and Progress (CAASPP) is a three-year old system implemented by the CDE as a tool to monitor student progress by grade, and different subgroup data. The CAASPP includes computer-adaptive tests in English language arts and mathematics.

The following tables compare UDA CAASPP 2014-15, 2015-16, and 2016-17 data for the category of ALL students to neighborhood elementary schools, middle schools, K-8 schools, and SDUSD as a whole. The most fair comparison of UDA performance can be made with neighborhood K-8 schools, which represent the same grades with test scores for UDA historically. UDA’s performance in ELA and math for most student groups is competitive with or higher than comparison schools. Some of these student groups show the percent of students meeting or exceeding proficiency at UDA declined slightly, likely due to a change in professional development initiatives to focus more deeply on project based assessments; the faculty is working on refining projects to more closely align, assess, and monitor progress on the Common Core State Standards.

Overall Comparison Performance in English Language Arts

As the data show, UDA overall academic performance is far greater than both neighborhood K-8 schools in ELA, greater than most neighborhood schools listed, and comparable to the San Diego Unified District average.
### All Students

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>UDA</td>
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<tr>
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<tr>
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</tbody>
</table>

**Overall Comparison Performance in Mathematics**

As the data show, UDA overall academic performance is far greater than both neighborhood K-8 schools in mathematics, greater than most neighborhood schools listed, and comparable to the San Diego Unified District average.

### All Students

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<thead>
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<tbody>
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<tr>
<td>Washington Elementary</td>
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Subgroup Comparisons
The following tables compare UDA CAASPP 2014-15, 2015-16 and 2016-17 data for the categories of the following numerically significant pupil groups: 1) Economically Disadvantaged, 2) Hispanic, and 3) Students with Disabilities to neighborhood elementary schools, middle schools, K-8 schools, and SDUSD as a whole. Again, the most appropriate comparison of UDA performance can be made with neighborhood K-8 schools, which represent the same grades with test scores for UDA historically; UDA consistently outperformed the two K-8 comparison schools each year.

<table>
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<tr>
<th></th>
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<td>UDA</td>
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</table>
Mathematics: Economically Disadvantaged

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English Language Arts: Hispanic or Latino

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<td>Mathematics: Hispanic or Latino</td>
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<td><strong>(Exceeded &amp; Met)</strong></td>
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<td><strong>UDA</strong></td>
<td>33%</td>
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</table>
### English Language Arts: Students with Disabilities

<table>
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<tbody>
<tr>
<td>UDA</td>
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<tr>
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<tr>
<td>San Diego Unified</td>
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### Mathematics: Students with Disabilities

<table>
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<td>8%</td>
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<td>Washington Elementary</td>
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<tr>
<td>Kimbrough Elementary</td>
<td>12%</td>
<td>0%</td>
<td>6%</td>
</tr>
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</table>
“Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil groups.”

**UDA has met this criterion.**

As explained above, UDA’s most recent API score was 58 points above San Diego Unified’s score. The school’s weighted 3-year average was a strong 860, which is 51 points above San Diego Unified’s 2013 growth score of 809. As for subpart (C), UDA has also demonstrated increases in achievement for all students at the school:

**CAASPP Data**

The following tables demonstrate improvement of our lowest-scoring students on the CAASPP for the following years: 2014-15, 2015-16, 2016-17 in ELA and mathematics for ALL students at UDA. This percentage of students scoring in the “not met” category on the CAASPP shows our lowest scoring students making steady progress over the last three years overall and in most subgroups. The growth of performance for UDA’s lower performing student group is a reflection of an enhanced focus on the Response to Intervention (RTI) process over the last few years.

**CAASPP Performance in English Language Arts**

The percentage of all students in the Not Met category on the CAASPP ELA exam shows steady improvement from 2015 to 2017, from 25% falling in the Not Met category to 19%.

<table>
<thead>
<tr>
<th>All Students ELA</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>25%</td>
</tr>
<tr>
<td>2015-16</td>
<td>21%</td>
</tr>
<tr>
<td>2016-17</td>
<td>19%</td>
</tr>
</tbody>
</table>
Subgroup Performance in English Language Arts
The percentage of all students in the Not Met category on the CAASPP English Language Arts exam shows improvement for each numerically significant pupil group from 2015 to 2017. Economically Disadvantaged students improved from 41% falling in the Not Met category to 32%; Students with Disabilities improved from 50% falling in the Not Met category to 48%; and Hispanic or Latino students improved from 39% falling in the Not Met category to 32%.

<table>
<thead>
<tr>
<th>ELA Not Met</th>
<th>ALL Students</th>
<th>Economically Disadvantaged</th>
<th>Students with Disabilities</th>
<th>Hispanic or Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>25%</td>
<td>41%</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>2015-16</td>
<td>21%</td>
<td>30%</td>
<td>46%</td>
<td>32%</td>
</tr>
<tr>
<td>2016-17</td>
<td>19%</td>
<td>32%</td>
<td>48%</td>
<td>32%</td>
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</tbody>
</table>

CAASPP Performance in Mathematics
The percentage of all students in the Not Met category on the CAASPP Mathematics exam shows steady improvement from 2015 to 2017, from 26% falling in the Not Met category to 22%.

<table>
<thead>
<tr>
<th>CAASPP: Mathematics All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Math</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2016-17</td>
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</table>

Subgroup Performance in Mathematics
The percentage of all students in the Not Met category on the CAASPP Mathematics exam shows improvement for each significant subgroup from 2015 to 2017. Economically Disadvantaged students improved from 41% falling in the Not Met category to 32%; Students with Disabilities improved from 54% falling in the Not Met category to 45%; and Hispanic or Latino students improved from 39% falling in the Not Met category to 35%.
### Percentage of Subgroup Students Performing in the “Not Met” Category

<table>
<thead>
<tr>
<th>Math Not Met</th>
<th>ALL Students</th>
<th>Economically Disadvantaged</th>
<th>Students with Disabilities</th>
<th>Hispanic or Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>26%</td>
<td>41%</td>
<td>54%</td>
<td>39%</td>
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<tr>
<td>2015-16</td>
<td>23%</td>
<td>39%</td>
<td>59%</td>
<td>40%</td>
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<tr>
<td>2016-17</td>
<td>22%</td>
<td>32%</td>
<td>45%</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Other Indicators of Academic Achievement

Additional indicators demonstrate UDA’s strong school culture and/or marked improvements over the last few years, including: suspension and expulsion rates, attendance rates, student and parent climate data, and enrollment waitlist counts.

#### Suspension Rate

UDA has lowered its suspension rate each year since the 2013-14 school year, from 5.0% of students suspended in 2013-14 to 1.6% of students suspended in 2016-17.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Percent of Students Suspended</th>
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</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>5.0%</td>
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<tr>
<td>2014-15</td>
<td>3.8%</td>
</tr>
<tr>
<td>2015-16</td>
<td>2.3%</td>
</tr>
<tr>
<td>2016-17</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

#### Expulsion Rate

UDA maintains an expulsion rate of 0.0%.

#### Attendance Rate

UDA has continued to maintain a strong attendance rate of over 95%.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Annual Attendance Rate</th>
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</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>97.24%</td>
</tr>
<tr>
<td>2014-15</td>
<td>96.03%</td>
</tr>
<tr>
<td>2015-16</td>
<td>95.71%</td>
</tr>
<tr>
<td>2016-17</td>
<td>96.14%</td>
</tr>
</tbody>
</table>
**Student and Parent Survey Results**

**School Safety**
UDA prides itself on its small learning community and positive school culture. After moving to our new campus during the 2015-16 school year, the staff and faculty of UDA worked hard to build community and ensure a safe community for our students in the new location. The following data indicate that 90% or greater of both students and parents feel our kids are safe in school; importantly, this number has increased greatly from the 2015-16 school year to the 2016-17 school year.

<table>
<thead>
<tr>
<th>Perceptions of School Safety</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students reporting they feel safe in school.</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>Percent of parents reporting their students feel safe in school.</td>
<td>93%</td>
<td>98%</td>
</tr>
</tbody>
</table>

**Student Climate**
UDA also saw growth in school climate via student responses from 2015-16 to 2016-17 as we settled into our new facility, began to engage more deeply in our approach to interdisciplinary project-based learning, and implemented the restorative practices model schoolwide.

<table>
<thead>
<tr>
<th>Student Climate Survey Responses</th>
<th>Percent Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015-16</td>
</tr>
<tr>
<td><strong>When I am at school I feel...</strong></td>
<td></td>
</tr>
<tr>
<td>I belong</td>
<td>71%</td>
</tr>
<tr>
<td>There are expectations for student behavior</td>
<td>81%</td>
</tr>
<tr>
<td>My teacher(s) treat me with respect</td>
<td>87%</td>
</tr>
<tr>
<td>My teacher(s) care about me.</td>
<td>84%</td>
</tr>
<tr>
<td>I am comfortable attending school.</td>
<td>84%</td>
</tr>
<tr>
<td>My teacher(s) is/are a good teacher.</td>
<td>93%</td>
</tr>
<tr>
<td>I am challenged by the work my teacher asks me to do.</td>
<td>65%</td>
</tr>
<tr>
<td>The work I do in class makes me think.</td>
<td>83%</td>
</tr>
</tbody>
</table>
Welcoming Environment and Parent Involvement

Based on the 2015-16 and 2016-17 Parent Satisfaction Surveys, most parents reported they feel welcome to participate, are comfortable at UDA, are comfortable communicating with the school, and feel the school takes concerns seriously; over 90% of parents agreed with these indicators in 2016-17, demonstrating marked improvement in parent involvement and climate over the last two years. Additionally, an impressive 83% of parents reported their involvement at UDA in 2016-17, an improvement from 76% in 2016-17.

<table>
<thead>
<tr>
<th>Parent Climate Survey Responses</th>
<th>Percent Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel welcome to participate at the school.</td>
<td>91% 91%</td>
</tr>
<tr>
<td>I feel comfortable when I am at UDA.</td>
<td>91% 91%</td>
</tr>
<tr>
<td>I feel comfortable contacting my child’s teacher.</td>
<td>91% 91%</td>
</tr>
<tr>
<td>I feel comfortable contacting the front office staff.</td>
<td>91% 91%</td>
</tr>
<tr>
<td>I feel comfortable contacting school administrators.</td>
<td>91% 91%</td>
</tr>
<tr>
<td>I feel my child’s teacher takes my concerns seriously.</td>
<td>91% 91%</td>
</tr>
<tr>
<td>I am involved at UDA.</td>
<td>83% 83%</td>
</tr>
</tbody>
</table>

Parent Satisfaction with Coursework/Subjects

Based on the 2014-15, 2015-16, and 2016-17 Parent Climate Surveys, the percent of parents who indicated they were “satisfied” or “very satisfied” with various disciplines/programs at UDA has mostly remained near or above 90% and/or shown significant growth since 2015.

<table>
<thead>
<tr>
<th>Percent of Parents “Satisfied or “Very Satisfied”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>STEAM</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
</tbody>
</table>
**Enrollment Demand**
Demand for enrollment at UDA has continued to increase each school year, with nearly 600 students on the enrollment waitlist for the 2016-17 and 2017-18 school years.

**Enrollment Waitlist**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>149</td>
<td>188</td>
<td>123</td>
<td>135</td>
<td>237</td>
<td>209</td>
</tr>
<tr>
<td>1</td>
<td>36</td>
<td>28</td>
<td>48</td>
<td>12</td>
<td>63</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>33</td>
<td>30</td>
<td>40</td>
<td>38</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>15</td>
<td>22</td>
<td>24</td>
<td>57</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>15</td>
<td>25</td>
<td>8</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>8</td>
<td>20</td>
<td>12</td>
<td>38</td>
<td>34</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>13</td>
<td>29</td>
<td>17</td>
<td>67</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>308</td>
<td>309</td>
<td>248</td>
<td>581</td>
<td>571</td>
</tr>
</tbody>
</table>

**Summary and Request**
Urban Discovery Academy enjoys a supportive, professional relationship with the district and a great sense of purpose focused on program, responsibility, accountability and trust. We desire to continue to support district interests, meet the needs of our K-12 students, and request a charter renewal to that end.

We ask for your continued confidence in our efforts to build alternative approaches for project based, real-world learning with the purpose of extending student learning of the Common Core State Standards and Next Generation Science Standards. We remain committed to each child, every day.

If there are any questions regarding this Material Request of any of the materials, please contact me at 619-788-4668. Again, thank you for the opportunity to serve our students and community. Please see some of the letters in Appendix P from our community and stakeholders expressing their support of our charter renewal.
Thank you to the professional staff who support your Charter Office and to you, the Board, for your review and consideration of our renewal proposal.

Sincerely,

Jenni Owen, Ed.D.
Chief Executive Officer
840 14th Street
San Diego, CA 92101
jowen@urbandiscoveryacademy.com
619-788-4668
Element 1: Description of the Educational Program

Urban Discovery Academy approved charter addresses Element 1 for meeting the requirements for California Education Codes 47605 (b)(5)(A)(i) and 47605 (b)(5)(A)(ii). California Education Codes 47605 (b)(5)(A)(i) states: “A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent and lifelong learners.”

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

Mission
The mission of the Urban Discovery Academy schools is to develop community-minded students who are active, creative, empathetic, confident, and ready to lead our global society.

Vision
Our vision is to graduate innovative leaders empowered to address the biggest issues facing our community.

The UDA mission and vision as state will help develop our students to become self-motivated, competent and lifelong learners.

Students to be Served
Urban Discovery Academy (UDA) educates students in grades TK through tenth grade, reaching full expansion to 12th grade by the year 2019. UDA is one school and one community, housed on two campuses; a K-8 program (UDA) and a 9-12 program (IDEATE High Academy). UDA complies with the minimum age requirements for public education, and the student body is drawn from all of San Diego County. The school uses a lottery system for enrollment, ensuring a diverse student body.
The school is structured to meet the needs of a diverse student population. The learning environment provides fair and equal learning opportunities for all students, including traditionally underserved student populations. The following enrollment chart outlines our current and expected enrollment across our K-12 program over the next few years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>1</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>58</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>59</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td>10</td>
<td>27</td>
<td>55</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>25</td>
<td>55</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>-</td>
<td>25</td>
<td>55</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>614</td>
<td>682</td>
<td>762</td>
<td>827</td>
<td>872</td>
<td>912</td>
</tr>
</tbody>
</table>

Projections include modest growth in the high school grades as the program builds out over four years. Enrollment is targeted to remain stable in elementary grades.

**Demographic Data by Ethnicity**
The following table shows the student population by ethnicity over the past 3 years. School demographics have remained relatively stable over the last few years.

<table>
<thead>
<tr>
<th>Enrollment by Ethnic Group</th>
<th>2014-15</th>
<th></th>
<th>2015-16</th>
<th></th>
<th>2016-17</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>African American</td>
<td>19</td>
<td>5.4%</td>
<td>24</td>
<td>5.6%</td>
<td>28</td>
<td>5.8%</td>
</tr>
<tr>
<td>Asian (non-Filipino)</td>
<td>11</td>
<td>3.1%</td>
<td>13</td>
<td>3.0%</td>
<td>11</td>
<td>2.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>0.3%</td>
<td>3</td>
<td>0.7%</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>123</td>
<td>35.0%</td>
<td>155</td>
<td>36.0%</td>
<td>172</td>
<td>35.5%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>28</td>
<td>8.0%</td>
<td>32</td>
<td>7.4%</td>
<td>38</td>
<td>7.8%</td>
</tr>
</tbody>
</table>
Demographic Data by Subgroup
The following table shows the student population by subgroup over the past 3 years. School demographics have remained relatively stable over the last few years.

<table>
<thead>
<tr>
<th>Enrollment by Sub-Group</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>23</td>
<td>37</td>
<td>39</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>87</td>
<td>122</td>
<td>135</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>351</td>
<td>430</td>
<td>485</td>
</tr>
</tbody>
</table>

Philosophy and Approach to Education
In order for our students to consistently achieve UDA’s learner outcomes, as an educational system grounded in continuous improvement, we:

• Design challenging, real-world projects that elicit passion and excitement about lifelong learning
• Build and model empathy by listening actively and deeply, and by communicating respectfully and authentically
• Develop strong relationships and a sense of belonging in the community
• Provide opportunities for students to solve problems collaboratively, peacefully and safely
• Build a positive culture which fosters student agency
• Value each student for their gifts while encouraging a growth mindset, emphasizing celebrations and strengths, as well as addressing challenges
• Develop learning opportunities which foster resilience through productive struggle and reflection
• Develop a shared collaborative approach to our adult-student relationships
• Cultivate opportunities for students to meaningfully interact and contribute to our school and the East Village community
• Closely monitor each student’s progress and provide differentiated opportunities for each student to progress academically and socially

Being an Educated Person in the 21st Century
According to the Partnership for 21st Century Learning, “Beyond supporting future academic and workplace performance, improving the collaboration skills of young learners can enhance civic discourse and promote a healthy democracy”. An educated person in the 21st century needs critical thinking skills, creativity, collaboration and global and community connections, making easy and flexible associations among various disciplines of thought. They need to be independent and motivated. They will need adaptability to new situations, new information and the ability to make informed judgments. This person will require keen critical and logical thinking skills; a facility for clear oral and written communication skills; information literacy competency; and the ability to respect others' individuality and creativity, as well as one's own.

The educated 21st century person has integrity and accepts responsibility for personal decisions, is imaginative, manages their time in a responsible manner, has empathy and courtesy for others and respect for differences among people and cultures. They will lead healthy lifestyles, have the ability to listen, share opinions, negotiate compromise and help a group reach consensus. They will be self-confident, self-motivated, and productive members of our society.

An educated person is someone who is literate in the broadest sense. They appreciate and cherish their right to be an active member of the community and the world. An educated person never sees an end to learning and can solve problems using mastery of basic skills and critical thinking.

The essence of Urban Discovery Academy is self-discovery, curiosity and accountability. We enable students to become lifelong learners, self-motivated, and competent by providing them with a strong foundation in reading, writing, math, social studies, science, world languages, arts, and athletics through a program that
educates the whole child. The qualities of an educated person in the 21st century are clear, measurable and recognizable.

**How Learning Best Occurs**
Learning best occurs in a safe, nurturing school environment that fosters mutual respect, trust, intellectual curiosity, and cooperation. UDA provides a physical environment that sparks curiosity, cooperation, and collaboration. Furthermore, UDA provides a vibrant, positive school culture, where students are valued for their strengths and assets. In this unique environment students are encouraged to take risks and solve relevant challenges in order to create a better school and community.

Learning outcomes must be relevant and meaningful to students to spark their inherent curiosity. Educational research asserts that students acquire and retain knowledge most effectively when they understand information well enough to apply it to new situations. Learning best occurs by doing, with students actively participating in the learning process. Learning occurs best in an environment that contains positive interpersonal and intrapersonal relationships and interactions in which the learner feels appreciated, acknowledged, respected, and validated. Collaboration is key to effective learning. Real-world connections and relevance increase buy-in. The entire UDA educational system is designed to produce unique learning outcomes that will help students lead and thrive in an ever-changing world. Students at UDA wrestle with complex ideas through a safe environment that fosters dialogue. Our students are constantly problem-solving through hands-on learning experiences in order to design effective solutions.

Students are most motivated to learn when they are truly invested and care about the knowledge they seek. The teacher is the main facilitator of learning, as he or she holds the requisite problem-solving skills and helps students hone in on their end goals as framed by the standards. Through empowering students to take ownership of their educational outcomes and the process of learning, Urban Discovery Academy builds self-esteem and an appreciation and respect of new thoughts. The classroom environment allows students to make choices and take part in decision-making.

**Educational Plan**
Urban Discovery Academy is a vibrant learning community, designed to prepare students to flourish in school and in the world as they meet the challenges of the 21st century. Urban Discovery Academy provides each student with a high-quality, community-minded education. An education designed to develop active, creative,
empathetic, confident students, UDA grounds its curriculum in the idea that children learn through real-life, relevant interactions. Urban Discovery Academy is a school where education is the shared responsibility of the school, family, student and society.

**Educational Plan--Charter Goals**
The following educational goals support Urban Discovery Academy's founding philosophy and addresses the needs of all learners including gifted, English Language Learners and those requiring special education services.

A high-quality, standards-based, and individualized education.
Urban Discovery Academy's education program will align with statewide standards to help ensure all students meet expectations as required by the Charter School Act 47695 (c).

- A variety of ongoing assessments will be used to ensure that each child's diverse needs are being met.
- Curriculum and instruction will respond to individual differences in ability, development, language and learning style.
- Classrooms will invite student interest and curiosity as a springboard to achieving state standards.
- Interactions within the urban community will lead way to a positive sense of self and diverse cultures.
- Cooperative groups will promote interdependence and inquiry.
- Differentiated classrooms will accommodate various learning needs.
- Enrichment programming will be seen as an integral part of the educational program.

A learning environment that challenges students to think across disciplines and engage as active participants.

- Educators will pose design challenges that require students to make connections across disciplines to solve real-world problems.
- Educators will take advantage of "teachable moments" and student curiosity.
- Field trips and expert guest speakers will support investigations in the classroom.
- Students will take ownership of their learning goals, reflect and evaluate their own learning and experiences.

A community of educators dedicated to lifelong learning.

- Educators will continually reflect upon and evaluate their teaching.
• Educators will create positive and productive professional learning communities; Grade Level Teams will meet continually to examine teaching practices.
• Educators will plan and lead ongoing professional development based on the needs of the community.
• Educators will participate in regular walk-throughs of classrooms to ensure consistency of implementation of teaching strategies.

An academic program utilizing technology to enrich the curriculum and to help students innovate and solve the 21st century problems.
• Technology will support classroom curriculum and individualized student learning.
• Educational opportunities will be provided for educators and students to grow as tech-savvy individuals.
• Technological records of academic, health and personal information will be adequately maintained.

Community partnerships to make learning relevant.
• Students will learn from and contribute to the downtown community.
• Students will be involved in community driven projects.
• Students will interact with school partners to enhance learning experiences.
• Students will be encouraged to solve real-world problems.
• Students will engage with diverse cultures and become respectful active members of the multicultural society.

LCFF Compliance/Annual Goals
The Charter Goals are the overarching educational goals set forth by our charter. Annual Local Control Accountability Plan (LCAP) goals are determined and measured each year based on state priorities, the assessment of student needs and subgroups, and other local measures delineated in the LCAP. LCAP goals for 2017-18, 2018-19, and 2019-20 are as follows:

Goal #1: Provide high quality, engaging curriculum and instruction that meets the needs of all students.

Goal #2: Increase achievement in literacy and mathematics for all students.

Goal #3: Ensure a positive school climate.

UDA complies with all requirements under the new provisions of California Education Code 47605(b)(5)(A)(ii) including development annual school wide and
subgroup goals for each of UDA's identified state priorities defined in California Education Code 52060. More description is provided in Element 2 and the entire plan is in Appendix A.

**Academic Program**

Urban Discovery Academy students meet all academic standards as adopted by the State Board of Education applicable to charter schools. Urban Discovery Academy follows the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the California ELA/ELD Framework and ELD standards, the new California History/Social/Science Framework, and all other content standards in all subjects including: Physical Education, Health, World Language, and Visual and Performing Arts.

Urban Discovery Academy's course requirements meet all state academic standards applicable to charter schools. Pre-admission orientation sessions, parent and public communications, parent meetings, classroom instruction, and end of unit projects also clarify the Academy's learning expectations to Urban Discovery Academy stakeholders.

At Urban Discovery Academy, instruction aims to strike a balance between student interests and providing an exemplary educational program that meets academic state standards. Based on John Dewey's philosophy that education begins with the curiosity of the learner, Urban Discovery Academy uses a spiral path of inquiry: asking questions, investigating solutions, creating new knowledge based on research, discussing our discoveries and experiences, and reflecting on our newly-found knowledge. An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge (Joe Exline 2004).

In the K-8 program, teachers use an interdisciplinary, project-based approach, which integrates state standards across subjects and asks meaningful essential questions about the real-world. Through UDA's unique approach, students learn by doing, guiding them to become critical thinkers and problem solvers; they solve real world problems utilizing concepts and skills from standards across core disciplines. The curriculum fosters the natural curiosity of adolescents and focuses on the development of critical thinking. Importantly, through exploration of meaningful issues and skills derived from the state standards, students are pushed to
learn standards on a deeper level. By utilizing both differentiated instruction and skills application, for development in literacy and math, a comfortable environment for all students to reach their personal academic goals is created. Project based work helps students refine basic skills by interweaving cross-curricular content such as enrichment with reading, writing, and math.

Trimester projects culminate in a student learning exhibition for our community. Core teachers collaborate with arts enrichment teachers (visual arts, performing arts, and STEAM) to integrate the arts into culminating performances. Steven Levy at Expeditionary Learning describes how the “hierarchy of audience” gives authentic purpose to learning and school work; UDA strives for students to present to the most authentic audiences as a culmination of their project based and design challenges.

The following template is used by teachers to develop interdisciplinary assessments which meaningfully integrate state standards and connect students to the local community; this particular example is a 5th grade project.
The students will define a simple design problem reflecting a need that includes specified criteria for success and constraints on materials, time, or cost by sketching “blueprints” that reflect the needs of safety and accessibility.

The students will generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem through peer critiques.

The students will plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved by performing experiments on each material type.

**Learner Outcome Connections:** Artist, Contributors, Collaborators, Innovators, Scholars

<table>
<thead>
<tr>
<th>CCSS: ELA</th>
<th>CCSS: Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text</td>
<td>Making structures to Scale</td>
</tr>
<tr>
<td>Comprehension Strategies for fictional text</td>
<td>Materials (considering weight)</td>
</tr>
<tr>
<td>Discussion through Lit Circles</td>
<td>Measuring area and perimeter of sites</td>
</tr>
<tr>
<td></td>
<td>Lengths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NGSS/CCSS: Science/Social Science</th>
<th>CCSS: Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students who demonstrate understanding can:</strong></td>
<td>Evolution of Playgrounds</td>
</tr>
<tr>
<td>3–5–ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (Lessons 1–3).</td>
<td>Rubric for each Playground Visit</td>
</tr>
<tr>
<td>Students will be able to define a problem within our neighboring community reflecting a need or want while considering materials, time, and cost.</td>
<td>Gaining a Permit/Process</td>
</tr>
<tr>
<td>3–5–ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</td>
<td>How to Organize a Fundraiser</td>
</tr>
<tr>
<td>3–5–ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</td>
<td>Grants</td>
</tr>
<tr>
<td></td>
<td>Crowd–Funding</td>
</tr>
<tr>
<td></td>
<td>o Pick sites</td>
</tr>
<tr>
<td></td>
<td>o Site research</td>
</tr>
<tr>
<td></td>
<td>o Community design, community outreach</td>
</tr>
<tr>
<td></td>
<td>o Conceptual design, prototyping</td>
</tr>
<tr>
<td></td>
<td>o Permit research–understand what the requirements, before finalizing design</td>
</tr>
</tbody>
</table>
Examples of interdisciplinary projects at the K-8 level include the 3rd grade “Trashion” project and the 6th grade “Water Works” project:

**3rd Grade Trashion Project**
This project focuses on an essential question about the importance of raising awareness about issues in our community and how third graders can make small changes in their own lives to contribute to a bigger change worldwide. The students learned about the trash (especially plastic) going into the storm drains and into the oceans. As a coastal city, San Diegans are especially...
impacted by this flow of waste. They saw first hand the effects of this cycle through our Watershed Heroes assembly, I Love a Clean San Diego visitors, and our East Village Clean Up and Beach Clean Up field experiences. They learned about how this waste eventually makes its way to the Great Pacific Garbage Patch, which is growing in size. Following these learning experiences, the students wanted to share their knowledge with the community so they could make others aware about how important this issue was to them, especially on the eve of the plastic bag ban in California grocery stores; as a result, they held a Trashion Show Exhibition as a culmination of their learning. In Art class, students designed couture clothing out of recycled plastic for student models. They also created persuasive posters, brochures, and flyers about their learning to educate visitors at their community event. The rich interdisciplinary learning integrated math, science, writing, and art. In math, students learned and applied skills in: multiplication and division, area and perimeter, number patterns and multiples, multi-digit addition and subtraction and practiced rounding. In science, they learned about engineering design process, structure and function, cause and effect, and the influence of STEM on society. Students learned and practiced informative writing by drafting and critiquing their learnings on the impact of plastic bags on the Great Pacific Garbage Patch and the local destruction plastic has on San Diego.

**6th Grade Water Works Project**

This interdisciplinary trimester project engages students to critically analyze how water defines and sustains communities. From researching the Nile in Ancient Egypt, to the drought and famine of South Sudan, to students’ own local California drought and sustainability practices, 6th graders connect hands-on science, literature, and current events to assess need, allocation practices, and ethics of water control. During the course of the trimester, students work with a local conservation organization to learn about and test water pollution in local waterways, and they experience a seven-mile hike through Mission Trails to connect to their novel *A Long Walk to Water*, which highlights a child’s daily journey to fetch water through the dry terrain of South Sudan. Additional outside learning includes a workshop on human impact and water with the Natural History Museum and a hike through the Torrey Pines State Reserve to learn about plants and how they adapt to maximize water efficiency. Throughout the trimester, water is the lens with which students learn to see the world around them. At the end of the trimester, students share their research, data, findings, and recommendations to a community audience. In STEAM class, students designed and tested water
filters to deepen learning about water quality and freshwater systems and how quality water access can be provided to third world countries. Beyond the rich projects that students engaged in, students applied volume, proportional statistics, and looked at water statistics in math. In science, they learned about water scarcity and dove deeply into the California drought, water pollution, and the watershed. In STEAM, students tested the quality of our school’s water. Students were able to connect the impact of water on societies in the Social Sciences by studying Ancient Mesopotamia, Egypt and the Nile, and modern day Africa. In English Language Arts, students read A Long Walk to Water and learned how to write informative compositions as well as produce infographics to inform an audience.

In the high school program, all coursework meets “A-G” requirements and the academic requirements of the CCSS and NGSS standards. The instructional approach at the high-school level evolves to deepen focus around design thinking. Design thinking is an empathy-based process and strategy for cultivating innovative solutions to complex challenges, as well as supporting the development of creative thinking skills. The design thinking process involves five modes: empathize, define, IDEATE, prototype, and test (see figure below). Design thinking is intentionally integrated into the project-based curriculum to foster student innovation, collaboration, and creativity in solving complex challenges.

Examples of design-thinking and interdisciplinary projects at the high-school level are the Physics “Board Game Project” and the “Breaking Systems of Inequality” project.

**Board Game Project**

For this project, the 9th grade students utilize the Design Thinking Process to design, build, and test board games for 4th grade students that use circuits to
enhance the play of the game. Students begin the project by interviewing 4th graders to develop a theme and an objective for the game. As students learn how to use Photoshop and build circuits, they create their first drafts. For each draft they receive feedback from each other and the 4th graders so that they can make improvements and the needs of their audience. After multiple drafts and revisions, the 4th graders receive a board game that uses electrical components while teaching them grade appropriate math. While students use Design Thinking in order to create a board game for their 4th grade audience, they learn to calculate voltage, current, and resistance in their series and parallel circuits. Students must also learn how to solder in order to incorporate lights, buzzers, and motors to enhance their board game. Students gain extra experience determining whether to connect electrical components in series and/or parallel with one another.

**Breaking the Systems of Inequality Project**

For this project, students answer questions across disciplines such as, “How can we use physics to capture a social injustice?” and, “What makes a social activist effective and impactful?” In physics, students explore introductory quantum mechanics and use their knowledge of particle/wave duality to construct a pinhole camera and compare the difference between a traditional camera and the pinhole camera they create. Students then capture images depicting a social injustice. In math, students use an online graphing calculator application to make equations that form the word or image best depicting their social activist. Students make simple linear equations to understand how to manipulate a line on graph or, for differentiation, formulate quadratic and circle equations to make more complicated and detailed lines. In Humanities, students research past and present social activists throughout the world and interview local activists; they then write biographical narratives on a specific social activist by going through the five steps of the writing process and incorporating several literary elements into their writing. Students also create elaborate string art to represent their activist.
Beyond these curricular examples, opportunities for applied projects and internship experiences with organizations and businesses in San Diego provide high school students with hands on and applied learning experiences. San Diego is a prime location for students to get involved and learn from top professionals in the city, as it is growing hub for start-ups and innovative companies. An Advisory Board serves to help UDA forge some of these important relationships with key partners throughout San Diego. UDA strives to produce talented, innovative graduates that can add value to the thriving community in San Diego.

The chart below describes course typical offerings at each high school grade level, although specific course sequencing may vary from year to year.

**Grades 9-12 Schedules**

**Grade-Level Sample Coursework**

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Humanities: English/World Cultures and Geography</td>
<td>• Humanities: English/World History</td>
</tr>
<tr>
<td>• Integrated Math (Algebra I requirement)</td>
<td>• Integrated Math (Geometry)</td>
</tr>
<tr>
<td>• Physics</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>• Spanish</td>
<td>• Spanish</td>
</tr>
<tr>
<td>• Principles of Engineering (one semester)</td>
<td>• *Design Intro (one semester)</td>
</tr>
<tr>
<td>• College-Prep/Design Focus Electives</td>
<td>• *Social Entrepreneurship (one semester)</td>
</tr>
<tr>
<td></td>
<td>• College-Prep/Design Focus Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Humanities: English/U.S. History (Social Science)</td>
<td>• English</td>
</tr>
<tr>
<td>• Integrated Math</td>
<td>• Government (one semester)</td>
</tr>
<tr>
<td>• Biology</td>
<td>• Economics (one semester)</td>
</tr>
<tr>
<td>• Design II (UC aligned)</td>
<td>• Integrated Math</td>
</tr>
<tr>
<td>• Internship (one semester)</td>
<td>• Senior Concentration</td>
</tr>
<tr>
<td>• College-Prep/Design Focus Electives (one semester)</td>
<td>• Senior Project</td>
</tr>
<tr>
<td></td>
<td>• College-Prep/Design Focus Electives</td>
</tr>
</tbody>
</table>
Curriculum and Instruction
Urban Discovery Academy uses a wide range of materials including but not limited to state approved texts and resources. Our instructional strategies are built on research-based best practices which include the following:

**Student Inquiry** - students discover their own learning and deepen skills and understandings through exploration of important questions

**Design-Thinking** - students are led through a process to empathize, define, IDEATE, prototype and test their own ideas related to important questions within a discipline

**Interdisciplinary Project-Based Approach** - students answer important interdisciplinary questions that transcend the standards across several disciplines

**Interest Exploration** - interest-based projects which promote student curiosity

**Expert Guest Speakers** - members of the community that can offer topical knowledge related to current classroom investigations

**Connections to Universities** - field trips to local universities to participate in workshops and learn from professors who are experts in advanced subjects

**Discussion Groups** - peer interactions encouraging critical thinking and problem solving among students

**Math and Literacy Talk** - student interactions designed to deepen learning on Common Core State Standards

**Literature Circles** - a student centered reading activity that provides an opportunity for students to control their own learning and response to literature

**Guided Reading** - teacher provided support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure)

**Direct Instruction** - rigorously developed lessons with clearly defined objectives and consistent interaction between teacher and students

**Field Trips** - engaging with the greater community to enhance on-going classroom investigations

**Differentiated Instruction** - instructional strategy that maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process

**Technological Development** - developing proficiency among students to utilize current technology in their education and everyday lives

**Portfolio Assessment** - a culmination of student work throughout the year.
As a project-based learning school, Urban Discovery’s focus is not on following any specific textbook curriculum; however, Urban Discovery Academy will continue to implement its teacher-developed curriculum plans with the incorporation of the following textbooks and curriculum tools, including but not limited to:

**Literacy K-5**
- Raz-Kids Leveled Readers (digital and print): provides a comprehensive leveled reading resource
- Front Row ELA (software with option to print): provides differentiated readings and assignments for students and develops their word study skills, allows for benchmark assessments to track student growth
- The Reading and Writing Workshop by Lucy Calkins (unit studies): supports students on opinion/argument, information, and narrative writing and helps build foundational reading skills for students through inquiry and collaboration

**Literature and ELA**
- 6+1 Writing Traits (textbook): provides students with the vocabulary to understand characteristics of quality writing
- Novel Study (select novels)
- Facing History & Ourselves (online resource with option to print) connects teachers and students to think critically about the injustices and acts of choices in history
- Teaching Tolerance (online resource and printouts) supports students in living in a diverse society

**Mathematics**
- Bridges (K-5 textbooks and manipulatives; unit study): develops students deep understanding of mathematical concepts
- Connected Math 3 (6-8 unit study and workbooks): inquiry based math approach that allows students to make connections across other subjects and the real world
- Front Row Math (software with option to print): provides a differentiated approach for students and benchmark assessments that allow for monitoring of student growth
- Math XL (software): a assessment program used for homework, individualized learning and tests that provides students with tutorials
- Khan Academy (software): a personalized math program that identifies learning gaps and strengths
- Knowre (software): a personalized math program that identifies learning gaps and strengths, all the while providing students with proper scaffolded support
○ Engage NY (online): instructional resources and printable materials for teachers

Science
○ Front Row Science (software with option to print) provides on hands on science units aligned to NGSS
○ Mystery Science provides hands on science and engineering units
○ Next Generation Science Standards (NGSS)

Social Studies
○ Front Row Social Studies (software with option to print): provides students with access to historical content through diverse perspectives at their reading level
○ Facing History & Ourselves (online resource): connects teachers and students to think critically about the injustices and impact of choices in history
○ Teaching Tolerance (online resource with option to print) supports students in living in a diverse society

The following chart summarizes sum of the resources that are utilized across core disciplines and grade levels.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core State Standards</td>
<td>Common Core State Standards</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
</tr>
<tr>
<td>○ Raz-Kids</td>
<td>○ Writers Workshop</td>
<td>○ Front Row</td>
</tr>
<tr>
<td>○ ESGI</td>
<td>○ 6+1 Writing Traits</td>
<td>○ Harcourt School Publishers California Series ESGi</td>
</tr>
<tr>
<td>○ Front Row Workshop</td>
<td>6-12</td>
<td>○ Facing History and Ourselves</td>
</tr>
<tr>
<td>6-12</td>
<td>○ 6+1 Writing Traits</td>
<td>○ Front Row</td>
</tr>
<tr>
<td>○ Novel Study (select novels)</td>
<td>6-12</td>
<td>○ Teaching Tolerance</td>
</tr>
<tr>
<td>○ Front Row</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Science</td>
<td>Spanish</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Common Core State Standards</td>
<td>Next Generation Science Standards</td>
<td>World Language Content Standards</td>
</tr>
</tbody>
</table>
| K-5 | ○ Bridges  
○ Front Row  
○ Knowre  
○ XtraMath  
○ Engage NY | K-5 | ○ Front Row  
○ Mystery Science  
○ Next Generation Science Standards | K-5  
○ Front Row  
○ Harcourt School Publishers California Series ESGi  
○ Avancemos workbooks  
○ Duo Lingo Software  
○ NY Regents Proficiency Exams |
| 6-12 | ○ Connected Math  
○ Math XL  
○ XtraMath  
○ Knowre  
○ Front Row  
○ Engage NY  
○ Khan Academy | 6-12 | ○ Front Row  
○ Next Generation Science Standards | |

**Enrichment**

Urban Discovery Academy’s TK-8 program provides enrichment opportunities in World Language, Visual and Performing Arts, STEAM, and Physical Education. Research strongly supports the importance and numerous benefits these enrichment opportunities and pathways provide students. These benefits include cognitive, economic, academic, and social benefits and also allow students to deepen understanding of core concepts and skills through interdisciplinary project collaboration with core courses. In addition, arts electives integrate final projects with core courses, to help inspire a deeper level of thinking and to help students transfer and understand concepts and skills across disciplines. Students in their enrichment courses have had the opportunity to dive deeper into their learning from their core classes building strong connections.

In visual arts, students have had the opportunity to learn about graphic design and the power behind branding during their entrepreneurial project in which they recreated their own version of Shark Tank to market their product through screen printing. Students also created one of a kind bee books like Eric Carle inspired collaging and painting explaining why bees are disappearing and what the public can do to support repopulation. In seventh grade, students had the opportunity to describe ecosystems by creating paper puppets and backdrops to create stop motion films.
In performing arts students had the opportunity to learn cultural dances to support their family roots project in kinder, while first graders created shadow plays to support community values like friendship and love.

In STEAM students have had opportunities to explore the different facets of science. Students in middle school participated in the Nasa Mars challenges, creating rover crafts powered by arduinos in which they programmed through coding. Students also created water filters to understand the process of clean water production. In addition, students designed bridges and buildings to withstand different natural disasters. Students learn how to use 3-D printers, soldering stations, and arduinos to build interactive projects.

In middle school physical education classes, students learn about dance from various countries across the world; small groups of students learned about different cultural dances and performed for exhibition night. Students also conducted research of various social health issues and presented their findings for our community on exhibition night.

In grades 9-12, students take elective course(s) each semester, which help students develop learnings along a design-thinking pathway; final exhibitions also connect to a larger theme to help students make connections across disciplines. All students will take Design 1 and Design 2 courses as part of their A-G approved arts elective coursework. One example of a project in Design 1 is String Art Portraits. For this project students created String Art portraits of social activists that inspired them. Students used various filters and tools Photoshop to create stencil image of their subject. Students then projected these images in order to create an image on large pieces of wood. From there, students worked with a professional artist who showed them how to use nails and yarn to create their images. In addition, pathway electives such as these will be offered for upper division students:

- Architecture/Urban Design
- Visual Communication
- Industrial/Product Design
- Game Design
- Computer Programming
- Trans-Media Design

In addition, all IDEATE High Academy students will complete an internship with top design firms, labs, and studios in the immediate San Diego area.
Use of Technology in the Education Program

Urban Discovery Academy recognizes that access to and utilization of technology is vital to preparing students for secondary and postsecondary education as well as for productive placement in the business and professional world. We realize that access to technology and the internet for low-income families and for their school age children are often limited; UDA works with families to understand these needs so we can best serve our students, provide alternative arrangements when necessary, and/or loan families devices when appropriate. UDA strives to create and maintain a one to one ratio of devices to students (ranging from iPads to Chromebooks) K-12. Students use technology for a variety of reasons including creating projects, researching information, analyzing data, computer coding and organizing presentations. UDA provides appropriate safeguards to ensure access to educational information, such as firewalls and other filters. UDA also provides students and parents with Internet safety information.

With the addition of enrichment programming at K-8 and high school levels, students and teachers now have access to innovative technology tools, including arduino coding kits, soldering stations, 3-D printers, and other makerspace equipment. Students use design-thinking strategies to develop projects and solve important problems while deepening technological proficiencies to prepare for college and career pathways. Since teachers design curriculum that is relevant to the world and current events, many projects build upon these issues. Students in eighth grade are currently looking at the controversy of monuments and how to design monuments for a diverse society. Students are using Tinkercad to create monuments on the 3D printers. In addition, students participated last year in the NASA Mars challenge looking at what it would entail to live on Mars as well as create rover crafts by programming arduinos.

Assessment

Our primary achievement standard for key academic areas is proficiency or excellence on the California Common Core State Standards (CCSS). UDA utilizes an assessment literacy strategy which encompasses summative, interim, and formative assessments. A variety of assessments, capturing both qualitative and quantitative data are utilized to show what students know in comparison to the California State Standards / Common Core Standards. Teachers respond to diagnostic and formative assessment data utilizing a variety of differentiation and individualized support strategies; projects and design challenges are also built to help students progress on important math, literacy and content standards.
**Approach to Assessment**

Our continuous improvement cycle of assessment drives lesson planning and project design. UDA uses a combination of skills-based assessments and performance tasks to evaluate student success with the state. Projects and performance tasks are assessed using rubrics which incorporate the CCSS, NGSS, and other important outcomes, such as collaboration, communication, creativity and critical-thinking.

All grades take regular tests to track the progress of the students and the success of the school against state standards. Students with difficulties require individualized intervention plans. Staff development workshops provide teacher training in testing and student test preparation. Key diagnostic and summative assessments at UDA include the following:

- Beginning of the Year/ End of the Year Benchmark Assessments
- NWEA Map Testing
- End of Unit Standards-Based Assessments
- Interdisciplinary Projects and Exhibitions of Learning
- Portfolios
- Developmental Reading Assessments (DRA)
- Qualitative Reading Assessments (QRI)
- Physical Fitness Tests

The Northwest Evaluation Association’s Measurement of Academic Progress (MAP) data is utilized for diagnostic, interim and summative assessment data. This national norm-referenced tool provides key information to guide instruction based on a Plan-Do-Check-Act data cycle (see figure below). An analysis of UDA student academic progress as measured by MAP is provided in Element 2.
Furthermore, Urban Discovery Academy monitors student progress in the following ways:

- Analyzing test scores and making adjustments to the curriculum and professional development as needed
- Utilization of rubrics to assess student performance on projects and presentations
- Formative assessment of student learning on interdisciplinary design challenges
- Project based exhibitions where students’ cumulative semester or trimester work across disciplines is presented to the community
- Parent-Teacher Conferences at least twice a year for K-5 students
- Student Led Conferences for 6-8 and HS students, where students share goal setting and progress with their parents and teachers
- Portfolios for younger students which demonstrate math, writing, and project-based skills through the grade levels
- Digital portfolios for high school students which exemplify project-based work across the disciplines
- Schoolwide rubrics for writing and math performance

NWEA MAP Data

The NWEA measure of assessment of performance or MAP data, is a widely used, respected assessment designed to measure norm-referenced student achievement on the Common Core State Standards. The MAP assessments measure three areas: Reading, language usage, and mathematics. The following data demonstrate how UDA students performed on this interim, summative assessment for 2015-16 and the 2016-17, compared to national norm-referenced data. UDA students take this assessment at least two times per year to help monitor progress on schoolwide goals.

The following graphs demonstrate that UDA students generally perform as well or better than the normed national mean in most grade levels, particularly on the language usage and reading assessments. In mathematics UDA students perform close to, equal to, or exceed the national norm in most grade levels, with room for improvement in a few grade levels.
Although many grade levels are mostly competitive with and/or outperform the national norm on the MAP tests, results are not yet consistent across grade levels and years, particularly in mathematics. UDA is currently working on improvements in math and literacy across the grade level, utilizing the following strategies:

### Data Analysis
- Monitoring of data for all students and subgroups on math and ELA standards
- Analysis and reflection to refine instructional strategies and other supports

### Differentiated Instruction
- Classroom groupings; leveled small group instruction
- Individualized learning opportunities
- Response to Intervention Tiers

### Internal and External Training
- Intensive coaching/support from external math coach
- Faculty-led workshops and sharing of best practices

### Vertical Alignment
- Schoolwide rubrics in literacy and math
- Analysis of assessments and norming of rubrics across grade levels

### Schoolwide Technology Supports
- Adoption of schoolwide instructional technology plans in math and ELA

### Instructional Leadership Team
- Focus on math and ELA, facilitated professional learning communities
○ Peer Observation
○ Design-thinking protocols for observation/reflection/problem-solving

Parent Workshops
○ Math Night

California Science Assessment
The following tables depict Science data based on the California Science Standards for 5th grade and 8th grade. UDA students show strong academic performance consistently in both years. 83% of 5th graders met proficiency or above in 2014-15 and 57% in 2015-16, while 88% of 8th graders met proficiency in 2014-15 and 71% in 2015-16. Percentage proficiency declined from 2014-15 to 2015-16 when UDA implemented instruction in the Next Generation Science Standards rather than the old California Science Standards, which the CST assessed; this was a common issue for schools when the standards changed in California before the exam changed, leading to misalignment in instruction and assessment statewide.

5th Grade

<table>
<thead>
<tr>
<th>CST SCIENCE</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>2.0</td>
<td>0.0</td>
<td>15.0</td>
<td>59.0</td>
<td>24.0</td>
</tr>
<tr>
<td>2015-16</td>
<td>13.0</td>
<td>5.0</td>
<td>25.0</td>
<td>42.0</td>
<td>15.0</td>
</tr>
</tbody>
</table>

8th Grade

<table>
<thead>
<tr>
<th>CST SCIENCE</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>20.0</td>
<td>68.0</td>
</tr>
<tr>
<td>2015-16</td>
<td>4.0</td>
<td>7.0</td>
<td>19.0</td>
<td>30.0</td>
<td>41.0</td>
</tr>
</tbody>
</table>

Physical Fitness Testing (PFT)
Public school students in grades five, seven, and nine are required to take the Physical Fitness Test (PFT). The PFT provides information that can be used by teachers, parents, and students to design opportunities to improve fitness for students. The assessment is composed of the following six areas: aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body
composition, trunk extensor strength and flexibility, and flexibility. The data show the percent of students achieving the Healthy Fitness Zone for each area tested. Most of our students fall within the Healthy Fitness Zone in the various categories; Physical Education teachers monitor diagnostics throughout the year and analyze data to continually help students improve personal fitness.

**Percent of Students In Healthy Fitness Zone for years 2012-13 to 2016-2017**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5th</td>
<td>7th</td>
<td>5th</td>
<td>7th</td>
<td>5th</td>
</tr>
<tr>
<td>Aerobic</td>
<td>91%</td>
<td>70%</td>
<td>100%</td>
<td>84%</td>
<td>65%</td>
</tr>
<tr>
<td>Body Composition</td>
<td>61%</td>
<td>45%</td>
<td>77%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>Abdominal Strength</td>
<td>91%</td>
<td>85%</td>
<td>87%</td>
<td>63%</td>
<td>82%</td>
</tr>
<tr>
<td>Trunk Extension</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Upper Body Strength</td>
<td>87%</td>
<td>95%</td>
<td>86%</td>
<td>95%</td>
<td>69%</td>
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<tr>
<td>Flexibility</td>
<td>61%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
<td>77%</td>
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</tbody>
</table>

* Data is not currently available.

**Grades**

At UDA, a standards-based report card is currently used in grades TK/K-5. The middle school and high school currently assign grades based on a traditional A-F letter system, with “content, process, and product” categories factored into student grades. Rubrics are utilized to assess student learning/mastery of state standards and other important learning objectives on projects and design challenges. Common schoolwide rubrics in math and literacy are used to assess student learning on math tasks and literacy assessments. Rubric scores for projects, design challenges, and math/literacy tasks are a significant component of students’ grades from TK/K to 12. The school is in the process of aligning report cards from TK/K to 12th grade and to school learner outcomes.

**Positive School Culture**

At UDA, we believe that academic achievement and social and emotional learning are deeply connected and take pride in UDA’s vibrant and positive school culture.
The faculty members at Urban Discovery Academy serve as role models for developing a lifelong love of learning, team collaboration and professionalism.

Urban Discovery Academy faculty and staff teach self-control and community throughout the school day and have high expectations for all students. UDA students learn to be self-aware and self-regulate their emotions, listen to and empathize with others, solve problems with peers, agree and disagree respectfully, critique each other’s work, and collaborate well as a team. Faculty and staff communicate high expectations through warm, nurturing and positive interactions, develop classroom rules with students collaboratively, actively teach classroom and school rituals and routines, explicitly teach social and emotional skills appropriate for each grade level, and teach students to solve social problems independently. For example, each classroom conducts circles every morning. During this time students engage in proactive as well as restorative practices, creating a welcoming and positive start to every day. In addition, our full-time school counselor provides lessons on key themes of relationships, self-esteem, bullying, etc.

To support the Restorative Practices (RP) framework and empower students, fourth graders have taken an active role in an RP project in which they are learning how to lead restorative circles on trending issues relating to kindness, bullying, self-esteem, and being an ally. Students will lead circles for the entire community including families. In addition, several projects have been a hybrid across grade levels to foster mentorship. For example, first grade was supported by sixth grade in filming and editing their short movie, and fifth grade is supporting kinder in a community garden project.

Additionally, UDA fosters school-wide connections, relationships, and vertical alignment through the following activities:

- Classroom Buddies
- Student mentorship throughout the school community
- Peer activities and supports such as ASB and student-led restorative dialogue
- Cross-grade, collaborative design-thinking projects
- Student Ambassadors

UDA students are actively engaged in the community around them, participating in frequent field trips, engaging with school partners, and exhibiting their work in varied settings.

**Professional Collaboration and Teacher Development**

The development of our positive school culture, strong academic alignment and focus on the UDA mission and vision is dependent on our professional collaboration
time. All new-to-UDA teachers spend at least two days in an orientation designed to bridge the transition to specific UDA/IDEATE methods for curriculum design, instructional practices, community-building, and positive student behavior. Following new staff orientation, all faculty return for nearly two weeks of professional learning and collaboration time, facilitated internally by directors and teacher-leaders, and through collaboration with external providers.

Professional learning and collaborative experiences are intentionally designed along a year-long continuum to reach annual school goals related to LCAP and other local initiatives. In addition to summer professional development days, teachers collaborate through professional learning communities during ongoing early-release days and several student-release days throughout the year.

**Parent Engagement**

Research shows that learning best occurs when there is continual interaction and communication between school, home, and the community. "We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of the school. This is particularly critical for children from families with different cultural and language backgrounds." (California State Board of Education Policy 89-01, 1994: Parent Involvement in Education of Their Children). At UDA, parent involvement is another essential component for developing and maintaining our positive school culture. Parents are continually engaged in the learning process at UDA and also in supporting important aspects of our school culture. In addition to parent conferences at least twice per year, parents are also encouraged to participate in the following school activities:

- Classroom volunteering
- Volunteering for schoolwide events (via The Network)
- Field trips as chaperones and drivers
- Classwork exhibitions
- Room parent coordination
- Classroom presentations
- Stellar Student ceremonies
- Parent workshops
- Coffee socials
- Family socials (Skate Night, Movie Night, Family Picnic, etc)
- End of trimester/semester exhibitions of learning
- Elected participation on the School Advisory Council
Weekly newsletters are sent home by the administration and by classroom teachers to keep families informed and actively participating in their students’ learning. Schoolwide newsletters and important school forms are translated to Spanish on a weekly basis each week to help reach a wider audience, including our Spanish-speaking families. Parents are also kept informed of school activities through morning coffees, the school website, and room parent volunteers.

Monthly coffee socials are held for parents to gather and hear important updates from the school administration. Urban Discovery Academy holds ongoing family socials (picnics, grade level gatherings, family dining outings, etc.) for students, families, and staff members to get to know one another outside of the school and build strong bonds amongst one another.

Parent participation thrives at UDA, leaving a significant impact on students’ learning and experiences at school. Urban Discovery Academy, in collaboration with parents, continues to build upon The Network. The Network consists of parents, teachers, and any other staff member who wishes to participate. The Network serves to help build community and a spirit of volunteerism throughout the school, by planning ongoing events for students and families, supporting school and Foundation fundraisers, and recruiting a network of volunteers to support school and classroom functions. The Network meets at least monthly to ensure regular communication between parent liaisons and faculty members, and to help ensure parents are actively supporting school functions and helping strengthen community throughout the year. The Network also serves as a support group for school families and current families act as mentors to families who are new to the school. In addition to The Network, an elected parent group meets regularly with the School Advisory Council, an advisory council to the board; the School Advisory Council is further described in Element 4.

**Student Promotion, Retention and Graduation Requirements**

Most students are able to promote to the next grade level each school year. Mastery of the outcomes at each grade level as determined by multiple measures provides the basis for promotion. Occasionally, a student is unable to meet the criteria to be successfully promoted to the next grade level. When the school makes a decision not to promote, families will be notified that a student is at risk of retention within the last six weeks of instruction and, upon coursework completion and final determination, will provide placement recommendations for the following school year. Parents will be notified of an appeal process, with the Director making the ultimate decision whether to promote or retain.
All IDEATE High Academy courses are approved by the University of California. In accordance with University of California entrance requirements, students at IDEATE High Academy must earn a C- or higher in order to receive credit for a course. Students who earn a D or lower during any semester must repeat that class. If a student does not earn a C- or higher in three semester courses, that student will be deemed not on track for graduation and may have to repeat the year.

### Graduation Requirements

<table>
<thead>
<tr>
<th>IDEATE High Academy Course Unit Requirements</th>
<th>IDEATE Graduation Requirements</th>
<th>UC/CSU Graduation Requirements</th>
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<tbody>
<tr>
<td><strong>Subject Area</strong></td>
<td><strong>Credits Required</strong></td>
<td><strong>Years Required</strong></td>
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<tr>
<td>A. Social Sciences</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Humanities, Geography, World Studies, American Studies, *Government, Economics</td>
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<td>B. English</td>
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<td>Humanities, World Studies, English</td>
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<tr>
<td>C. Mathematics</td>
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<tr>
<td>D. Science</td>
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<tr>
<td>Physics, Chemistry, Biology</td>
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<tr>
<td>E. Foreign Language</td>
<td>20</td>
<td>2</td>
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<tr>
<td>F. Visual Arts Sequence</td>
<td>20</td>
<td>2</td>
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<tr>
<td>Design Intro, Design II</td>
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<tr>
<td>G. College Prep Electives</td>
<td>20</td>
<td>2</td>
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<tr>
<td>Intro to Engineering, Robotics, Architecture, Urban Planning, Game Develop, Graphic Design, Industrial/ Produce Design, Experiential Design</td>
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<tr>
<td>H. Other Electives</td>
<td>20</td>
<td>2</td>
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</table>
**Additional IDEATE High Academy Requirements**
Advisory/College Prep  
Senior Project and Exhibition  
Internship  
Community Service  
*Encouraged to take three years of Social Science  
SAT or ACT

**Meeting the Needs of All Students**
At UDA the staff believe every child should be provided access, support, and opportunity to meet all grade level standards, and graduate UC-ready. For these reasons, all subjects are presented to all students with equal rigor, utilizing research-based strategies and materials, while differentiated to meet unique academic needs.

**Plan for English Language Learners**
UDA complies with ESSA requirements and state requirements, per Ed Code, with regard to English learners. Urban Discovery Academy meets all applicable legal requirements for English Language Learners ("ELs") relative to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient ("FEP") status, monitoring and supporting reclassified students, monitoring and evaluation of program effectiveness, standardized testing requirements, and soliciting parental input through an English Learner Advisory Committee (ELAC); ELAC is in development following the growth of UDA’s English Learner population. Urban Discovery Academy implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils.

Moving beyond the legal requirements in supporting English learners, UDA staff embrace the spirit of these important requirements. Therefore, UDA embraces the following stance in their view of supporting English: 1) the language and culture English learners bring to school is an asset that should be built upon; 2) high expectations and access to grade level standards are necessary for English learners to thrive academically; 3) supporting English learners in all content area is a shared responsibility of all staff. UDA monitors teacher qualifications to ensure the use of appropriate instructional strategies with EL learners. All relevant staff are trained in the ELA/ELD Framework and the California English Language Development (ELD) standards.
Urban Discovery Academy follows all state requirements including placement of English learners, every student, new to UDA, are given the Home Language Survey ("HLS"). All attempts are made to retrieve a copy of the HLS from students previously enrolled in a California Public School. Based on the HLS, the California English Language Development Test ("CELDT") assessments and timelines are administered per California regulations. Additionally, UDA will transition to all assessments and timelines for the new English Learner Proficiency Assessments for California (ELPAC) timelines. These assessments include an initial assessment (currently CELDT) for English learners new to the program, and a summative assessment (ELPAC) for all English learners who have not been reclassified, to be administered in the Spring.

The instructional program for Urban Discovery Academy is designed to promote language acquisition and proficiency, oral language development, literacy, and enriched learning opportunities for all English learners. CELDT/ELPAC assessment results support instructional decisions for staff, such as designing designated ELD and integrated ELD lessons. ELD lessons are based on the California ELD standards, which outline the proficiency levels of English learners through proficiency level descriptors, and grade level language development standards. Designated and integrated ELD builds into and from the curriculum, supporting English learners in receiving daily access to the core curriculum. Students are supported in making meaning of grade level content through instructional scaffolds and supports. Furthermore, students are supported in using academic language in reading, writing, listening, and speaking. Oral language development is encouraged through academic discourse throughout interdisciplinary units. Well designed, Interdisciplinary units, along with direct instruction based on the CCSS and ELD standards, ensure EL students continue to receive content instruction appropriate for their English proficiency and grade levels.

Urban Discovery Academy uses the following criteria to determine Fluent English Proficiency for ELs consistent with legal requirements regarding standardized testing and other required assessments. In addition, Urban Discovery Academy monitors ELs to ensure on-going academic success for reclassified students for at least three years from their reclassification date. Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC
• Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. Currently MAP and/or CAASPP data is used for the purpose of determining this criterion.

• Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's mastery of grade-level appropriate English objectives.

• Parental opinion and consultation, achieved through notice to parents or guardians of the reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in the Academy's reclassification procedure including seeking their opinion and consultation during the reclassification process.

Urban Discovery Academy monitors reclassified students for four years to ensure their continued success. The CDE has a new classification for English learners on the new California Dashboard of Ever ELs. Ever ELs are defined as current LEP (limited English proficient) students and 4 years of RFEP (reclassified, fluent English proficient) students.

UDA uses MAP data, CAASPP data, and data from the California Dashboard to ensure that all typologies of English Learners progress academically. UDA continually audits student identification and placement as well as on-going progress of English learners. Furthermore, UDA ensures access to “a-g” coursework for English learners at the highschool level.

**Plan for Academically High-Achieving Students**

At Urban Discovery Academy, high-achieving students are identified as those scoring advanced on the adopted standardized tests. Gifted students at Urban Discovery Academy thrive in a differentiated, student-centered learning environment. Differentiated groupings and challenge assignments in reading and math allow students to go beyond grade level expectations and meet personal academic goals. Some examples of differentiated learning opportunities include the following:

• “Mild, Medium and Spicy” leveled math question options are given to students on class assignments and assessments;
● Leveled math problems provide opportunities for students to learn at their level; and
● Differentiated literature circles and writing prompts.

Project-based learning and design thinking challenges also provide opportunities for high-achieving students to take advantage of their interests and knowledge of a particular subject, while problem solving and using higher-order thinking skills. Additional opportunities include small group instruction and supplemental coursework.

**Plan for Academically Low-Achieving Students and Other At-Risk Students**

At Urban Discovery Academy, low-achieving students are those who fall in the Low to Low-Average range on adopted norm-referenced tests and/or fall below learning behavior, language acquisition, and fine and gross motor skills on a developmental continuum. Low Achieving students are also identified as those who score in the Not Met category or the lower end of the Nearly Met category on CAASPP exams and/or on other adopted standardized tests. At Urban Discovery Academy, students are considered at risk who achieve in the Low or Not Met range on adopted norm-referenced and/or state tests who may or may not qualify for special education services, and whose achievement potential is not being realized.

**Response to Intervention Model**

The following Response to Intervention Model is a tiered model used to assist students who are falling into the low achieving and/or at-risk categories; tiered supports are described below. Depending on whether needs are academic and/or behavioral, support begins in the classroom with Tier 1 supports. Where additional support is needed, the team may provide additional interventions in Tier 2. If level 1 and 2 strategies do not appear to result in improved student learning, the team may decide to implement Tier 2 approaches, which could involve a Student Success Team process. The Student Success Team typically consists of the parent, classroom teacher(s), student (when appropriate), assistant director and/or school counselor. Occasionally, the SST team may recommend additional assessment and/or supports through an IEP process.
Tier One Academics
- Standards based instruction
- Project Based Learning
- Enrichment
- ELD Standards
- Differentiation
- Scaffolding

Tier Two Academics
- Small group instruction
- Online programs
- Increased adult support in class
- Individualized assignments and assessments

Tier Three Academics
- SST and 504
- Special Education services
- Individual accommodations
- Pull out services

Tier One Behavior
- Restorative Practices
- Clearly communicated school-wide rules, policies, and procedures
- Morning meetings
- Classroom systems
**Tier Two Behavior**
- Mediations
- Contracts
- Parent and school collaboration
- Counseling services
- Lunch Bunch, etc.

**Tier Three Behavior**
- SST, FBA
- Behavior contracts
- Incentive programs

**Students with Special Needs**
Urban Discovery Charter School recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with SDUSD and the El Dorado County Office of Education (EDCOE) Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs, pursuant to Education Code Section 47641(a). The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the Charter School will comply with SDUSD and EDCOE SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by UDA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the EDCOE SELPA. The language that follows is not meant to preclude alternative arrangements between the EDCOE SELPA and UDA as agreed upon in the MOU.
**SELPA Affiliation**

UDA operates as an independent Local Education Agency (LEA) member in the EDCOE SELPA for purposes of special education, pursuant to Education Code Section 47641(a). The Charter School has been a member in good standing of EDCOE since July 1, 2011 is documented in Appendix B – SELPA Letter. UDA reserves its right to operate as a public school of SDUSD for purposes of special education, pursuant to Education Code Section 47641(b). A change in LEA status or SELPA membership shall not require a material revision of this charter.

UDA assumes full responsibility for providing special education and related services to eligible students, in accordance with state and federal law. UDA shall receive State and Federal special education funds in accordance with the applicable EDCOE SELPA fiscal allocation plan. UDA shall be solely responsible for all costs above and beyond State and Federal special education funding.

UDA will follow policies and procedures of the EDCOE SELPA and shall utilize EDCOE SELPA forms and information systems necessary to identify and serve students who qualify for special education. UDA agrees to collaborate with the EDCOE SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records.

**Child Find**

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

UDA will implement a multi-tiered instructional and support framework, referred to as Response to Intervention (RTI), prior to referring a child for an evaluation under IDEA. However, the Charter School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or a UDA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in the RTI process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. UDA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.
As an independent LEA for special education purposes, the UDA shall be solely responsible for compliance with state and federal Child Find requirements. UDA shall implement policies and procedures of the EDCOE SELPA to ensure timely identification and referral of students suspected of having a disability.

**Referral for Assessment**
The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. UDA’s internal method for referral for assessment will be the Student Services Team.

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

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, the Charter School shall assist parent/guardian to submit a request in writing.

In the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow EDCOE SELPA policies, procedures, and timelines. UDA shall respond to a written request for assessment within 15 days.

If UDA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

**Assessment for Special Education**
UDA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by the Charter School. An UDA Education Specialist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

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

- Individual testing
• Teacher observations
• Interviews
• Review of school records, reports, and work sample
• Parent input

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

• Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
• The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
• The student must be evaluated in all areas related to his/her suspected disability
• Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
• Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
• Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
• Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
• Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
• A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

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

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

UDA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. UDA will provide modifications and accommodations outlined within each individual’s IEP and serve each student in the Least Restrictive Environment (LRE).

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

- The parent or guardian of the student for whom the IEP was developed
- The Student, if appropriate
- The Director or administrative designee
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA Special Education Representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

UDA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent’s home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian’s written consent, the IEP will be implemented by the Charter School. The IEP will include all required components and be written on SELPA forms.

The student’s IEP will include the following:

- A statement of the student’s present levels of academic achievement and functional performance
• The rationale for placement decisions, including cogent and responsive explanations for the recommendations
• The services the student will receive and the means for delivering those services
• A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
• Measurable annual goals and short-term objectives focusing on the student’s current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
• A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided
• Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
• For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
• The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

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

IEP Review
The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.
UDA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

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

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

Special Education Strategies for Instruction and Services
UDA will offer a comprehensive inclusion program that includes specialized support and differentiation within the core classrooms, or pull-out support as needed for personalized work in alignment with coursework and the students’ IEP goals, and an extended day and year is offered per IEP specifications to provide more opportunities for learning. Each student’s IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student’s needs. If a student’s IEP team determines that the student requires placement outside of a general education classroom, UDA will provide the necessary placement and/or services. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so. Extended School Year services are offered when students show the possibility of regression over the summer months as determined in the IEP process. The IEP team examines relevant data and explores a decision regarding Extended School Year services with parental input.
Interim and Initial Placements of New Charter School Students

- The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.
- The Charter School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.
- For students transferring to the Charter School from another school within the same SELPA, the Charter School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and the Charter School agree to develop and implement a new IEP.
- For students transferring to the Charter School from another school within a different SELPA, the Charter School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time the Charter School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.
- For students transferring to the Charter School from a school outside of California, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until the Charter School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, in accordance with federal and state law. IEPs as deemed appropriately by the IEP team members.

Staffing
UDA assumes responsibility for special education staffing and service delivery. The Charter School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. UDA shall ensure that all special education staff hired or contracted by UDA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

UDA employs Education Specialists for specified caseloads (generally per grade level) with duties listed in Element 5.
The Education Specialists and several Instructional Aides (quantity as needed match enrollment) provide individualized instruction in alignment with students' IEP goals, as well as Instructional Aides, a School Counselor, and a part-time (or contracted) School Psychologist. The school also contracts with other Non-Public Agencies as needed for specialized services, including but not limited to: Speech Pathology and Occupational Therapy, Assistive Technology, Adaptive PE. All teaching staff at the Charter School are also involved in assuring that all IEPs and 504 plans are properly implemented for their students.

Special Education Training for UDA Staff
UDA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings as necessary to comply with state and federal special education laws, which may include training sponsored by the EDCOE SELPA.

UDA shall seek professional development opportunities for its staff through potential trainings facilitated by internal staff members, the County Office of Education, SELPA, colleges and universities, and/or private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting
The Charter School, in collaboration with SDUSD or the EDCOE SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from the Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.)
All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the UDA Director or Director Designee. The Director Designee will ensure that a central file with all special education evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director or Designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

**Procedural Safeguards**
Parents or guardians of students with IEP’s at UDA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP. The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. UDA will utilize the Notice of Procedural Safeguards used by the EDCOE SELPA.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. UDA shall work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

**Dispute Resolution**
UDA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of UDA’s alleged failure to provide FAPE to students enrolled in the charter school. UDA may also initiate a due process hearing or request for mediation with respect to a student enrolled if it determines such action is legally necessary or advisable.

**Complaint Procedure**
Parents or guardians also have the right to file a complaint with SDUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.
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. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

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

The Charter School will designate at least one employee to coordinate the school’s compliance with its responsibilities under Section 504. A 504 team will be assembled by the Director or Director Designee (and shall include the parent/guardian, the student, a general education teacher, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. An Education Specialist, Counselor and/or School Psychologist may also attend to act as a consultant at the meeting. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports 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 School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. The current 504 Plan Form is provided in **Appendix C- Sample 504 Form**.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Principal or Principal Designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s cumulative file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.
Element 2: Measurable Student Outcomes

UDA continues to abide by its commitments in its charter for Measurable Students Outcomes, Ed Code 47605(b)(5)(B).

The Measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” identified for use by the charter school, for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code 47605(b)(5)(B).

The Charter School has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).

Charter Student Outcomes/LCAP

The following schoolwide outcomes for students are aligned to the Charter Goals, LCAP and the school’s mission. Pursuant to Education Code Section 47605(b)(5)(B), the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter. Listed are the outcomes and the measures to be used. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.
**LCAP Goal 1: Provide high-quality, engaging curriculum and instruction that meets the needs of all students.**

**Measurable Outcomes**

*specific yearly goals are listed in the annual LCAP*

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Metric: 100% of core classroom teachers will hold a valid CA Teaching Credential; teachers will be appropriately assigned.</td>
<td>- Percent of teachers appropriately credentialed. - Number of full-credentialed teachers on limited assignment credential.</td>
</tr>
<tr>
<td>Local Metric: Ensure 100% core &amp; special ed teachers assess state appropriate standards (CCSS &amp; NGSS).</td>
<td>- Surveys, assessment samples, lesson plans</td>
</tr>
<tr>
<td>Local Metric: Over time, 100% of core teachers will assess ELD standards.</td>
<td>- Professional development records - ELD standards-based lesson plans</td>
</tr>
<tr>
<td>Local Metric: Ensure students have access to a full TK-12 mission-aligned continuum.</td>
<td>- Enrollment, course offerings</td>
</tr>
<tr>
<td>Local Metric: All students will have access to standards-aligned instructional materials.</td>
<td>- Teacher surveys</td>
</tr>
<tr>
<td>Local Metric: Every student has regular technology access.</td>
<td>- Assets inventory</td>
</tr>
<tr>
<td>Local Metric: Every student will participate in at least two interdisciplinary project-based assessments.</td>
<td>- Teacher surveys - Exhibitions, observations</td>
</tr>
<tr>
<td>Local Metric: Every student will have access to enrichment courses aligned to UDA’s mission.</td>
<td>- Master schedules - Student schedules</td>
</tr>
</tbody>
</table>
**LCAP Goal 2: Increase achievement in mathematics and literacy for all students.**

**Measurable Outcomes**
*specific yearly goals are listed in the annual LCAP*

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Metric: CAASPP Mathematics</td>
<td>CAASPP scores for the following subgroups, measured in points above/below level 3:</td>
</tr>
<tr>
<td></td>
<td>- All Students</td>
</tr>
<tr>
<td></td>
<td>- English Learners</td>
</tr>
<tr>
<td></td>
<td>- Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>- Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td>- African American</td>
</tr>
<tr>
<td></td>
<td>- Hispanic</td>
</tr>
<tr>
<td></td>
<td>- White</td>
</tr>
<tr>
<td>State Metric: CAASPP English Language Arts</td>
<td>CAASPP scores for the following subgroups, measured in points above/below level 3:</td>
</tr>
<tr>
<td></td>
<td>- All Students</td>
</tr>
<tr>
<td></td>
<td>- English Learners</td>
</tr>
<tr>
<td></td>
<td>- Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>- Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td>- African American</td>
</tr>
<tr>
<td></td>
<td>- Hispanic</td>
</tr>
<tr>
<td></td>
<td>- White</td>
</tr>
<tr>
<td>State Metric: English Learner Growth</td>
<td>% of EL students either:</td>
</tr>
<tr>
<td></td>
<td>- Reclassifying</td>
</tr>
<tr>
<td></td>
<td>- Improving a level on the CELDT/ELPAC</td>
</tr>
<tr>
<td></td>
<td>- Maintaining early advanced or advanced on CELDT/ELPAC</td>
</tr>
</tbody>
</table>
LCAP Goal 3: Ensure a positive school climate.

**Measurable Outcomes**

*specific yearly goals are listed in the annual LCAP*

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Metric: HS graduation rate</td>
<td>- Graduation rate</td>
</tr>
<tr>
<td>State Metric: % of students completing A-G requirements</td>
<td>- Transcripts, A-G rates</td>
</tr>
<tr>
<td>State Metric: % of students completing dual enrollment</td>
<td>- Course enrollments</td>
</tr>
<tr>
<td>State Metric: % of students scoring 3 or better on APs</td>
<td>- AP exams</td>
</tr>
<tr>
<td>State Metric: % of participation in EAP and % demonstrating college preparedness</td>
<td>- EAP participation rates</td>
</tr>
<tr>
<td>State Metric: Attendance rate</td>
<td>- Average daily attendance</td>
</tr>
<tr>
<td>State Metric: Chronic absentee rate</td>
<td>- Chronic attendance rate</td>
</tr>
<tr>
<td>State Metric: HS dropout rates</td>
<td>- State dropout rates</td>
</tr>
<tr>
<td>State Metric: Pupil suspension rate</td>
<td>- Suspension rates</td>
</tr>
<tr>
<td>State Metric: Pupil expulsion rate</td>
<td>- Expulsion rates</td>
</tr>
<tr>
<td>Local Metric: Parent Conferences</td>
<td>- Parent conference attendance rates</td>
</tr>
<tr>
<td>Local Metric: School Advisory Council</td>
<td>- Teacher surveys</td>
</tr>
<tr>
<td>Local Metric: Parent Survey</td>
<td>- Meeting minutes</td>
</tr>
<tr>
<td>Local Metric: Climate Survey on School Safety</td>
<td>- Meeting calendar</td>
</tr>
<tr>
<td>Local Metric: English Learner Advisory Committee</td>
<td>- Surveymonkey: participant completion rate</td>
</tr>
<tr>
<td>Local Metric: School facilities in good repair</td>
<td>Climate surveys:</td>
</tr>
<tr>
<td></td>
<td>- Percent of students agreeing they feel safe</td>
</tr>
<tr>
<td></td>
<td>in school</td>
</tr>
<tr>
<td></td>
<td>- Percent of parents agreeing kids feel</td>
</tr>
<tr>
<td></td>
<td>safe in school</td>
</tr>
<tr>
<td>Local Metric: English Learner Advisory Committee</td>
<td>- ELAC calendar and minutes</td>
</tr>
<tr>
<td>Local Metric: School facilities in good repair</td>
<td>- ELAC committee list &amp; attendance</td>
</tr>
</tbody>
</table>

*specific yearly goals are listed in the annual LCAP*
Element 3: Methods for Measuring Progress

“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.” Cal. Ed. Code 47605(b)(5)(C)

UDA Charter adheres to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, UDA will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations.

The following is a common expression in education: “What gets measured, gets taught!” The graphic above demonstrates how the UDA Charter values weave together to produce 21st century learners. UDA Charter’s mission is to develop community-minded students who are active, creative, empathetic, confident, and ready to lead our global society. UDA utilizes an array of formative and summative assessments, designed to regularly measure progress toward this goal and the outcomes identified in Elements 1 and 2.

Assessment at UDA is ongoing, across integrated, curricular areas and grade levels to measure the impact and success of UDA’s academic program. Assessments are utilized on a daily, weekly, trimester, and annual basis. The frequency of these assessments serves as an opportunity for UDA teachers and administrators to adjust and differentiate instruction to meet student needs. Assessments are aligned with the
California Assessment of Student Progress and Proficiency (CAASPP) system, as well as the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and California English Language Development Standards (ELDS). Additionally, rubrics and methods for gathering qualitative measure help measure non-academic.

Assessment is the process of gathering evidence of student learning to inform education-related decisions. The impact of decisions turns on the quality of the evidence gathered, which in turn, depends on the quality of the assessment, and associated practices, used to gather it. Those who are assessment literate understand how to gather dependable evidence and how to use it productively to support or certify achievement. Regardless of their level of involvement in the education process, they understand the importance of:

- Beginning assessment with a clear purpose;
- Starting with clear and specific learning target(s) to be assessed;
- Building high-quality assessments to fit this intended context;
- Communicating results in ways that assure understanding by recipients, and;
- Linking assessment and student motivation in ways that keep all students striving for academic success.

**State Mandated Assessments**

UDA participates in the California Assessment of Student Performance and Progress (CAASPP) Program. In addition, English Learners will take the California English Language Development Test (CELDT), and transition to the new California English Language Proficiency Assessment for California (ELPAC). In 9th grade students will participate in the Physical Fitness Tests (PFT). Like all public schools, UDA will comply with all state and federal assessment and accountability requirements applicable to charter schools. UDA will continue to certify that enrolled students have participated in all state assessments in a manner that is consistent with other SDUSD district pupils. Both aggregate and disaggregate data from the CAASPP Program will be used to inform instruction at both the individual and classroom level and will be used to measure student progress toward mastery of Common Core State Standards.
**UDA Summative Assessment**

The chart below shows the assessments that will be administered by UDA/IDEATE to measure student progress and to comply with state law.

<table>
<thead>
<tr>
<th>Content measured</th>
<th>Assessment Name</th>
<th>Grade Level(s) Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/Literacy</td>
<td>California Assessment of Student Performance and Progress (CAASPP)</td>
<td>3-8, 11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Utilizing Smarter Balanced format*</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>California Science Test (CAST) or Accessible Alternative Version</td>
<td>5, 8, 10</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>California English Language Development Test (CELDT)**</td>
<td>All students whose home language is not English</td>
</tr>
<tr>
<td></td>
<td>Transition to the English Language Proficiency Assessment for California (ELPAC)</td>
<td></td>
</tr>
<tr>
<td>Physical Fitness</td>
<td>Physical Fitness Test FitnessGram</td>
<td>5, 7, 9</td>
</tr>
<tr>
<td>Reading, Language Usage and</td>
<td>NWEA Measure of Academic Progress or Other Interim Assessment Tool</td>
<td>2-11</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Grade 11 Smarter Balanced assessments will be used for Early Assessment Program (EAP) purposes to determine college readiness in English-language arts, writing, and mathematics.*

** The CELDT will be replaced by the English Language Proficiency Assessments for California (ELPAC) beginning in 2018.

**Additional Assessments**

To promote our college-bound culture, students will also participate in the PSAT in grades 9-10 and SAT and/or ACT in grades 11-12. We believe that student progress is most accurately measured using a variety of assessment tools as well as authentic student work. Performance tasks in the form of projects and benchmarks will also be utilized to assess student progress.

All students will develop a portfolio of work samples, evaluations, and reflections on learning. Portfolios are used to measure student progress toward and mastery of state standards and use rubrics for scoring. Projects represent the culmination of skills and knowledge acquired in a given investigation; these may include written or oral presentations or other multi-media displays, exhibits or demonstrations.
Ongoing teacher observations assess student work habits and the acquisition of knowledge. Additionally, local assessment systems may be developed to measure student progress. The results of these assessments will drive intervention groups, professional development, instructional practice, and the informing of stakeholders.

Students must meet or exceed a C- to receive credit for coursework. Student receiving a C- or less in all core courses have repeat options in the summer or may repeat courses. All courses are transferable.

Urban Discovery Academy complies with the performance expectations and provisions of all state and federal accountability systems including the provisions of the federal Every Student Succeeds Act (ESSA).

**Curriculum Materials Used to Achieve Student Outcomes**

Urban Discovery Academy uses a wide range of materials to address students' learning needs. These materials include textbooks and additional supplemental materials as presented in Element 1. UDA annually reviews student achievement data and curriculum materials to identify gaps and target expenses for additional curriculum materials. Sample curriculum materials list can be found in Element One of this petition.

**Grades and Transcripts**

UDA will make available a traditional transcript for each student in order to ease transfer of credits to other schools and to better communicate with parents. Students receive standards based report cards to fully communicate what students are expected to know and be able to do as set forth by the Common Core State Standards. A standards-based report card measures how well an individual student is doing in relation to grade level standards in grades TK-5. In grades 6-12, letter grades are assigned. This gives parents an understanding of their child's strengths and weaknesses and encourages all students to do their best. It allows students an awareness of what is expected of them. It gives teachers an understanding of what the child should know and be able to do at each grade level. It provides parents with a more detailed outline of the expectations in each of the major academic areas (Language Arts, Math, Science, and Social Studies) as well as Physical Education, Performing and Visual Arts and Foreign Language. Parent teacher conferences are held three times a year, and in the upper grades students lead the conferences, sharing their goals and progress with both staff and parents.

**WASC Accreditation**

WASC accreditation is required of all California high schools in order for those schools to have approved “A-G” courses through the University of California
System. Urban Discovery Academy was accredited by the Western Association of Schools and Colleges (WASC) in May 2015 for a six-year period through June 30, 2021. The term requires a one-day, mid-cycle visit in the spring of 2018. The addition of high school grade levels constituted a substantive change to the terms of accreditation. Appendix Q (All Other Pertinent Policy, WASC, and School Information) includes WASC confirmation letters for both the 6-year accreditation term and the substantive change for the addition of 9th grade; UDA continues to follow WASC guidelines and timelines and to ensure subsequent substantive changes for all high school grades are approved.

**Local Control Accountability Plan (LCAP)**
UDA will use and update yearly the multiple forms of data to assess progress toward the LCAP goals outlined in Elements 2 and 3 of this charter, pursuant to Education Code Section 47606.5, using the State adopted template and following all of the timelines therein, meeting the requirements of Section 47604.33.

**School Accountability Report Card (SARC)**
Student achievement data will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged student, and students with disabilities). This report will include required school data for the authorizing agency, families, Board of Directors, SAC, ELAC and the community at large.

**SDUSD Annual Site Reviews**
Each year, UDA participates in annual Site Visit conducted by SDUSD charter school office employees. The visits consist of a thorough review of financials, compliance items, accountability procedures, safety measures, and academics. The visits and subsequent reports provided to UDA help ensure the school stays on top of important requirements; the school diligently follows through with any necessary corrections to ensure all requirements are satisfied.
Element 4: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” California Education Code § 47605 (b)(5)(D).

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” California Education Code § 47605 (b)(5)(D).

1. Incorporation as a Non-Profit

Although Urban Discovery Academy (UDA) collaborates with the San Diego Unified School District, the Academy is operated by a separate legal entity, independent of the San Diego Unified School District. UDA, Inc., operates as a duly constituted Section 501 (c) (3) non-profit public benefit corporation, governed in accordance with applicable California Corporations Code Sections, and established to operate charter schools. As provided for in the California Corporations Code, Urban Discovery Academy is governed by its corporate Board of Directors ("Board"), whose members have a legal fiduciary responsibility for the well-being of the students and Academy. The Corporation is managed by its Chief Executive Officer, with duties and responsibilities as delegated by the Board.

UDA is a directly funded charter school operating exclusively for educational and charitable purposes pursuant to Internal Revenue Code Section 501 (c) (3). The corporation is responsible for UDA’s operational management and operates in accordance with the terms and conditions specified in the charter and its governing documents.

The District, its officers, agents, or employees shall not be liable for the debts and obligations of UDA, or for claims arising from the performance of acts, errors, or omissions by UDA pursuant to CA Education Code 47604(c) as long as the District has complied with all oversight responsibilities required by law. The school will comply with all federal, state, and local laws that are applicable to California charter laws. The school maintains its own general liability, workers compensation, unemployment insurance program, and utilizes a payroll system through a contracted service provider.
UDA is nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition, and shall not discriminate against any students on the basis of race, ethnicity, national origin, gender, or disability.

Appendix D includes the Articles of Incorporation, Appendix E The Bylaws, Appendix F Conflict of Interest Code, Appendix G Proof of Active Status of Corporation.

Governance Structure
The Urban Discovery Academy is governed by the bylaws and the articles of incorporation of UDA, Inc. Its Board of Directors (the Board) has at least three members and no more than 30. Board members are selected to represent the community-at-large, the business community and educators. Board members may be reelected to one-year terms.

The Board of Directors endeavor to meet at least monthly, and as needed, and abide by all Brown Act laws for all meetings. Urban Discovery Academy agrees to be bound by applicable laws and has adopted a conflict of interest code, and complies with applicable transparency laws, e.g., The Brown Act and Public Records Act.

All Board Members have full voting rights including any representative appointed by the District as consistent with Education code Section 47604 (b). The governing board of SDUSD shall be entitled to a representative on the Urban Discovery Academy non-profit corporation Board of Directors.

The Urban Discovery Academy Board will be responsible for:

- Hiring and evaluating the CEO of the Academy
- Approving and monitoring the implementation of general policies of the Academy. These will include effective monitoring of personnel and human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement in safe and appropriate facilities.
- Receiving funds for the operation of the school consistent with the Charter Schools Act.
- Soliciting and receipt of grants and donations consistent with the mission of the school.
- Approving and monitoring the Academy's annual budget.
• Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices and certifying the audit prior to submission to the District.
• Contracting for back office services for accounting and financial services, if deemed appropriate.
• Regularly measuring progress of both student and staff performance.
• Involving parents and the community in the support of the Academy's programs.
• Executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation, Bylaws, and this Charter necessary to ensure the proper operation of the school and in compliance with the conflict of interest code provisions as adopted.

A key function of the board is hiring its lead administrative officer, the CEO. The board has explicitly outlined the core functions and qualifications.

**Job Summary:** Proactively ensures strategic, financial, and academic alignment throughout the organization and aligned to the collective mission/vision. Leads and supports the leadership of school sites to ensure positive fiscal, operational, and academic success. Serves as the primary liaison between the Board of Directors and the UDA staff and other stakeholders.

**Chief Executive Officer**
Key Responsibilities

**Strategic and Financial Planning**
• Sets overall near and long-term goals and objectives with stakeholders; evaluates progress toward those goals and objectives.
• Monitors and ensures appropriateness of educational objectives and measurement tools.
• Ensures sound financial planning and budgeting.

**Development Marketing and Public Relations Plans**
• Creates and implements development plan(s) to secure the resources needed to meet the strategic goals and objectives
• Aligns marketing and public relations plans to support strategic goals specifically to increase community awareness and improve impression of the school and its educational accomplishments
• Serves as the primary interface for the public, the media, and the community
• Develops strong relationships with appropriate charter, district, community, local, state and federal organizations to drive support for UDA and charter programs

**Leadership**

• Leads, supports and problem-solves with the mission in mind.
• Works with site and UDA leadership to drive continual improvement.
• Manages and supports the leadership teams of all schools.
• Evaluates Leadership Team including Site Directors.
• Oversees the budget and fiscal health of the schools.
• Oversees and approves hiring and contracts of staff.
• Provides recommendations to the UDA Board on employee benefits, compensation scales and incentives.
• Works with the Board of Directors to ensure it adds value to UDA.

**Other General Duties**

• Demonstrates ongoing commitment to individual professional growth, including but not limited to attending staff development offerings and workshops
• Reports immediate concerns to the UDA Board.
• Performs other related duties as assigned or requested.

**Chief Executive Officer Qualifications**

• Strong management and strategic planning skills
• Experience with budgets of $1,000,000 and above
• Non-profit leadership, supervision and staff development experience
• Passion for public education
• Strong interpersonal skills, including the ability to interact effectively with staff members, board member, parents, district personnel, vendors, community stakeholders and the ability to network effectively
• Proficiency in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the internet, and digital media
• Advanced degree, preferably in education and/or business
• In-depth understanding of and commitment to the vision and mission.
Appendix Q (All Other Pertinent Policy, WASC, and School Information) provides an overview of UDA’s organizational chart.

**Amendments**
Material revisions to the charter must be approved by the SDUSD’s Board of Trustees. However, any proposed revisions to the charter will be presented to the District for a determination as to whether it is a material revision that must be approved by the SDUSD’s Board of Trustees. The District will make its determination and, if required, the SDUSD’s Board of Trustees will consider the revision for approval within a time mutually agreed to.

**Board Member Roster**
MaeLin Levine, President  
Joined the Board: April 18, 2008  
Term expires: January 18, 2018  
mllevine@urbandiscoveryacademy.com

Dr. Edward Abeyta, Vice President  
eabeyta@urbandiscoveryacademy.com  
Joined the Board: April 18, 2008  
Term expires: January 18, 2018

Esther LaPorta, Secretary  
elaporta@urbandiscoveryacademy.com  
Joined the Board: April 18, 2008  
Term expires: January 18, 2018

Paul Ryan, Treasurer  
pryan@urbandiscoveryacademy.com  
Joined the Board: March 17, 2015  
Term expires: January 18, 2018

Andrea Meyers, General Board Member  
amyers@urbandiscoveryacademy.com  
Joined the Board: January 18, 2017  
Term Expires: January 18, 2018
Board Member Biographies

MaeLin Levine, AIGA Fellow - President
Ms. Levine is a partner in the national award-winning design firm, Visual Asylum, located in downtown San Diego. Ms. Levine has extensive experience in leading nonprofit organizations as well as professional experience in working with many nonprofits on fundraising efforts as a consultant. Ms. Levine currently serves as Education Chairwoman on the Board of Directors of AIGA San Diego. Ms. Levine’s professional experience also includes brand developed for educational resource materials such as National Geographic School Publishing, Pearson, McGraw Hill and La Jolla Country Day School, USD, UCSD. Ms. Levine is an educator at Point Loma Nazarene University and San Diego City College, and a former participant in the CCDC’s Downtown Educational Task Force. Ms. Levine received her BFA degree in communications design from the University of Denver, and attended an Executive Development program at the Harvard School of Business. A passionate advocate for innovative education, Ms. Levine was the lead petitioner for Urban Discovery Academy’s charter petition with two children, one currently enrolled in UDA.

Esther M. LaPorta - Secretary
Ms. LaPorta is currently working as an independent fundraising consultant. Ms. LaPorta retired from the University of San Diego (“USD”) as Associate Vice President for University Relations where she held many other leadership and development positions during her 16-year tenure at USD. Prior to her work with USD, Ms. LaPorta served as Executive Director of the Palomar College Foundation and Director of Development for University of San Diego High School. Ms. LaPorta volunteers her time as President of the board and member of the Community Council for Mary Magdalene Apostle Catholic Community and as a member of the Cabrillo-Diego Branch of the American Association of University Women, where she also once served as Branch President. Ms. LaPorta has also been involved in numerous other nonprofit organizations. Early in her career, Ms. LaPorta also taught speech and drama. Ms. LaPorta holds a Bachelor of Arts degree in Drama and English from Marywood University in Scranton, Pennsylvania. Ms. LaPorta’s career and interests have been devoted to education, to nonprofit management and to resource development.

Edward L. Abeyta, Ph.D.
Edward is Director of K-16 Programs at UC San Diego (UCSD) Extension. Prior to joining UCSD Extension in 1995, Edward began his service at UCSD as a counselor for the Early Academic Outreach Program serving underrepresented students in San Diego high schools and later assumed the role of Registrar and Director of Academic
Services at UC San Diego Extension. Dr. Abeyta has a B.A. from the University of New Mexico, a M.A. from the University of San Diego and his Ph.D. in Post-Secondary Adult Education from Capella University. Edward has been recognized from UCSD and the UC Office of the President for his involvement in staff diversity and development initiatives. In 2008 Edward was selected to a two-year term as the Staff Advisor to The Regents where he served on the UC Diversity Commission, Post-retirement Task Force, and The Regents UC Commission on the Future. Edward is also Trustee of the San Diego Youth Symphony and Conservatory, board member on the San Diego Workforce Partnership Workforce Advancement Committee and Youth Council, and founder of the Science, Technology, Engineering, +Arts, and Math STEM to STE[a]M global network.

Andrea N. Myers
Ms. Myers is shareholder with the firm. Her practice emphasizes complex business litigation, real property disputes, professional liability defense, and employment litigation. Ms. Myers received her B.A. in economics and government from Claremont McKenna College in 2003, and her J.D. from the University of San Diego School of Law in 2008. While in law school Ms. Myers received multiple honors in legal research and writing, and the award for excellence in oral advocacy. She was also the recipient of the CALI Excellence for the Future Award in Law of the American Democracy. Prior to joining Seltzer Caplan McMahon Vitek, Ms. Myers worked as an analyst for Mercer Consulting. Ms. Myers was a summer associate at Seltzer Caplan McMahon Vitek in 2007.

Paul Ryan
Paul Ryan is a seasoned executive who has experience leading a wide variety of business functions across multiple industries, with experience in both Europe, Asia Pacific and the United States. He currently leads partner strategy and transformation activities for Hewlett Packard Enterprise Group. He lives in San Diego with his wife and daughter, enjoys biking, skiing and cooking and in 2008 he was fortunate to be involved in the creation of the Urban Discovery Academy Charter School in downtown San Diego. And holds an Executive Degree in Business Administration and Accounting from Cambridge University, England.

Parent and Community Involvement in Governance
Research shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students. Researchers have found that the more active forms of parent involvement
produce greater achievement benefits than the more passive ones. That is, if parents receive phone calls, read and sign written communications from the school, and perhaps attend and listen during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. However, considerably greater achievement benefits are noted when parent involvement is active—when parents work with their children at home, certainly, but also when they attend and actively support school activities, when they help out in classrooms or on field trips, and so on.

Research reveals many benefits for school systems and for parents themselves when parents become involved in their children’s learning. School personnel benefit from the improved rapport that generally accompanies increased parent involvement. This rapport is often expressed in parents' increased willingness to support schools with their labor and resources during fundraising activities or special projects. And certainly, the many ways in which parent involvement benefits students’ achievement, attitudes, and behavior have a positive impact on school staff (Collins, C. H.; Moles, O. C, 1982). The research also reveals that improved parent attitudes toward the school and improved parent self-concepts characteristically result when parents become involved in their children’s learning. Parents often begin their participation doubting that their involvement can make much difference, and they are generally very gratified to discover what an important contribution they are able to make. In this connection, it is important for school personnel and parents to be aware that parent involvement supports students’ learning, behavior, and attitudes regardless of factors such as parents’ income, educational level, and whether or not parents are employed. That is, the involvement of parents who are well-educated, well-to-do, or have larger amounts of time to be involved has not been shown to be more beneficial than the involvement of less-advantaged parents. All parent involvement works and works well (Becher, R. M, 1984).

UDA parents and guardians are active participants in the learning and climate of the school. Element 1 describes the many ways parents are encouraged to become involved. Parent representatives are also involved in a School Advisory Council committee, which meets regularly throughout the school year, serving as an advisory body to the Board of Directors. The School Advisory Council consists of UDA administration, elected teacher representatives, a classified staff member, and elected parent representatives. UDA's School Advisory Council provides recommendations in the following areas:

- Development of educational goals and objectives
- Development of activities or programs that generate greater cooperation between the community and the school
• Ongoing evaluation of the educational programs of the school
• Other activities and objectives as recommended by the Council and approved by the Board of Directors.

Appendix Q (All Other Pertinent Policy, WASC, and School Information) includes the By-Laws for the School Advisory Council. The School Advisory Council regularly analyzes climate and academic data, solicits input from the parent community on important issues, and recommends areas of focus for the school. The School Advisory Council and other parents also participate in LCAP development, discussing initiatives, contributing to the goal-setting process, and discussing actions and budget alignment. Through surveys and LCAP meetings, parents and guardians give key information to leadership to develop plans and desired outcomes.
Element 5: Employee Qualifications

MR 2016 “The qualifications to be met by individuals to be employed by the school.” California Education Code § 47605 (b)(5)(E).

UDA will continue its current employee hiring practices and comply with any continuing and new Every Student Succeeds Act (ESSA) legal requirement in addition to all applicable CTC regulations and UC requirements for hiring high school, single subject teachers. Checks are made once per year to review the HQT checklist in every employee file. UDA complies with background checks for FBI background check, TB testing and retirement reporting.

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

Prior to the first day of employment, all employees of the School who may have contact with students are required to submit fingerprints (Livescan), a current TB test, and a signed copy of a “Mandated Reporter Acknowledgement Form.”

Copies of the Personnel File Checklists for all UDA Employees are included in the Appendix H.

UDA shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state or federal law.

Qualifications for Employment

To the extent required by law, teachers at Urban Discovery Academy are required to hold a Commission of Teacher Credentialing certificate or permit issued by the CTC or other document equivalent to which a teacher in other public schools would be required to hold pursuant to Ed Code Section 47605 (I) which states: “Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.” As provided by this law, the Academy may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.
Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the CTC. These documents shall be maintained on file at UDA and shall be subject to periodic inspection by the District.

Urban Discovery Academy may employ qualified adults to assist credentialed teachers in student instruction. A teacher may supervise another teacher when mutually agreed to by the teachers and Urban Discovery Academy. Within the provisions of the law, Urban Discovery Academy reserves the right to recruit, interview and hire anyone at anytime who has the best qualifications to fill any of its position vacancies. Also, UDA reserves the right to evaluate the expertise of each teacher and accordingly assign that teacher classrooms, curriculum subjects or mentoring assignments as it deems in the best interest of students.

Urban Discovery Academy will continue to avail itself of any and all credentialing methods approved by the State of California. This includes the development of or participation in a charter intern and/or induction program consistent with standards established by the California Commission on Teacher Credentialing.

Urban Discovery Academy evaluates teachers based on attitude, student performance on state tests, taking on extra leadership roles, attendance at extracurricular events, classroom observations as well as the state standards for the teaching profession. The evaluations are completed by the Director using objective tools specifically aligned to UDA/IDEATE’s mission before the last day of the academic school year, at which time teachers may be offered a contract to work at the Academy for the next year.

Urban Discovery Academy maintains current copies of teacher certificates on file and ready for inspection.

The Directors (site principals), or any other administrator (including potential Assistant Principals) at Urban Discovery Academy, must have leadership abilities and a comprehensive educational vision that is consistent with UDA’s mission and educational program. In addition, the Principal/Director should possess skills in hiring and supervising and motivating excellent teachers, technological and data-analysis experience, curriculum/instruction expertise in alignment with the UDA/IDEATE mission and, if possible, business experience.

Currently, the Charter contracts with EdTec to provide a wide range of back-office services to UDA. Specific finance and accounting services that EdTec provides
include: budget development, accounts payable and receivable management, accounting, provision of financial statements, government financial reporting, and audit support. Other related services include: Payroll processing and reporting, business consulting, board meeting support, facilities assessment and planning, compliance and accountability reporting, charter development and grants administration.

Urban Discovery Academy may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in an instructional support capacity.

The Director designs a staff development plan for each school year which is data driven, consistent with measurable student goals, enhances the California framework/content standards, strives to meet academic targets, and enhances the cultural mission of Urban Discovery Academy. The K-8 program and IDEATE High both have a Director, onsite leader.

The most important duties for our directors, teachers and other key staff members are described below.

**Director Job Description**

Duties include but are not limited to:

**Leadership and Vision**
- Lead the development, articulation, implementation, and stewardship of UDA’s vision of learning, shared and supported by the UDA community.
- Work collaboratively with the CEO and other stakeholders to implement strategic direction for the organization.
- Collaboratively review and analyze data and support/implement mission-aligned strategies to ensure success.
- Utilize data to collaboratively create and actualize a vision for achievement, innovative authentic learning, and positive school culture.
- Help implement and monitor growth and accountability plans, including the Single Plan for Student Achievement, LCAP, WASC, and other local goals.
- Attend UDA Board meetings, providing a regular Director’s report.

**Positive School Culture**
- Advocate, nurture, and sustain UDA’s culture and instructional program.
• Facilitate schoolwide culture to teach socio-emotional learning.
• Provide leadership and oversight of all school programs, including special education, academic support, English Learner services, enrichment, and beyond-the-bell programming.
• Monitor individual student achievement and socio-emotional growth.
• Refine and implement student behavior systems which promote socio-emotional learning, accountability, and a restorative approach to students’ personal growth.
• Manage student behavior, following through with record-keeping, reporting, staff/parent communication and ongoing monitoring.
• Follow legal parameters in addressing serious discipline concerns, including behavior contracts, suspensions and expulsions.
• Train and support staff in monitoring and addressing student behavior.

Curriculum and Assessment
• Lead the development, implementation, and analysis of interdisciplinary authentic curriculum across core classrooms and enrichment courses.
• Ensure curricular alignment between creative project-based assessments and vertical scope and sequence in line with schoolwide learner outcomes.
• Train faculty in project-based learning, schoolwide culture, and other best teaching practices.
• Work towards schoolwide growth on state and local assessments, including interdisciplinary projects, student exhibits and student portfolios.
• Collect and analyze state and local student performance data to drive individual instruction and improve innovative schoolwide programming.

Management and Operations
• Ensure organizational management, optimize resources and maintain daily operations, for a safe, efficient, and effective learning environment.
• Oversee the development and communication of school plans and procedures for the health, safety, and conduct of pupils.
• Adhere to state laws, contracts, and policies while supporting the day-to-day operation of the school.
• Ensure accountability requests, particularly state and district requests, are fulfilled in a timely and professional manner.
• Lead the development and communication of the school calendar, ongoing events, and master academic schedules.
• Create and distribute the School Accountability Report Card (SARC).
• Oversee supervision of students in out-of-classroom activities, including lunch/recess and dropoff/pickup procedures or rotations.
Community Collaboration and Professional Growth

- Work collaboratively with ALL faculty, staff, parents, and school partners.
- Help envision, plan, and implement a year-long professional development program which maximizes student learning and teacher professional growth.
- Collaboratively lead faculty in cohesive efforts towards maximized student learning and actualization of UDA’s mission, vision, and objectives.
- Lead and positively participate in faculty meetings and professional trainings.
- Demonstrate an ongoing commitment to professional growth by thoughtfully giving and receiving feedback, and modeling inquiry and innovation.
- Monitor teacher performance and lead/implement shared practices. Implement a schoolwide coaching and evaluation system, in line with UDA best practices. Inspire teacher leadership.
- Proactively collaborate and communicate with parents, faculty and staff through email, phone calls, conferencing and other means.
- Creatively engage parents in academic, cultural, and leadership happenings.
- Lead facilitation for the Parent Network and School Advisory Council.
- Manage weekly parent communications via schoolwide electronic newsletter, among other sources.
- Attend student and parent events, exhibitions and other activities during evening hours or weekends.
Teacher Job Description

Duties include but are not limited to:

**Real-World, Authentic Curriculum**
- Work collaboratively with colleagues to develop interdisciplinary, project-based curriculum based on UDA’s mission, learner outcomes and state standards.
- Design and implement team-planned curricular units and daily lessons which utilize inquiry, driving questions, creativity and student-choice to drive learning.
- Plan and conduct activities to balance instruction, demonstration, and work time and provides students with opportunities to observe, question, investigate and innovate.
- Prepare objectives and outlines for courses of study, following common core and other state curriculum frameworks.

**Meaningful Assessment**
- Prepare and evaluate tests, projects, other ongoing assignments and related performance rubrics to evaluate students' progress.
- Utilize formative and summative assessment practices to evaluate students' academic and social growth, maintain an up to date student portfolio, and prepare progress reports and report cards.
- Establish clear objectives for all lessons, units, and projects. Clearly communicate objectives and expectations to students.
- Assign and grade class work and homework which is meaningful and applied, and helps students deepen learning related to specific classroom objectives.
- Administer standardized ability and achievement tests (i.e. MAP and Smarter Balanced) in accordance with testing protocols.
- Analyze and interpret ongoing assessment data to determine student strengths and needs, set and monitor individualized goals for students, and refine instruction.

**Individualized Instruction**
- Serve as a facilitator or coach for student learning, promoting collaborative learning strategies and leading student inquiry of differentiated lessons and projects.
- Utilize effective management strategies to maximize learning time in the classroom for all students.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
● Instruct students individually and in groups, using various teaching methods such as discussions, demonstrations and hands-on learning opportunities.
● Collaborate with special education faculty to adequately provide appropriate modifications and accommodations for special education students.
● Ensure English Learner students are provided individualized instruction according to ELD standards and specific language development needs.

**Positive School Culture**
● Plan and supervise class projects, field trips, guest speakers or other experiential activities, to help students actively “discover” their learning.
● Instruct students in citizenship, support socio-emotional growth, and promote a safe and respectful classroom community.
● Establish and maintain standards of student behavior needed to achieve an optimal learning environment. Apply consistent consequences and maintain communication with parents about behavior.
● Enforce administrative policies and rules. Maintain accurate and complete student academic and behavioral records as required by laws and school policies.
● Diligently follow site safety protocol and mandated reporting procedures to ensure ongoing safety for all students.
● Supervise students in out-of-classroom activities during the school day, possibly including lunch/recess and dropoff/pickup procedures or rotations.

**Collaboration and Professional Growth**
● Proactively communicate with parents or guardians, teachers, counselors, and administrators through email, phone calls, conferencing and other means, to assess and help students solve health, behavior and learning problems.
● Attend and positively participate in faculty meetings and other professional training.
● Work collaboratively with ALL faculty, staff, parents, and school partners.
● Demonstrate an ongoing commitment to professional growth by thoughtfully participating in the classroom evaluation process, peer observations and other internal and external professional development activities.
● Participate on school committees and/or in the planning and implementation of “extra duties” which enhance schoolwide culture.
● Attend parent events, student exhibitions and other activities that may take place during evening hours or weekends.
● Report any concerns directly to the director or other suitable means for resolution.
Ed Specialist Job Description:

The Ed Specialist is responsible for managing small caseload of students who have disabilities, including cognitive, emotional, or physical disabilities, within a school setting. The job includes scheduling and facilitation of IEP meetings, administering tests, coordinating aide schedules, working with students, documenting progress, working with teachers and other specialists to develop IEPs and goals. Duties include, but are not limited to:

Case Management and Instruction:
- Teach children who have mild to moderate disabilities.
- Instruct students at the elementary/middle school level.
- Modify traditional education curriculum to meet children’s needs. Work with team to modify lessons and make appropriate accommodations per the Individualized Education Plan.
- Assist children with specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury.
- Help identify children with special needs. Work with SST team, general education team, school psychologist, administration, parents and other providers on processes for screening and referral.
- Use various teaching methods to promote learning, including intensive individualized instruction, problem-solving assignments, and small-group work.
- Ensure appropriate accommodations are available in classes and when a student takes assessments.
- Develop an Individualized Education Program (IEP) for each student with the IEP team.
- Set and monitor personalized goals for each student.
- Develop transition plans outlining specific steps to prepare students for middle school onto high school, or high school into post-secondary.
- Review and facilitate IEP meetings with the student's parents, school administrators, and the student's general education teachers.
- Inform parents of child’s progress.
- Design and teach appropriate curricula to special education students.
- Help general educators adapt curriculum materials and teaching techniques to meet the needs of students with disabilities.
• Collaborate with general education colleagues in the development of project-based curriculum based on UDA’s mission, learner outcomes and state standards.

Positive School Culture
• Instruct students in citizenship, support socio-emotional growth, and promote a safe and respectful community.
• Establish and maintain standards of student behavior needed to achieve an optimal learning environment. Apply consistent consequences and maintain communication with parents about behavior.
• Enforce administrative policies and rules. Maintain accurate and complete student academic and behavioral records as required by laws and school policies.
• Diligently follow site safety protocol and mandated reporting procedures to ensure ongoing safety for all students.

Collaboration and Professional Growth
• Proactively communicate with parents or guardians, teachers, counselors, and administrators through email, phone calls, conferencing and other means, to assess and help students solve health, behavior and learning problems.
• Attend and positively participate in faculty meetings and other professional training.
• Work collaboratively with ALL faculty, staff, parents, and school partners.
• Demonstrate an ongoing commitment to professional growth by thoughtfully participating in the classroom evaluation process, peer observations and other internal and external professional development activities.
• Participate on school committees and/or in the planning and implementation of “extra duties” which enhance schoolwide culture.
• Attend parent events, student exhibitions and other activities that may take place during evening hours or weekends.
• Report any concerns directly to the director or other suitable means for resolution.
**Operations Manager Job Description**

**Job Summary:** Proactively manages the day-to-day logistics of the school. Ensures compliance with school programs and policies. Manages and maintains fiscal processes. Serves as the school liaison with the UDA Foundation. Reports to the Director and Chief Executive Officer.

**General Site Management**
- Welcomes visitors; assists staff, parents, students, and others with questions/issues.
- Manages office traffic, including calls and emails; serves as liaison for parents/staff/students.
- Maintains, organizes, and protects confidentiality of school files, mail, and other documents.
- Facilitates logistics for daily activities; provides oversight of campus projects, including facilities/equipment upkeep, classroom needs, and staff access.
- Liaises with the technology team to maintain adequate technology stock and to maintain, secure and properly record an inventory of assets, based on compliance guidelines.
- Prepares and sends communications for the school, in collaboration with the Director.

**Enrollment and Attendance**
- Builds relationships with families, serving as the primary liaison for enrollment/attendance.
- Manages student lottery and ensures enrollment is maximized.
- Oversees registration processes; proactively maintains cumulative files and electronic records using organized and secure systems.
- Ensures student and course data is regularly updated in the student information system.
- Monitors and reports attendance, following state and federal guidelines; works with families to solve problems and prevent student attrition.
- Manages independent study process for families, maintaining accurate & thorough records.
- Manages electronic student information systems (e.g. PowerSchool and Schoolmint).

**Health, Safety and Discipline**
- Maintains emergency medical and contact information, complete and current immunization records, and other important paperwork for all students.
● Helps coordinate and prepare for emergencies, initiating emergency response as needed.

● Administers basic first aid as needed; distributes medication in accordance with school guidelines and appropriate laws; maintains injury reports.

● Supervises students and helps problem-solve minor student and/or behavioral issues.

**Accounts Payable & Purchasing**

● Submits weekly invoices with expense codes and appropriate approvals.

● Prepares and submits Purchase Orders, Reimbursements and Check Requests in compliance with local fiscal controls and other applicable laws; assists employees/others with processes.

● Maintains appropriate records for specific accounts, including parent fundraisers, classroom funds, teacher stipends, ASB, or other school funds/accounts.

● Maintains relationships with vendors, serving as the school’s liaison for: billing, discount opportunities, resolution of invoice/payment discrepancies, issuing stop-payments or purchase order amendments. Reconciles vendor monthly statements and transactions.

● Analyses invoice/expense reports to appropriately code purchases and/or deposits.

● Assesses purchasing needs, placing orders for teaching supplies, office supplies, emergency needs, nursing, and other general school needs; monitor needs for future orders.

● Maintains historical records by scanning and filing all accounts and finance documents.

**Human Resources**

● Leads onboarding of new staff members; collects, maintains and organizes HR files.

● Maintains current and historical human resource records by designing a filing and retrieval system; keeping past and current records.

● Monitors and reports hourly and daily work records; monitors staff attendance, tracking and reporting sick and personal leave days.

● Maintains all related human resource records, ensuring confidentiality and legal compliance by monitoring and implementing applicable federal and state requirements.

● Arranges substitute teachers as needed.

● Maintains confidentiality in the handling of all sensitive data.
Federal, State and Local Compliance

- Adheres to accountability measures; gathers data and prepares compliance reports; monitors compliance with programs and policies that uphold local, state and federal laws.
- Monitors practices and maintains records required to certify compliance.
- Establishes relationships and communicates with appropriate regulatory organizations.
- Produces data and any other required documents for accountability reports.
- Stays up to date with current regulations, helps develops practices to meet guidelines.

Other General Duties

- Provides administrative support to the leadership team.
- Demonstrates ongoing commitment to individual professional growth, including but not limited to attending staff development offerings and workshops.
- Reports immediate concerns to the UDA Director and/or Chief Executive Officer.
- Performs other related duties as assigned or requested.
K-8 Counselor Job Description

Duties of this job include, but are not limited to:

**Behavior Management**
- Assist administrative team in managing student behavior.
- Advocate, nurture, and sustain UDA’s school culture.
- Help monitor individual student achievement and socio-emotional growth.
- Implement student behavior systems which promote socio-emotional learning, accountability, and a restorative approach to students’ personal growth.
- Design and lead socio-emotional curriculum in classrooms.
- Manage student behavior, following through with record-keeping, reporting, staff/parent communication and ongoing monitoring.
- With assistance, follow legal parameters in addressing serious discipline concerns, including behavior contracts, suspensions and expulsions.
- Assist in support staff with monitoring and addressing student behavior.
- Assist with implementation/monitoring of behavior-related IEPs, 504 plans and Student Success Team plans.

**Counseling Program**
- Systematically conduct developmental counseling programming throughout the year.
- Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of children.
- Consult with and/or provides resources to teachers to incorporate counseling content.
- Maintain current and appropriate resources for stakeholders; refer children with problems and their parents to special programs, specialists and outside agencies.
- Be an active participant and/or coordinator in the student study team process.
- Assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
- Consult and collaborate with parents/guardians, teachers, administration, school psychologist, special education coordinator, academic support coordinator, other specialists and other educations/community resources to provide support for students with identified concerns and needs.
- Implement an effective referral and follow-up process for counseling as needed.
- Adhere to laws, policies, procedures, and ethical standards of the school
counseling program; takes appropriate measure to maintain student confidentiality as required.
- Use data to review and evaluate the counseling program with staff and administration and make changes as needed.

**Positive School Culture**
- Support student citizenship, socio-emotional growth, and a safe/respectful community.
- Establish and maintain standards of student behavior needed to achieve an optimal learning environment. Apply consistent consequences and maintain communication with parents about behavior.
- Enforce administrative policies and rules. Maintain accurate and complete student academic and behavioral records as required by laws and school policies.
- Diligently follow site safety protocol and mandated reporting procedures to ensure ongoing safety for all students.
- Supervise students in out-of-classroom activities during the school day, possibly including lunch/recess and dropoff/pickup procedures or rotations.

**Supervision**
- Assist with lunch/recess supervision, providing assistance to students and leading activities as appropriate.
- Maintain a harmonious inside/outside atmosphere by encouraging peaceful resolution of conflicts.
- Help ensure students and faculty maintain a sanitary lunch room and an orderly recess environment.

**Collaboration and Professional Growth**
- Proactively communicate with parents or guardians, teachers, counselors, and administrators through email, phone calls, conferencing and other means, to assess and help students solve health, behavior and learning problems.
- Attend and positively participate in faculty meetings and other professional training.
- Work collaboratively with ALL faculty, staff, parents, and school partners.
- Demonstrate an ongoing commitment to professional growth by thoughtfully participating in internal and external professional development activities.
- Participate on school committees and/or in the planning and implementation of “extra duties” which enhance schoolwide culture.
- Attend parent events, student exhibitions and other activities that may take place during evening hours or weekends.
• Report any concerns directly to the director or other suitable means for resolution.

**Instructional Aide Job Description**

• Follow schedule assigned by Ed Specialist and/or Director or designee.
• Assist with instruction and tutoring of student(s) and reinforce or follow-up on the teacher’s lessons.
• Encourage the student(s) and help maintain a supportive learning environment.
• Assist student with assigned special projects.
• Assist Ed Specialist with implementation of Individual Educational Plans (I.E.P.s) and in administering a variety of tests and evaluative exercises.
• Assist Intervention Specialist with academic needs of intervention students.
• Observe and report unusual or atypical student behavior to the teacher or other school authority.
• Assist teacher(s) in maintaining student control and in implementing behavioral modification systems.
• Assist teacher(s) and/or student(s) during lunch programming, recesses or physical education activities.
• Attend parent conferences and parent information nights, and/or make parent contacts, as required.
• Respect the confidential nature of pupil records and school reports.
• Attend ongoing Wednesday staff meetings (generally twice per month) to participate in trainings and collaborations as needed.
• Attend in-service training programs and workshops, and other activities, as directed.
• Supervise and provide assistance to students during morning and lunch hours, leading activities as appropriate.
• Follow and help enforce UDA norms for student behavior and building use.
• Direct student groups to and from lunch area in a safe and organized manner.
• Maintain a harmonious inside/outside atmosphere by encouraging peaceful resolution of conflicts.
• Clean and sanitize tables between classes or at the end of lunch, according to Health Dept. Standards.
• Assist with street crossing and pick-up/drop-off duties in the mornings and afternoons.
• Accompany IEP student(s) on field trips as needed.
• Assist with teachers and/or office staff with clerical tasks as needed.
• Other duties as assigned or needed.
**Evaluation**: Each teacher and employee has a comprehensive review that is ongoing throughout the year, performed by their Director. For teachers, implementing real world authentic curriculum, meaningful assessments, individualized instruction, monitoring of student outcomes, positive school culture, and collaboration/professional growth are the chief indicators for their performance. Each support staff member is monitored on their effectiveness of their role in student support and in performing the important functions of an effective charter school.
Element 6: Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” California Education Code § 47605 (b)(5)(F).

Health Procedures: Health and Wellness Policies, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters.

Tuberculosis Mandate
Urban Discovery Academy conducts initial and ongoing tuberculosis screenings of employee candidates as well as screenings of all adults assigned to classrooms on an on-going unsupervised basis, all as required by law.

Urban Discovery Academy requires immunization of students as a condition of school attendance to the same extent as would apply if students attended a non-charter public school. Pursuant to SB 277 which phased out the personal belief exemption (Health & Safety Code section 120335), all students are required to provide records documenting immunizations as required at all public schools, Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 60000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis vaccine booster.

Medication Policy
The school has an administration of medication policy (provided in Parent Handbooks, see Appendix I & Appendix J) and adheres to Education Code Section 49423 regarding administration of medication in school. And UDA shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members per SB 1266. UDA may also provide emergency medical aid to persons who may be suffering from opioid overdose per Education Code Section 49414.3.

Health Screening and Diabetes
Students receive health screening for vision, hearing and scoliosis, adhering to ED Code 49450, and as applicable to the grade levels served, and provides information...
on Type 2 Diabetes to the parent or guardians of incoming 7th grade students which includes:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

**Blood Borne Pathogens**
UDA meets all state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. UDA follows an infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including Human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures. Staff is trained in Blood Borne Pathogen protocols.

**Child Abuse Reporting**
Urban Discovery Academy follows mandated child abuse reporting provisions pursuant to Penal Code section; 11165.7et seq. As a part of compliance, all required staff subject to this provision receive child abuse reporter training, complete appropriate certifications and affirmations, and learn their responsibility as mandated reporters.

**Suicide Prevention**
UDA maintains a Suicide Prevention Policy on student suicide prevention in accordance with Education Code Section 215. Appendix K

**Procedures for Background Checks**
Employees and contractors of Urban Discovery Academy are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. All volunteers who will have substantial contact with students may be fingerprinted and receive background clearance prior to volunteering with any students of Urban Discovery Academy. UDA complies with Ed Code Section 44830.1 related to the hiring of persons who have been convicted of a violent crime or serious felony. The CEO monitors compliance with this policy.
The President of the Board monitors the clearance of the CEO. Volunteers who will volunteer to work with children shall be fingerprinted and receive background clearance prior to volunteering. **Appendix L- Volunteer Policy**

**School Security**
All visitors check-in in the main office and register in the visitor’s log-in procedure. All school visitors are required to wear a visitor or volunteer badge while on campus.

**Facilities Permitting and Inspections**
Urban Discovery Academy is housed in facilities within the boundaries of the SDUSD. The facilities are located at 232 West Ash and 840 14th Street, and are easily accessible to the San Diego City’s Downtown which supports the school’s vision. Urban Discovery Academy will continue to maintain, on file and ready for inspection, a copy of facilities inspections occurring prior to and after its initial occupancy. UDA’s East Village K-8 facility is leased from Fourteenth Street Holdings LLC, a California limited liability corporation (“LLC”) which is wholly owned by UDA. The current high school site, at 232 West Ash Street, is leased from a private party.

The school complies with Education Code Section 47610 which requires either Field Act compliance or compliance with the State Building Code. Sprinkler systems, fire extinguishers, and fire alarms are tested annually. The School complies with Cal OSHA regulations. Federal Labor Law and California Labor posters are displayed in employee workroom and the school is a drug-free and smoke free workplace. UDA conducts fire drills as required under Education code Section 32001.

Urban Discovery Academy, at its own cost and expense, is responsible for obtaining appropriate permits prior to occupancy from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

**Safety Plans**
Urban Discovery Academy will continue to maintain safety and disaster plans appropriate to all site locations and ready for inspection. Safety plans include disaster preparedness information providing emergency procedures in case of fire, bomb threat, earthquake, or intrusion. All staff receive training on school safety plans and participate in monthly, documented schoolwide drills to practice disaster procedures. Urban Discovery Academy complies with all applicable safety laws.
Urban Discovery Academy has developed further health, safety, and risk management policies, with consultation with its insurance carriers and risk management experts. These policies and plan are maintained on the school site and are available for Authorizer review on an ongoing basis.

**Comprehensive Anti-Discrimination and Harassment Policy**
UDA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, 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. UDA has a comprehensive policy to prevent and immediately remEDIATE any concerns about discrimination or harassment at UDA (including employee to employee, employee to student, and student to employee misconduct). Current policies can be found in the UDA Employee Handbook (Appendix M) and in Student-Parent Handbooks.

**Unisex Bathrooms**
All students have access to unisex bathrooms at both school sites, in accordance with AB 1266 requirements in California. Any student is permitted to utilize the single-stall unisex bathrooms throughout the day.
Element 7: Achieving Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school District to which the charter petition is submitted.” California Education Code § 47605 (b) (5) (G).

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</table>

Urban Discovery Academy will continue to, at a minimum, do the following as it strives to achieve a racial and ethnic balance of students that reflects the general population of the entire school District:

- Announce the Academy’s interest in seeking applications in publications the District provides for such purposes.
- Expend at least 20 hours of staff time annually in community and regional outreach efforts, including presence at public meetings, to recruit applicants of diverse backgrounds.
- Annually print and use electronic media, flyers and direct mail to recruit applicants of diverse backgrounds.
● Development of promotional and informational materials in languages other than English to appeal to limited English proficient populations; (definitely need samples)
● Hosting information meetings and campus tours; and
● Maintaining an informative web page
● Distributing weekly newsletter communications in both English and Spanish
● Translation available for parents in meetings and informative school events

Urban Discovery Academy will continue to establish an open enrollment period of at least 60 consecutive days each year within the months of October through May. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature. This includes the appropriate recruitment materials, advertisements and forums mentioned above.

Urban Discovery Academy will continue to maintain auditable records of the above activities and expenditures. The Academy will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School. Recruitment materials will include the following information about admission requirements included below, in Element 8.
Element 8: Admission Requirements

“Admission Requirements, if applicable.” California Education Code § 47605 (b)(5)(H).

Charter schools are public schools of choice. All pupils who wish to attend Urban Discovery Academy are eligible. For Applicants to qualify for admission:

- The student and a parent or guardian is expected to complete an Urban Discovery Academy or IDEATE High Academy orientation session. These sessions will be held at various times. They will detail what the Academy expects of the student and his or her family as well as what the student and family should expect of the Academy;
- A parent or guardian must attend a simple, non-discriminatory application by a published deadline ending the open enrollment period;
- The student and a parent or guardian must indicate in writing or through an electronic submission that they are familiar with and agree to abide by all policies and procedures set forth in the Academy’s student handbook;
- A student seeking admission to any grade within Urban Discovery Academy must be successfully promoted from their prior grade.

If more students apply and qualify than can be admitted, priority for admissions shall be assigned in the following order:

- Returning or existing students - guaranteed admission if eligible for promotion from their prior grade;
- Siblings of returning or existing students - guaranteed admission if space is available at the appropriate grade;
- Children of faculty of the Urban Discovery Academy;
- Pupils residing in the 92101 zipcode area; these students will be double weighted in the admissions lottery.
- As long as the district school whose boundaries Urban Discovery Academy is physically located has over 70 percent or more of the pupil enrollment eligible for free or reduced priced meals, Urban Discovery Academy will give preference in admissions to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the charter school-site is located; these students will be double weighted in the admissions lottery.
- All other pupils who reside in San Diego Unified School District; these students will be double weighted in the admissions lottery.
- All other students permitted by law.
All qualified applicants from the open enrollment period become members of the Urban Discovery Academy's applicant pool. If more people apply for admission than can be admitted a single lottery shall be held for all and only qualified applicants. Applicants will be admitted in the order their names are populated by a randomized electronic lottery program. After capacity has been reached for that grade, names shall be placed on a waiting list, again in the order they are populated by a randomized electronic lottery program. Sibling applicants shall be drawn individually and then given the same placement on the waiting list in their respective grades as the best one drawn between them.

An adult citizen of good standing, not otherwise employed by Urban Discovery Academy, will testify in writing, under penalty of perjury, that he or she personally witnessed each lottery pursuant to the above, and that each was random, public and conducted as advertised.

As space becomes available during a school year, Urban Discovery Academy will mail a letter to the applicant with the highest rank on the applicable waiting list, return receipt required. The letter will give the applicant two full business days from receipt of the letter to notify the Academy Director or clerk, verbally or in writing, of the applicant's intentions. The Academy will also attempt at least twice to contact by phone those applicants with phones. In the absence of an affirmative or timely response, the Academy will eliminate the applicant from the pool and proceed to the next eligible applicant. All waiting lists extinguish annually at the end of the Academy's formal academic year, or as otherwise determined by the Urban Discovery Academy Corporate Board of Directors.

Urban Discovery Academy will continue to maintain auditable records of the above activities.

Urban Discovery Academy shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability and any other characteristics listed in Education Code Section 220. The Academy certifies that all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. UDA shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular education activities and shall comply with the “free schools” guarantee as set forth in state law. The Academy and its parent corporation shall defend, indemnify and hold harmless the District from any and all challenges alleging that the Academy’s admission procedures do not comport with applicable laws
**Element 9: Financial Audits**

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

Fiscal: Urban Discovery Academy will continue to be funded as a directly funded school.
UDA complies with new reporting requirements of 47606.5 regarding annual updates of school goals, actions, and related expenditures.

Urban Discovery Academy implemented fully the requirements of reporting for LCFF and LCAP. A copy of the current plan is provided in Appendix A.

Urban Discovery Academy contracts with an independent auditor qualified to conduct an audit in school district finance for an annual financial audit that will be produced according to state audit guidelines for charter schools accounting principles and Generally Accepted Accounting Principles ("GAAP"). The Board of Directors oversee the selection of the independent auditor each fiscal year and are responsible for contracting and overseeing the completion of an annual audit of the school’s financial affairs. The auditor shall have a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

Urban Discovery Academy will continue to transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education - by December 15 of each year. Any Audit disputes with the District will be remedied using the Dispute Resolution process describe in the charter. Audits over that last five years have been implemented within legal timelines, meeting procedural and implementation requirements. In addition, UDA complies with ongoing public financial disclosure obligations as required by the bond issues used to fund its East Village K-8 facility. UDA timely posts annual, quarterly and other financial and operational information as documentation of its continuing compliance with bond covenants, including its disclosure obligations under Securities and Exchange Commission Rule 15c-2.

Should the audit note any exceptions or deficiencies, the Academy will follow a procedure whereby the Academy:
The Academy will:

- Prepare and file with the District on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education Code section 42100); and
- Prepare and file with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final un-edited report for the full prior year on or before September 15 (Education Code section 47604.33).

**Insurance and Safety Policy**

Urban Discovery Academy currently maintains general liability insurance coverage of $5,000,000 per occurrence for bodily injury, personal injury, and property damage; automobile liability of $2,000,000 per occurrence; workers compensation insurance with a minimum limit of $1,000,000; and errors and omissions insurance, property insurance, and employment practices liability insurance.

Personnel policies have been developed and adopted by the Board of Urban Discovery Academy, attached as an appendix item. Urban Discovery Academy is deemed to be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).

As a nonprofit public benefit corporation, the school is responsible for its own liabilities, debts and financial obligations and will, indemnify, defend and hold harmless the district for damages resulting from acts of the school.
Element 10: Student Suspension and Expulsions

“The procedures by which students can be suspended or expelled.”
California Education Code § 47605 (b) (5) (J)

Urban Discovery Academy regards suspension and expulsion as a last resort. UDA uses a restorative practices approach. Restorative measure represents a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community and themselves. A complete description is provided for in the UDA student handbook.

Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions and state law. All related hearings conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

SUSPENSION AND EXPULSION POLICY
Urban Discovery Academy regards suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions and state law. All related hearings conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

Grounds for Suspension and/or Expulsion
The following represent grounds for suspension and/or expulsion if a school investigation shows the student—while on school grounds, going to or from school, during lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity—has engaged in any of the following acts:

**Threat, Causation or Attempt of Physical Injury**
The threat, causation or attempted physical injury to another person, including sexual assault. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

**Weapon**
Possessing, selling, or otherwise providing any weapon, including simulated weapons, toy weapons, or use of any object in a threatening manner, including traditional classroom supplies.
Controlled Substances, Alcohol, Intoxicants
Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant.

Substance in Lieu of Controlled Substances, Alcohol, Intoxicants
Delivering, providing or selling items which are claimed to be controlled substances, alcoholic beverages, or any intoxicants but were not such items.

Drug Paraphernalia
Unlawfully possessing, offering, arranging for, or negotiating to sell any drug paraphernalia.

Tobacco
Possessing, providing or using tobacco, or any item containing tobacco or nicotine products.

Robbery, Extortion or Attempted Theft
Any involvement in a robbery, extortion, or attempted theft or receipt of school or private property. Parents may be required to pay for any losses or damage.

Vandalism
Destruction or attempted vandalism of school or private property. Parents may be expected to pay for any losses or damage.

Obscene or Offensive Acts
Obscene or offensive acts or habitual profanity or vulgarity, including sexual acts, even if consensual.

Disruption or Defiance
Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

Bullying, Threats and Intimidation
Harassing, intimidating, or threatening another student or school personnel, and/or threatening to cause major property damage; or engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward another student or school personnel.
Sexual Harassment
Making unwelcome advances; requesting sexual favors; and other verbal, visual or physical conduct which is of sufficiently severe sexual nature, has a negative impact on an individual’s academic performance, or creates an intimidating, hostile or offensive environment.

Harassment
Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

Hate Violence
Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property, including but not limited to negative behaviors targeting members of a particular gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged.

Hazing
Engaging in, or attempting to engage in, any activity used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

Grounds for Automatic Expulsion
The following inappropriate behaviors are automatic grounds for due process for expulsion:
- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled/prohibited substances
- Committing or attempting to commit a sexual assault or sexual battery
- Possession of an explosive
- Repeated incidents of fighting, violent acts, or causing serious injury to another person

Any suspendable offense listed in the “suspensions and expulsions” section above may be grounds for due process for expulsion, depending on the circumstance and severity of that incident. The school Director or designee maintains the authority to determine when an incident or series of incidents is grounds for due process for
expulsion. Urban Discovery Academy will provide the parent/guardian of a student with a notice of suspension or expulsion and the reasons therefore.

The Director or designee may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement authorities. The Director or designee may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Director or designee has the authority to determine whether or not to impose a suspension or expulsion. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. If a student matter proceeds to an expulsion hearing, the Director or designee shall have the authority to hear the matter and to determine whether or not to impose an expulsion.

A student expulsion may only be applied with the approval of the school Director or designee(s). UDA will provide the parent/guardian of a student with a notice of expulsion and the reasons therefore. An expulsion notice may be appealed to a sub-committee authorized by the Urban Discovery Academy Board that shall have the right to determine whether the student should be expelled. The parents or guardians of the student will have ten days from delivery of the written notice of expulsion to declare in writing their request for an appeal. The sub-committee shall convene a hearing within fifteen days of a receipt of a timely request for an appeal. If an appeal hearing is requested the School will give written notice to the student's parent/guardian that will include the following information:

- The date and place of the hearing;
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the disciplinary rules that relate to the alleged violation;
- A notice of the parent, guardian, or student's obligation pursuant to subdivision (b) of Education Code section 48915.1;
- Notice of the opportunity for the student or student’s parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to
question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

At the hearing, the student shall have the right to representation, the right to present evidence and the right to question School representatives. The sub-committee members will consider evidence and/or testimony as it deems appropriate and render a written decision that shall be in the best interests of the student and the School. That decision shall be final. IDEATE High Academy will notify the home district of any expelled student within 30 days of disenrollment.

**Special Procedures for Special Education Students**

Special education students can be suspended or expelled just like general education students. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within 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, UDA, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine whether:

(1) The conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

(2) If the conduct in question was the direct result of UDA’s failure to implement the IEP

If it is determined 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 it is determined that the conduct was a manifestation of the child's disability, the IEP Team shall:

(1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child,
provided that UDA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

(2) 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

(3) Return the child to the placement from which the child was removed, unless the parent and UDA agree to a change of placement as part of the modification of the behavioral intervention plan.

If it is determined that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then UDA 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.

Note: special education students can be suspended for up to 20 days total for the school year, if not based upon a manifestation of their disability.

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

(1) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

(2) 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

(3) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student’s interim alternative educational setting shall be determined by the student’s IEP team.

**Steps for Expulsion**

1. A student may only be expelled from Urban Discovery Academy according to the criteria as set forth in the charter document.

2. When a student commits an expellable offense, the student will be suspended and the due process period will be started.

3. During the student’s suspension, the student will be given an independent study contract.
4. A meeting will be held between the teacher, administrator and parents/guardians to explain the offense and the actions taken.

5. A written letter explaining the offense in light of the charter will be presented to the parents/guardians; parents/guardians of the student will have 10 days from delivery of the written notice of expulsion to declare in writing their request of an appeal.

6. If no appeal has been received in writing by the 10th day, the expulsion will be entered into the District system, and a letter sent to the administration of the San Diego Unified School District/Office of School of Choice.

7. If an appeal from the parents/guardians has been received within the ten days of the offense, a committee chosen by the UDA Board will set a date to review the expulsion and render a final decision.

8. During this time the student will be given an extension of his/her independent study contract until the scheduled appeal hearing date.

9. The committee appointed by the UDA Board will render a final decision. If the decision of the committee is to continue to allow the student to remain at UDA, the student will return to school following verification of his/her independent study work. If the decision of the committee is to expel the student, the expulsion will be entered into the San Diego Unified School District/Office of School of Choice. A letter regarding the final decision of the Board Committee will be sent to the parents.

10. If the student is a special education student, and the cumulative suspensions for the year total more than ten days, a manifestation determination must be conducted to verify that the expulsion offense is not related to his/her disability.
Element 11: Retirement Programs - Employees

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

Urban Discovery Academy shall participate in the State Teachers Retirement System (“STRS”) (for certificated staff) and/or Public Employees Retirement System (“PERS”) (for classified staff) for all eligible employees and coordinate such participation, as appropriate, with the social security system or other reciprocal systems.

The District agrees to include the Academy’s monthly STRS and PERS reports with the District’s reports for submission to STRS and PERS. Urban Discovery Academy will provide the data in the District required format with all required information. Further, the Academy will bear full responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions. The Academy agrees to defend and indemnify the District from any charter employees’ claims related to STRS and PERS reporting errors or omission.

The Chief Executive Officer is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. UDA makes all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

Urban Discovery Academy may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems.
Element 12: Attendance Alternatives

“The public school attendance alternatives for students residing within the school District who choose not to attend charter schools.”
California Education Code § 47605 (b) (5) (L).

As per state law, no governing board of a school district shall require any pupil enrolled in a school or district to attend a charter school. Urban Discovery Academy is a school of choice. No student is required to attend. Students choosing not to attend Urban Discovery Academy may attend other public schools within their home school district according to that district’s policies and procedures. The Academy provides information about attendance alternatives to inquiring parents or students. Transportation is the parental responsibility for families who choose to attend Urban Discovery Academy, unless such transportation is provided by the Academy at its sole discretion.

Urban Discovery Academy informs each parent or guardian that their student has no right to admission in a particular school as a result of charter enrollment, except to the extent the right is extended by the local educational agency.
Element 13: Description of Employee Return Rights

“A description of the rights of any employee of the school District upon leaving the employment of the school District to work in a charter school, and of any rights of return to the school District after employment at a charter school.” California Education Code § 47605 (b) (5) (M).

District employees will have no special rights to work at Urban Discovery Academy. Applications for employment by District employees will be evaluated on a similar basis as all other applicants. District employees who leave to work at UDA and subsequently desire to return to District employment may have return rights, as the District may specify. UDA shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. All employees of UDA will be considered the exclusive employee of UDA Charter and not SDUSD unless otherwise mutually agreed upon in writing.

Employment by UDA provides no rights of employment at any other entity, including any rights in the case of closure of UDA.
Element 14: Dispute Procedures

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”
California Education Code § 47605 (b) (5) (N).

Both the District and Urban Discovery Academy will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. In the event of a dispute between the Academy and the District regarding the terms of this charter or other issue regarding the Academy's and the District's relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts. The District agrees to forward the Academy's full share of local aid to the Academy's account at the County Treasurer each month when due and to send separate notice to the Academy of each deposit amount without delay.

District Services
Urban Discovery Academy and the District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding ("MOU") separate from this charter, one that establishes more specifically the financial and service relationship.

In the event that the District believes that the dispute relates to an issue that could lead to issuance of a notice of violation supporting revocation of the charter, this shall be specifically noted in the written dispute statement the District provides the School. Within 30 business days, or longer if both parties agree, of sending written correspondence, an Academy representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, an Academy representative and a District representative shall meet again within 10 business days or longer if both parties agree to identify a neutral, third-party mediator to assist in dispute resolution. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing boards of the Academy and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The Academy and the District shall share all mediation and/or arbitration costs and all other costs associated with
dispute resolution equally. The school shall be solely responsible for its attorney’s fees associated with resolving a dispute with the District.

In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, the District may proceed to issue a Notice of violation per 5 Cal. Code Regs section 11968.5.2 under which the charter school shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the School’s pupils. In such event, the District may proceed in accordance with 5 Cal. Code regs. Section 11968.5.3 In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the School’s pupils.

The informal dispute resolution process, prior to the processes required by regulation, permits oral notice, followed immediately by written notice. Complaints to the District relating to the operation of the Academy and not to the terms of this charter or other issues regarding the Academy’s and the District’s relationship will be resolved as set forth in UDA’s policies and procedures below.

Internal Dispute Resolution
The Urban Discovery Academy Board of Directors holds policies and processes for airing and resolving disputes (other than those between the District and Urban Discovery Academy relating to provisions of this charter or the relationship between them, which are covered in Element Fourteen, above).

UDA will not refer complaints to the District. The District agrees to refer all complaints regarding operations of Urban Discovery Academy to the Academy’s CEO for resolution in accordance with the Academy’s adopted policies. In the event that the Academy’s adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Academy unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the District Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of Urban Discovery Academy as is required by law.

Uniform Complaint Procedures
The Charter utilizes the Complaint Policy found in Appendix N--Uniform Complaint Policy. This Policy includes clear information and procedures as required by law.
Element 15: Closure of Charter School

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records.” California Education Code § 47605 (b) (5) (P)

Closure of the school will be documented by actions by the UDA Board of Directors, as the responsible entity to conduct closure-related activities.

Notification will be made promptly to parents and guardians of pupils of the school, authorizer, county office of education, retirement systems in which school employees participate and other contractors or services. UDA will include in their notification: the effective dates of closure, names of UDA contacts for information, the pupils school districts of residence and the manner in which students may obtain copies of pupil records.

Should the UDA cease operation, the assets of the Academy shall be first prioritized towards paying any debts of the Academy including any overpayment or over apportionment of state funding, and any and all fees or sums due to the authorizer. All other assets will be distributed in accord with laws and regulations in force that govern the dissolution of non-profit public benefit corporations. To the extent consistent with applicable law, the assets of the corporation shall be distributed to a California charter school, as approved by the District, with preference given to a charter school operating within the District, or if there are no charter schools operating within the state, to the District. The School will comply with all portions of EC Section 47605(b) (5) (P) and CCR, Title 5, Sections 11962 and 11962.1, The Academy will comply with all portions of EC47605 (b) (5) (P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records". This audit will be completed within six months of school closure. Further, the Academy will notify parents, students, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education.

Student Records: A copy of student records should be given to parents or guardians and the original student records should be returned to the district. District property that is transferred to the Academy together with the facilities remains District
property, is not an asset of the Academy, and must be returned to the District when
the Academy closes.
[operates to comply with 47605(a)(1): the K-8 site and the high school site.]

UDA’s East Village K-8 facility is leased from Fourteenth Street Holdings LLC, a
California limited liability corporation (“LLC”) which is wholly owned by UDA. The
LLC, which has no employees or other operations, and is a “disregarded entity”
component of UDA under federal tax law. The LLC’s financial statements are
reported as a component of UDA. The current high school site, at 232 West Ash
Street, is leased from a private party.

On closure of UDA, all assets, including but not limited to all leaseholds, personal
property, intellectual property and all ADA apportionments and other revenues
generated by students attending, remaining after satisfaction of outstanding
obligations shall remain the sole property of Urban Discovery Academy and, upon
the dissolution of the non-profit public benefit corporation, shall be distributed in
accordance with the Articles of Incorporation. The distribution shall include return
of any unspent grant funds and restricted 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, UDA shall remain solely responsible for all liabilities arising from its
operations.
Other Charter Elements

**Funding**
UDA embraces and complies with the new funding model, Local Control Funding Formula (LCFF) that is aimed at improving achievement for all students. The LCFF, and the Local Control and Accountability Plan (LCAP), are anchored by the belief that California must do better for its underperforming students, who in fact make up a sizable portion of the state’s school-age population. The LCFF significantly changed the funding formula for school districts, and subsequently charter schools — more money is attached to meet the needs of a school district’s most at-risk students. The LCFF identifies three categories of students requiring greater resources: 1) students who qualify for free or reduced priced meals, 2) students who are English Learners, and 3) foster youth.

Each year UDA revises its Local Control and Accountability Plan (LCAP) in the spring describing how the money is to be spent over the next three years. In addition, the school reports how the additional money was spent during the current year through the Annual Update due to the district by June 30.

Urban Discovery Academy has implemented fully the requirements of reporting for LCFF and LCAP. Summary LCAP reporting is attached within the LCAP and budget documents, Appendix A.

Urban Discovery Academy elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the State's LCFF funding model. The Academy through its corporation will act as its own fiscal agent. The District agrees it will use its ability to transfer funds from the Academy's Treasury Account to the district only with specific permission from the school's director.

While Urban Discovery Academy does not expect the District to advance to the Academy future revenues (i.e., smooth out the Academy's revenue stream), nothing in this charter shall prevent the District from electing to do so at the Academy's request.

The District agrees to forward the Academy's full share of local aid to the Academy's account at the County Treasurer each month when due and to send separate notice to the Academy of each deposit amount without delay.
Budget and Financial Reporting
UDA currently contracts with EdTec for Budget and comprehensive financial services. The 2017-18 financial statements are attached. Appendix O is for the budget assumptions for 18-19, 19-20 and, 20-21, for cash flow and budget projections for those years. Information is based off of data available to UDA and the most current projections for financial projections under the Local Control Funding Formula.

In addition to standard reporting in accordance with Education Code Section 47604.33, UDA shall provide reports as requested from the District and County office of Education. Standard finance reports to both entities include:

1. By July 1, a preliminary budget for the current fiscal year, pursuant to subdivision (g) of section 47605 satisfies this requirement.
2. By July 1, an annual update of the LCAP as required in Section 47606.5.
3. By December 15, an interim financial report for the current year will be provided, along with a copy of the previous year’s annual, independent audit. Copies of the audit will also be sent to the State Controller, CDE, along with the District and SDCOE. This interim financial report shall reflect changes through October 31.
5. September 15, a second a final unaudited report for prior year with an annual statement of all receipts and expenditures for the preceding fiscal year.

UDA and its business management provider, currently EdTec, shall maintain internal controls that are evaluated annually by an independent auditor in accordance with generally accepted audit standards. Urban Discovery Academy contracts with an independent auditor, in addition to EdTec, to conduct an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statement and reporting practices. The audit is conducted in accordance with GAAP as applicable to public schools and in compliance with the audit provisions of the Schools' charters and charter school legislation. Clear audit reports are submitted to the District, County Office of Education, State Controller and CDE.

The Urban Discovery Academy Board of Directors meets routinely to review Academy profit and loss statements, cash flow projections, reports of budget to actual results, and balance sheets. It also addresses audit deficiencies, if any, formal
or informal, and determine the means for resolving any such deficiencies in a timely fashion.

**Information Exchange**

**Academy and District - Records, Reports and Visits**

Urban Discovery Academy agrees that the Academy will promptly respond to all reasonable inquiries, including inquiries regarding its financial records. The records of the Academy will be treated as public records under the California Public Records Act. However, an existing record differs meaningfully from a report that must be newly prepared.

The District may inspect or observe any part of Urban Discovery Academy at any time. The District agrees it will not do so unreasonably, without notice or by causing a disruption of student instruction or Academy operations except in the case of an emergency.

**Reporting**

UDA will also complete the following reports in a timely manner and provide to the District as required by law:

- CBEDS (California Basic Educational Data System)
- ADA (Average daily Attendance) Reports
- SARC (School Accountability Report Card)
- Reports pertaining to Education Code 47604.33 mentioned specifically in *Element Nine: Financial Audits.*
- CAASPP
- CALPADS (California Longitudinal Pupil Accountability Data System)
- Office of Civil Rights: Provide the information necessary for the District to submit the required data
- California English Language Development Test / English Language Proficiency Assessments for California (CELDT / ELPAC).
- FitnessGram Data
- LCAP update and summary report by June 30

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the Academy mutually update their MOU.

UDA shall permit the District to inspect and receive copies of all records relating to the operation of the Academy, including financial, personnel and pupil records, for
articulated oversight purposes, provided that District maintains the confidentiality of such records to the extent required by law, and unless law prohibits disclosure to the District of any such records. The Academy shall promptly comply with all such reasonable written requests. Pursuant to Education Code 47607, the District shall have the right to inspect or observe any part of the Academy at any time, upon reasonable notice.

**Legal Status and Civil Liability Effects**

Urban Discovery Academy will be operated by a non-profit public benefit corporation. As such, San Diego Unified School District shall not be liable for the debts or obligations of the Academy.

The Academy and its corporation shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the Academy, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the Academy, its officers, employees, agents, or students. In cases of such liabilities, claims or demands, the Academy at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. UDA shall work diligently to assist the District in meeting any and all oversight obligations under the law to ensure the district shall not be liable for the operation of the Charter School.

UDA purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, as part of its own insurance program. The charter school insurance shall be equivalent to the District's program with respect to limits and coverage. UDA will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. UDA shall maintain at its sole cost and expense, without reimbursement, adequate policies in the areas of Comprehensive or Commercial General Liability; Comprehensive or Business Automobile Liability, Worker's Compensation; Professional or Directors Liability (Errors & Omissions); Property Insurance (including contents); and employment practices liability. UDA shall provide a written notice to be mailed to the District 30 days prior to the effective date of a cancellation or non-renewal of any insurance coverage.
Pursuant to Education Code Section 47604, the District shall not be liable for UDA’s debts or obligations. In addition, UDA shall hold harmless, defend, and indemnify the District, their officers, and employees, from every liability, claim, or demand that may be made by reason of: (1) and injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default or mission of the Charter School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

**General Liability, Insurance and Indemnification**
UDA shall maintain at its own expense, general liability insurance with limits of liability of $5,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

**Automobile Liability**
UDA shall maintain at its own expense automobile liability insurance with limits of liability of $2,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

**Workers’ Compensation Insurance**
Workers’ Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over UDA’s employees, and employers' liability insurance with a minimum limit of $1,000,000.
Errors and Omissions Liability Insurance

Errors and Omissions Liability Insurance conforming to the following requirements:

- Errors and Omissions Liability Insurance shall cover UDA for those sources of liability arising out of the rendering or failure to render professional services in the performance of this MOU, including all provisions regarding financial management and indemnification.
- The insurance shall be subject to a maximum deductible not to exceed $5,000/$1,000/25,000 deductible per claim.
- The minimum limits to be maintained by the Charter School shall be no less than $1,000,000/$2,000,000 per claim/annual aggregate.

Property Insurance

Property Insurance shall include coverage (including contents) to address business interruptions and casualty needs including fire and other hazards with replacement costs coverage for all assets listed in UDA’s property inventory and consumables. UDA shall also pay an equitable share of the cost of insuring the structures if it occupies a District-owned facility in the future.

Employment Practices Liability Insurance

UDA shall obtain employment practices liability coverage with minimum limits no less than $1,000,000/ $2,000,000 per claim/annual aggregate, or equivalent. Any and all policies of insurance maintained by UDA shall be deemed primary to any potentially applicable policy or policies of insurance maintained by the District and/or their respective officers, agents, employees, and representatives. The District may specify that it be named as 'separately insured. To the extent that UDA obtains insurance providing 'claims made’ coverage, such coverage shall include a rider or endorsement that shall provide for coverage for no less than three (3) years following termination of the policy.

Facilities

UDA will comply with Education code 47605.1 and Education Code Section 47610 with regard to location and compliance of its facilities:

- 232 West Ash Street, San Diego, CA 92101
- 840 14th Street, San Diego, CA 92101

District Services

Urban Discovery Academy and the District will negotiate in good faith on an annual basis to develop a Memorandum of Understanding ("MOU") separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. The Academy's purchase of goods and services, if any,
from the District shall not negate the operational independence of the Academy from
the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Urban Discovery Academy does not anticipate purchasing any optional services
from the District other than services identified in the MOU.

The District will perform all oversight functions and in accordance with Education
Code Section 47613(a), the District may charge for the actual costs of supervisorial
oversight of UDA not to exceed one (1) percent of the revenue of UDA. Pursuant to
Education Code Section 47613(f), “revenue of the charter school” is defined as the
amount received in the current fiscal year from the local control funding formula
calculated pursuant to Education Code Section 42238.02, as implemented by
Education Code Section 42238.03.

Transportation
UDA shall not provide transportation to and from school, except as required by law.

Attendance
UDA shall implement an attendance and accounting system to ensure
contemporaneous record keeping, which complies with state law.

Mandated Cost Recovery
The Academy will be responsible for recovering from the State all eligible mandated
costs applicable to the Academy if applicable.

Charter Term
The petitioners request the San Diego Unified School District Board of Trustees
approve a term of this charter that shall begin for a five-year period on July 1, 2018
and end on June 30, 2023. Urban Discovery Academy justifies this five-year term
based on the strength of the Academy's educational design.

Charter Revisions
Material revisions to the charter must be approved by the District's Board of
Trustees. However, any proposed revisions to the charter will be presented to the
District for a determination as to whether it is a material revision that must be
approved by the District Board of Trustees. The District will make its determination
and, if required, the District Board of Trustees will consider the revision for approval
within 60 days of submission or within a time mutually agreed to.
Severability
The terms of this charter are severable. In the event that any of the provisions are
determined to be unenforceable or invalid for any reason, the remainder of the
charter shall remain in effect, unless mutually agreed otherwise by the District and
Urban Discovery Academy. The San Diego Unified School District and Urban
Discovery Academy agree to meet to discuss and resolve any issue or differences
relating to invalidated provisions in a timely and proactive fashion.

Renaming Rights
Urban Discovery Academy reserves the right, upon reasonable notice to those
affected, to rename the School.

Compliance with Changes in Charter Law
The following details many of the major changes to the charter or education law
since Urban Discovery Academy petition was approved and where applicable what
action was taken by the School to ensure compliance:

AB484 Amends Ed Code requirements for charter performance criteria for renewal.

SB277 phases out the personal belief exemption for public school immunization
requirements. Health & Safety Code. 120335 Appendix L

SB97 School finance and SB859 Educational Finance, Implemented Appendix J plus
funding verbiage for LCFF/LCAP, align charters goals to Local Control
Accountability Plan (LCAP).

SB 1266 Pupil health: epinephrine auto-injectors, implemented SDUSD procedures,
Appendix K.

AB 1442 (Gatto) public Records Request Social Media; UDA does not gather or
maintain this information but will comply if practice changes. No action required.
**AB 1584** Ed code 49073 allows for third party Contracts for Digital services with policy implementation. No action required.

**AB 1463** Independent Study (IS) Streamlining the Legislature inacted a “course-based” IS option for K-12 starting this year.

**SB 777** changed the required nondiscrimination language in the charter petition. (Ed. Code §47605)
- Charter petition updated to maintain conformance with Education Code.

**AB 2030** revised the rules for revocations. (Ed. Code § 47607)
- No action required.

**SB 1852** changed the mega-waiver by adding compliance with building code and related rules. (Ed. Code §§47610, 47610.5)
- The school maintains compliance with building code and related rules as specified in California Education Code.

**SB 20** changed the standards for statewide benefit charters. (Ed. Code § 47605.8)
- Not applicable to School.

**SB 345** authorized paying teachers on a 10, 11 or 12 month basis. (Ed. Code § 45039-40)
- The school pays teachers on a 10 month pay scale over 12 months

**AB 685** revised language on special education to conform to federal law. (Ed. Code § 47646)
- Charter petition updated to maintain conformance with Education Code.

**AB 766** provided field trip immunities to charter schools. (Ed. Code § 35330)
- No action required.
Regulations were adopted on charter closure procedures (5 Cal. Code Regs. §11962-11962.1)
- Charter petition updated to maintain conformance with current regulations.

**SB 658** amended Ed. Code §47614.7 on facilities funding.
- No action required.

**AB 2033** revised bond funding formulae. Ed.Code §17078.57
- No action required.

**SB 1498** made changes in the language of Ed. Code §47605 on contents of charter petitions.
- Charter petition updated to maintain conformance with Education Code.

**Prop 39** regulations were revised. 5 Cal. Code Regs. 11969.1-11969.9
- No action required.

**AB 2** made changes to lease subsidies and categorical grant programs. (Ed. Code §§ 47614.5, 47634.1)
- No action required.

**SB 592** allowed charters to hold title to state bond funded facilities. (Ed. Code §§ 17078.57, 17078.62 and 17078.63)
- No action required.

**SB 191** amended funding for conversion charter schools. (Ed.Code §47660.)
- Not applicable to School.
SB 438 made provisions regarding free speech and expressive activities applicable to charter schools, requiring the governing body of each charter school to adopt rules in the form of a written publications code, which shall include reasonable provisions for the time, place and manner of free speech activities.

(Ed. Code §§ 48907 & 48950.)

- School adopted Free Speech policy

AB 1610 allowed up to $100,000 of the amount of the warrants for principal apportionments for June that are deferred until July to be drawn instead in June for a charter school or school district that will be unable to meet its financial obligation for June if specified criteria are met. (Ed. Code § 14041.7.) Also requires Charter School Facility Grant Program grants be allocated for current school year rent and lease costs, but requires the department to first use the funding appropriated for the program to reimburse eligible charter schools for unreimbursed rent or lease costs for the prior school year. (Ed. Code § 47614.5.)

- No action required

Required the Superintendent to allocate a supplemental categorical block grant for the 2010-2011 fiscal year to a charter school that begins operation in the 2008-09, 2009-10, 2010-11 fiscal year and would authorize the charter school to use the block grant funds for any educational purpose. (Ed. Code § 42606.)

- No action required, not applicable to School.

SBX5 1 implemented the Race to the Top program for restructuring schools. (See Ed. Code § 53202.)

- No action required, not applicable to School

SBX5 (Ch. 4), among other things, added Ed. Code §§ 53300 et seq., authorizing the “parent trigger” law.

- No action required, not applicable to School
SB 161 allows, but doesn’t require, charter schools to train volunteers to administer anti-seizure medicine to epileptic students, when there's no nurse on staff. (Ed. Code § 49414.7)

- No action required

SB277 changed procedures; SB277 phases out the personal belief exemption for public school immunization requirements. Health & Safety Code. 120335

The regulations of most significance for charter renewals are the renewal (5 Cal. Code Regs. §§11966.4-11967.5.1) and State Board revocation rules. (5 Cal. Code Regs. § 11968.5)

**Appendices**

Appendix A: UDA LCAP Plan
Appendix B: SELPA Letter
Appendix C: Special Education 504s
Appendix D: Articles of Incorporation
Appendix E: Bylaws
Appendix F: Conflict of Interest Code Policy
Appendix G: Proof of Corporation
Appendix H: Personnel/Hiring Checklist
Appendix I: UDA Student/Parent Handbook
Appendix J: IDEATE Student/Parent Handbook
Appendix K: Suicide Prevention Information
Appendix L: Volunteer Policy
Appendix M: Employee Handbook
Appendix N: Uniform Complaint Procedure
Appendix O: Budget Projections and Financial Information
Appendix P: Letters of Support
Appendix Q: All Other Pertinent Policy, WASC, and School Information
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name | Urban Discovery Academy
---|---
Contact Name and Title | Jenni Owen, Chief Executive Officer
Email and Phone | jowen@urbandiscoveryacademy.com 619-788-4668

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

Urban Discovery Academy, including IDEATE High Academy, is a growing K-12 school focused on developing students as scholars, athletes, artists, and democratic members of society. UDA/IDEATE is a college preparatory program which utilizes interdisciplinary design challenges, project-based learning, and real-world experiences to ensure students develop as collaborators, communicators, innovators, and contributors. At the high school level, students will participate in design courses, internship programming, and college dual-enrollment. In every grade, UDA students participate in extensive enrichment programming and ongoing field excursions designed to deepen learning.

Urban Discovery Academy and IDEATE High Academy are located in the downtown area of San Diego. Since UDA is a public school without neighborhood boundaries, students come from all over San Diego county to attend school in this urban environment. UDA serves a geographically, ethnically, and socioeconomically diverse student body.
**REVIEW OF PERFORMANCE**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**GREATES PROGRESS**

We are most proud of UDA's performance on the following state indicators:
- Suspension Rate: socioeconomic disadvantaged students and Hispanic students were categorized as “green.” In addition, the school has seen an overall decrease in suspension rates this school year (not yet reflected in the LCFF Dashboard).
- English Language Arts performance: “all students” were categorized as “green” on the state Dashboard.
- Although not statistically significant, Redesignated English Learners (or RFEP students) increased significantly in English Language Arts performance.

For local measures, we are most proud of our progress in ensuring our interdisciplinary project-based curriculum is executed schoolwide. 100% of teachers are implementing project-based assessments each trimester. We are also proud of our successful enrichment programming, particularly with the addition of STEAM last school year. We are also proud to be in our new, beautiful facility and to have secured a new site for our high school program.
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST NEEDS**

**Red/Orange Performance Categories:**
No student group was reported in the “red” performance category for any indicator. However, there are student subgroups reported in the “orange” performance category, including:
- Socioeconomically Disadvantaged Students: Math & English Language Arts
- Hispanic or Latino Students: Math
- White Students: Suspensions

Also, although not statistically significant, English Learners remain “very low” in both English Language Arts and Math.

Goal #2, focused on math and ELA performance, is designed help improve performance for all students, and specifically for socioeconomically disadvantaged students (math and ELA), Hispanic students (math), and English Learners. Specific strategies include academic support coach (math, literacy & ELD), with a specific focus on the subgroups in “orange” or “low/very low” performance categories. This teacher will utilize additional push-in differentiation strategies and/or pull-out services for the above subgroups according to need. Teachers will also utilize data analysis and responsive instruction to specifically teach to subgroup needs. Additional supports for these subgroups are described in detail in the Goals/Actions/Services section. UDA is also enhancing/continuing math professional development and exploring curricular supports for English learners.

To date, Goal #3 has already showed progress this year in lowering the overall suspension rate, with restorative practices and added counseling/psychology services in place. To sustain these efforts, more work will be done to engage parents in dialogue around restorative practices. Counseling services will also focus on preventative work with classroom(s). Again, additional supports for these subgroups are described in detail in the Goals/Actions/Services section.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

Socioeconomically disadvantaged students were two performance levels below the “all student” performance (orange compared to green, respectively) in English Language Arts.

It is our hope that continuing Goal #2, focused on math and ELA performance, will help improve performance for all students but specifically for socioeconomically disadvantaged students. In addition, our academic support teacher will support and monitor students in this subgroup to
evaluate the need for specific interventions inside and/or outside the classroom. Additional supports for these subgroups are described in detail in the Goals/Actions/Services section.

INCREASED OR IMPROVED SERVICES
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The most significant ways we will increase or improve services for low-income students, English learners and foster youth include:
- Academic support and ELD coach to monitor and supplement ELD and academic support for subgroups.
- Training and professional development, specifically for math, ELD and differentiation.
- Interdisciplinary approach to help support students with core concepts/skills through enrichment programming.

Note: UDA does not currently have any foster youth, so although effective supports for these students are in place and in the LCAP, this is not currently as significant an area of focus.

BUDGET SUMMARY
Complete the table below. LEAs may include additional information or more detail, including graphics.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$5,438,463</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$1,251,464</td>
</tr>
</tbody>
</table>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The following general fund expenditures are not included in the LCAP:
- Most general/core teacher salaries and employee benefits
- Percentage of certificated & non-certificated administrative salaries, aide salaries, support salaries
- Special education services
- Miscellaneous books and supplies
- Miscellaneous services and other operating expenses
- Capital outlay
| $4,620,919 | Total Projected LCFF Revenues for LCAP Year |
Goal 1

Provide cohesive, high-quality, engaging curriculum and instruction that meets the needs of all students.

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td></td>
<td></td>
<td></td>
<td>WASC Goal #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add 60 9th grade students.</td>
<td>MET: 9th added. NOT MET: enrollment target (23 9th grade students).</td>
</tr>
<tr>
<td>Add four teachers &amp; administrative team to support 9th grade class.</td>
<td>MET: Added: Principal, 4 teachers/office manager. Shifted to match enrollment in fall: 1 principal/teacher, 1 office manager/teacher, 1 teacher, 1 ed specialist.</td>
</tr>
<tr>
<td>Implement 9th grade curriculum.</td>
<td>MET: Successfully implemented 9th grade curriculum.</td>
</tr>
<tr>
<td>Add 9th grade instructional materials for the high school.</td>
<td>MET: Successfully added instructional material for 9th grade.</td>
</tr>
<tr>
<td>Add STEAM teacher (K-8 enrichment).</td>
<td>MET: Hired full-time STEAM teacher.</td>
</tr>
<tr>
<td>Increase percentage of credentialed teachers: only one intern credential.</td>
<td>MET: All current intern teachers received preliminary credential.</td>
</tr>
<tr>
<td>100% of courses teach state standards.</td>
<td>MET: 100% of courses are teaching state standards.</td>
</tr>
<tr>
<td>Additional project-based additions to math curriculum in all grades.</td>
<td>MET: Every math teacher and K-5 core teacher developed interdisciplinary projects incorporating math.</td>
</tr>
</tbody>
</table>
**Projects to support each science and social studies standard taught across K-9 classrooms.**

**MET:** Every science, social studies, and/or K-5 core teacher developed projects to support science & social studies standards taught.

<table>
<thead>
<tr>
<th>Technology ratio:</th>
<th>MET:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS: 2 technology carts (1:2 ratio)</td>
<td>HS: 1 technology cart (but a 1:1 ratio)</td>
</tr>
<tr>
<td>MS: 6 technology carts (1:1 ratio)</td>
<td>MS: 6 technology carts (1:1 ratio)</td>
</tr>
<tr>
<td>K-5: 5+ carts (1:4 ratio)</td>
<td>K-5: 12 carts (1:1 ratio)</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.

<table>
<thead>
<tr>
<th>Action</th>
<th>1a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td>PLANNED</td>
</tr>
<tr>
<td>Continue to staff performing arts position.</td>
<td>Continued to fill the performing arts position.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>BUDGETED</td>
</tr>
<tr>
<td>$45,000</td>
<td>$51,228</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>1b</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td>PLANNED</td>
</tr>
<tr>
<td>Add enrichment programming (STEAM position).</td>
<td>Filled the STEAM position.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>BUDGETED</td>
</tr>
<tr>
<td>$45,000</td>
<td>$63,000</td>
</tr>
<tr>
<td>Action</td>
<td>1c</td>
</tr>
<tr>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>1c</td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>1d</th>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1d</td>
<td>Continue to provide supplemental ELD instruction beyond the core teacher.</td>
<td>Continued to provide ELD instruction beyond the core class for students most in need. ELD instruction mostly covered by core teachers, with case management covered by Academic Support Teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>$10,000</td>
<td>ESTIMATED ACTUAL</td>
<td>$10,050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>1e</th>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1e</td>
<td>Continue to provide funding for teachers to clear credentials via BTSA.</td>
<td>Provided up to $1500 for all teachers completing BTSA programs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>$6,000</td>
<td>ESTIMATED ACTUAL</td>
<td>$6,000</td>
</tr>
<tr>
<td>Action</td>
<td>PLANNED</td>
<td>ACTUAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f</td>
<td>Provide internal and external training and weekly professional development on curriculum alignment and instructional strategies, including project-based learning/design-thinking, literacy, math, differentiation and ELD strategies.</td>
<td>Internal and external professional development provided for teachers, including trainings and conferences, workshops led by staff/leadership, and math/literacy consultants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>BUDGETED</strong> $5,000 trainings and conferences $15,000 math &amp; literacy consultants</td>
<td><strong>ESTIMATED ACTUAL</strong> Trainings/conferences: $5,690 Math &amp; literacy consultants: $15,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1g</td>
<td>Continue to enhance instructional coaching process to further support teachers in implementation of project-based learning, math, literacy, differentiation, and ELD strategies. Provide coaching/mentorship to teachers in first two years of teaching.</td>
<td>Teacher mentorship stipends provided for BTSA mentorship. Instructional coaching also provided by academic support coach. HS Director added with focus on curriculum &amp; instruction development.</td>
</tr>
<tr>
<td></td>
<td><strong>BUDGETED</strong> Instructional consultants (above) Teacher mentorship stipends $2,000 Portion of HS director salary $10,000</td>
<td><strong>ESTIMATED ACTUAL</strong> Instructional consultants: $15,000 Teacher mentorship stipends: $2,000 10% of HS director salary: $9,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1h</td>
<td>Continue to realign curriculum to schoolwide learner outcomes and state standards, including common core ELA &amp; math, and NGSS. 100% of teachers use ELA, math and NGSS standards. Refine and implement high school curriculum for grade 9.</td>
<td>Continued work on alignment of learner outcomes and standards. 9th grade curriculum implemented.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Instructional consultants (see above)</td>
<td></td>
<td>Instructional consultants: $15,000</td>
</tr>
<tr>
<td>$5,000 trainings and conferences</td>
<td></td>
<td>Trainings and conferences: $5,690</td>
</tr>
<tr>
<td>Portion of HS director salary</td>
<td></td>
<td>10% of HS director salary: $9,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 1i</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to enhance technology, including teacher laptops, Chromebooks, iPads and locking technology carts, across all grades K-12.</td>
<td></td>
<td>Additional technology and devices added across grade levels. 1:1 ratio throughout the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional computers &amp; technology devices $40,000</td>
<td></td>
<td>Additional computers &amp; devices: $27,000</td>
</tr>
<tr>
<td></td>
<td>Devices added via Prop Z: more than $13,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 1j</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add tech consultant services for added enrollment.</td>
<td></td>
<td>Tech consultant services added.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Support $8,000</td>
<td></td>
<td>Tech support: $16,400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 1k</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase teacher pay to ensure UDA can access and retain the best teachers to meet our mission and differentiate for our subgroups.</td>
<td></td>
<td>Salary schedule significantly increased from 15-16 to 16-17 school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A revisit again in 2017-18 for following year.</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Action</td>
<td>Actions/Services</td>
<td>Expenditures</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1l</td>
<td>PLANNED Add teachers &amp; administrative team to support 9th grade added enrollment.</td>
<td>ACTUAL Team added.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED $106,000</td>
<td>ESTIMATED ACTUAL High school salaries: $145,595</td>
</tr>
<tr>
<td>1m</td>
<td>PLANNED Add supporting instructional materials for the high school.</td>
<td>ACTUAL Instructional supplies purchased as needed.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED $5,000</td>
<td>ESTIMATED ACTUAL HS instructional supplies: $3,200</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.

<table>
<thead>
<tr>
<th>Overall implementation of the actions/services to achieve the articulated goal.</th>
<th>Overall, the actions/services to achieve the articulated goal were implemented according to plans. Staffing/programming was added; training/supports were provided; curriculum work was put in place; technology devices were added; pay increases and stipends were enacted; and materials were provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>Overall, the actions/services were effective in meeting the articulated goals; however, some of the goals seem better-off listed as actions/services rather than goals. The added programming was successful; however, some programming was more effective than others. Training, collaboration, and other materials were all helpful in reaching our goal of expanding/strengthening project-based curriculum schoolwide. Technology additions were helpful and necessary for basic 21st century teaching needs, but also for added programming and project-based curriculum additions.</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>There were some staffing discrepancies, due to not being able to predict where new hires would fall on our salary schedule. Some discrepancies also existed in expenditures for high school staffing, since it was difficult to predict enrollment for the new program/grade level. Technology devices were funded through another source (Proposition Z), offsetting the need to spend LCFF money on as many devices.</td>
</tr>
<tr>
<td>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.</td>
<td>The expected outcomes will be revised to better identify ultimate goals versus the actions/services needed to achieve those goals. For example, grade levels are being added to provide our families with a full continuum of aligned programming from TK through 12th grade. Actions/services to achieve this goal include added enrollment, added staffing, and curriculum development. The revised outcomes will also focus on providing mission-aligned programming for all students, with specific actions/services to provide this programming goal. Local measures will be revised to more clearly align to state priorities.</td>
</tr>
</tbody>
</table>
### Goal 2

**Increase proficiency in mathematics for all students.**

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>WASC Goals #1,2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smarter Balanced Assessment: Mathematics Proficiency Rate</strong></td>
<td></td>
</tr>
<tr>
<td>All Students: 45% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td>Middle School Students: 36% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td>Low-Income Students: 31% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td>Foster Youth: no data</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners: 16% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td>RFEP Students: 27% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td>Students with Disabilities: 16% met or exceed standard + 2%</td>
<td>2017 data not yet available.</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.

<table>
<thead>
<tr>
<th>Action</th>
<th><strong>2a</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td><strong>PLANNED</strong> Provide additional training (internal and external) on common core math strategies, STEAM integration, real-world math application and project-based/design-thinking learning methodologies.</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>BUDGETED</strong> $5,000 trainings and conferences $5,000 math instructional consultant</td>
</tr>
<tr>
<td></td>
<td><strong>ACTUAL</strong> Provided internal and consultant training in math. STEAM and other trainings and workshops.</td>
</tr>
<tr>
<td></td>
<td><strong>ESTIMATED ACTUAL</strong> Trainings and conferences: $1,000 Math instructional consultant: $3,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th><strong>2b</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td><strong>PLANNED</strong> Hire additional enrichment teacher to teach STEAM concepts (science, technology, engineering, arts and math) and integrate concepts across curriculum.</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>BUDGETED</strong> $45,000</td>
</tr>
<tr>
<td></td>
<td><strong>ACTUAL</strong> Filled the STEAM position with experienced teacher. Interdisciplinary projected implemented in each grade at K-8.</td>
</tr>
<tr>
<td></td>
<td><strong>ESTIMATED ACTUAL</strong> $63,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th><strong>2c</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td><strong>PLANNED</strong> Continue to run NWEA assessment program twice per year. Hold specific data analysis and goal-setting trainings for staff, twice per year, with a focus on specific subgroups of students.</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>BUDGETED</strong> $8,000 NWEA testing</td>
</tr>
<tr>
<td></td>
<td><strong>ACTUAL</strong> NWEA assessment program implemented schoolwide. Specific data analysis and goal-setting trainings for staff, with specific focus on subgroup analysis.</td>
</tr>
<tr>
<td></td>
<td><strong>ESTIMATED ACTUAL</strong> $5,269</td>
</tr>
<tr>
<td>Action</td>
<td>2d</td>
</tr>
<tr>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>2e</th>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Add instructional supplies for additional enrollment.</td>
<td>Added instructional supplies as needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenditures</td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$5,000</td>
<td>$3,500</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.

<table>
<thead>
<tr>
<th>Describe the overall implementation of the actions/services to achieve the articulated goal.</th>
<th>Overall, UDA implemented the intended actions and services to achieve the articulated goal. The planned assessment work, staffing plans, supplies, and consulting/training, all served to help the faculty focus on raising math performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>Although math SBAC scores are not yet available this spring, the current dashboard information and stakeholder analysis all demonstrate there is still much work to do to improve math performance. Although the actions/services were a start; teachers, parents, and administrators feel there is still a need to place more aggressive focus on individualized math achievement, particularly for specific subgroups. There is a continued need for better vertical alignment across elementary, middle, and high school grades. There is a need for additional curriculum materials training and/or leadership at the K-5 level.</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>Total salary discrepancies for this goal were due to 1) an academic support teacher moving out of state in the spring (this position was difficult to fill towards the end of the school year) and 2) inability to predict where new hires would need to be placed on our salary scale.</td>
</tr>
<tr>
<td>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.</td>
<td>Due to the perceived needs described above based on current LCFF Evaluation rubrics and other more current math data, the actions/services will be revised to include earlier math intervention via transitional kindergarten programming, the addition of department chairs, and added curricular materials and/or training. The metrics will be revised to focus on state Dashboard subgroups. Teachers and academic support coach will specifically focus on the following subgroups in math: socioeconomically disadvantaged students, Hispanic students, and English Learners. Additionally, Goals #2-3 will be combined since many of the actions/services overlap.</td>
</tr>
</tbody>
</table>

Teachers and academic support coach will specifically focus on the following subgroups in math: socioeconomically disadvantaged students, Hispanic students, and English Learners. Additionally, Goals #2-3 will be combined since many of the actions/services overlap.
### Goal 3

Increase achievement in literacy for all students.

#### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>WASC Goals #1,3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students:</strong> 51% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td><strong>Middle School Students:</strong> 54% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td><strong>Low-Income Students:</strong> 41% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td><strong>Foster Youth:</strong> no data</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>English Learners:</strong> 16% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td><strong>RFEP Students:</strong> 52% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td><strong>Students with Disabilities:</strong> 23% met or exceed standard + 2%</td>
<td>2017 data not yet available.</td>
</tr>
<tr>
<td><strong>Increase percentage of English Learners will advancing at least one CELDT overall performance level each academic year.</strong></td>
<td><strong>MET</strong> 15-16: 28.5% of ELs advanced at least one CELDT performance level (overall score). 16-17: 33.3% of ELs advanced at least one CELDT performance level (overall score).</td>
</tr>
<tr>
<td><strong>Increase the percentage of English Learner students who qualify for reclassification.</strong></td>
<td><strong>MET:</strong> 15-16: 8.6% of ELs qualified for reclassification.</td>
</tr>
</tbody>
</table>
All core teachers of EL students to implement new ELD standards. Goal = 60%.

**MET:**
Training on ELD standards for all core teachers. Design of ELD lessons based on EL proficiency levels and ELD standards by 72% of core teachers.

**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</th>
<th>3a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Adopt additional ELA curriculum to support all grades in implementing literacy initiatives.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Additional ELA materials $80,000 (Prop Z funded)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3b</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Renew and/or add technology program subscriptions for reading and writing to support struggling students (and all students) with literacy.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Curriculum subscriptions $15,000</td>
</tr>
<tr>
<td>Action</td>
<td>3c</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>PLANNED</strong></td>
<td>Utilize consultant and professional development time to further deepen and refine literacy practices across the curriculum.</td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>Literacy consultant and professional development time were utilized to further refine literacy practices and vertical alignment across the curriculum. Specific area of focus: reading.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>$10,000 literacy consultant</td>
</tr>
<tr>
<td><strong>ESTIMATED ACTUAL</strong></td>
<td>$10,625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3d</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNED</strong></td>
<td>Continue to provide and refine academic support program services, including teacher planning and support, instructional feedback, and SST meetings.</td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>Continued refinement of academic support program, including teacher planning and support, instructional feedback, and SST meetings.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>Academic support staffing $100,000</td>
</tr>
<tr>
<td><strong>ESTIMATED ACTUAL</strong></td>
<td>$85,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3e</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNED</strong></td>
<td>Continue to align curriculum to new ELD standards. Ensure ELD students receive adequate instruction (by core teacher and through EL support instructor).</td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>Teachers continue to align ELD standards; strong incorporation remains a work in progress. Core teacher and EL case manager collaborated to provide EL instruction.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **BUDGETED** | EL Coordinator (all grades) $2,000  
ELD Staffing (Spanish & Academic support) $10,000 |
| **ESTIMATED ACTUAL** | EL Coordinator (all grades) $2,000  
ELD Staffing (Spanish & Academic support): $10,050 |

<table>
<thead>
<tr>
<th>Action</th>
<th>3f</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNED</strong></td>
<td>Ensure monitoring and support is in place for RFEP</td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>Continued monitoring and support of RFEP students by EL</td>
</tr>
<tr>
<td>Action</td>
<td>3g</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Actions/Services</td>
<td>PLANNED Additional PD (conferences or other training).</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED $2,000</td>
</tr>
<tr>
<td></td>
<td>ESTIMATED ACTUAL $175</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>PLANNED Additional instructional supplies for added enrollment.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED $5,000</td>
</tr>
<tr>
<td></td>
<td>ESTIMATED ACTUAL $3,500</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. | Overall, UDA implemented the intended actions and services to achieve the articulated goal. The planned assessment work, staffing plans, supplies, and consulting/training, all served to help the faculty focus on raising literacy performance and English learner success. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Although SBAC scores are not yet available this spring, dashboard scores show that English learners and low income students are far behind. There is a continued need for better vertical alignment across elementary, middle, and high school grades in reading and writing. There is also a need for additional ELD training and teacher-implementation of ELD standards schoolwide. Teachers recommend a literacy chair, increased EL training, and increased ELD instruction to help drive the alignment work across grades. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Salary discrepancies for this goal were due to an academic support teacher moving out of state in the spring (this position was difficult to fill towards the end of the school year). Subscription expenditures did not come in as high because the faculty decided direct teacher work was more effective than additional assessment/technology-based learning. Expected ELA materials did not arrive due to challenges with timing for Proposition Z purchases. |
| 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. | Due to the perceived needs described above based on current LCFF Evaluation rubrics and other more current literacy data, along with input from teachers about ELD services, the actions/services will be revised to include earlier literacy intervention via transitional kindergarten programming, the addition of department chairs, and added instructional supports and intensive instruction and monitoring for the following subgroups in ELA: socioeconomically disadvantaged students and English Learners. The metrics will be revised to focus on state Dashboard subgroups. Additionally, Goals #2-3 will be combined since many of the actions/services overlap. |
## Goal 4
Ensure a positive school climate.

### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>WASC Goal #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain high student attendance (96% or higher).</td>
<td>MET: 16-17: 96.14%</td>
</tr>
</tbody>
</table>
| Decrease chronic student absenteeism by 1%:  
  - K-8: 6.09% or less  
  - HS: collect baseline data | Data pending.  
  Error in report; currently resolving. |
| Decrease student tardiness by 1 percentage point each year:  
  - K-8: <19% of students will have 10 or more tardies  
  - HS: collect baseline data | Data not valid.  
  K-8: new method (44% with new method, but not a valid comparison)  
  HS: 17.4% |
| Maintain dropout rate of <0.5%. | MET: Dropout rate <0.5% |
| Decrease the percentage of suspensions each year by 1%.  
  - K-8: decrease suspensions by 1%  
  - HS: collect baseline data | MET:  
  K-8 in 15-16: 8.4%  
  K-8 in 16-17: 2.1%  
  HS in 16-17: 4.3% (but will report with K-8 as one charter) |
| Maintain an expulsion rate of <0.5%. | MET: 0 expulsions. |
| Secure and move into a campus for grades 9-12. Ensure campus meets mission-based needs and has adequate technology | MET: Moved in May, 2017. |
infrastructure.

**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</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Further refine behavior program to best support positive student behavior and socio-emotional development, in line with school learner outcomes (for grades K-8). Develop socio-emotional programming and/or behavior support plans for grades 9-12.</td>
<td>Implemented restorative practices to address schoolwide behavior and socio-emotional development in grades K-9. Collaboration with counselor, directors, psychologist and academic support coaches. All staff trained on restorative practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of counselor, director, psychologist salaries $20,000</td>
<td>$17,154</td>
<td></td>
</tr>
<tr>
<td>Additional training $500</td>
<td>$350</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b</td>
<td>Add any additional supporting curriculum and/or other materials to support positive behavior and socio-emotional development, in line with school learner outcomes.</td>
<td>Restorative practices materials for all teachers/support staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular resources or materials $1,000</td>
<td>25 Restorative Circles in Schools Books: $350</td>
<td></td>
</tr>
</tbody>
</table>
### Action 4c

**Actions/Services**

**PLANNED**
Sustain added days to counseling services and school psychologist. Increase services for added high school enrollment.

**ACTUAL**
Continued to staff 0.4 FTE psychologist and full-time counselor for grades K-8. Contracted psychologist for 9th grade.

**Expenditures**

**BUDGETED**
Added salaries continued, total $106,000

**ESTIMATED ACTUAL**
Staffed psychologist + counselor = $76,540
SEATS contracted services: $1,750

### Action 4d

**Actions/Services**

**PLANNED**
Continue to increase parent engagement through SAC planning and faculty implementation of workshops.

**ACTUAL**
SAC accomplishments: restorative justice, LGBQTIA training, LCAP planning, parent communication, middle school night, deep dive. Technology workshop. Middle School night. Additional workshops being planned for Fall 2017.

**Expenditures**

**BUDGETED**
N/A

**ESTIMATED ACTUAL**
N/A

### Action 4e

**Actions/Services**

**PLANNED**
Continue to further participation from various subgroups of parents (examples, Spanish-speaking events, RFEP info nights and celebrations, other parent workshops).

**ACTUAL**
Beginning planning for ELAC committee started. Spanish translation available for all or most parent events. Spanish-speaking parents increasingly targeted for all events via translated materials. Work in progress.

**Expenditures**

**BUDGETED**
ELD Stipend, portion of Spanish teacher salary $3,000
Translation $2,000

**ESTIMATED ACTUAL**
ELD stipend: $2,000
Spanish teacher salary: $2,625
Translation services: $5,000
<table>
<thead>
<tr>
<th>Action</th>
<th>Actions/Services</th>
<th>Expenditures</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4f</td>
<td><strong>PLANNED</strong></td>
<td><strong>ACTUAL</strong></td>
<td><strong>BUDGETED</strong></td>
</tr>
<tr>
<td></td>
<td>Continue to translate school documents and events for Spanish-speaking parents.</td>
<td>All handbooks and office forms now available in Spanish. Important events (eg Middle School Night) available in Spanish.</td>
<td>Translation $2,000</td>
</tr>
<tr>
<td>4g</td>
<td><strong>PLANNED</strong></td>
<td><strong>ACTUAL</strong></td>
<td><strong>BUDGETED</strong></td>
</tr>
<tr>
<td></td>
<td>Increase attendance at foster youth workshops and trainings, to increase materials and supports available to families.</td>
<td>Program Coordinator regularly attending foster youth and homeless liaison workshops and trainings.</td>
<td>Staff participation (part of office salary) $500</td>
</tr>
<tr>
<td>4h</td>
<td><strong>PLANNED</strong></td>
<td><strong>ACTUAL</strong></td>
<td><strong>BUDGETED</strong></td>
</tr>
<tr>
<td></td>
<td>Add high school administrative staff to assist with attendance, tardies and other student tracking/needs.</td>
<td>Only added part-time administrative staff (split with teaching position) due to smaller than expected enrollment in 9th grade.</td>
<td>Added salaries, total $40,000</td>
</tr>
<tr>
<td>Action</td>
<td>4i</td>
<td>4j</td>
<td>4k</td>
</tr>
<tr>
<td>--------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Actions/Services</td>
<td><strong>PLANNED</strong> Sustain added enrichment salaries and contracted programs.</td>
<td><strong>ACTUAL</strong> Added STEAM programming. Maintained contracted Spanish program. Continued to staff fine arts, performing arts, Spanish, PE.</td>
<td><strong>PLANNED</strong> Continue to outfit existing campus according to mission and needs. Open new facility for Ideate High and properly outfit to meet Ideate’s school mission and learner outcomes.</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>BUDGETED</strong> Added salaries and consulting continued $120,000</td>
<td><strong>ESTIMATED ACTUAL</strong> STEAM + contracted Spanish + performing arts: $148,228</td>
<td><strong>BUDGETED</strong> K-8 campus projects $7,000 Athletic equipment HS facility $46,500</td>
</tr>
<tr>
<td>Actions/Services</td>
<td><strong>PLANNED</strong> Add furniture, fixtures, equipment for new classroom additions.</td>
<td><strong>ACTUAL</strong> Furniture and equipment added for K-8 and high school. Equipment leases for high school beginning in May 2017.</td>
<td><strong>BUDGETED</strong> K-8 FF&amp;E: $20,000 HS FF&amp;E: $15,000</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>BUDGETED</strong> K-8 FF&amp;E: $20,000 HS FF&amp;E: $15,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Action**

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide transportation services for foster youth (if needed).</td>
<td>Not needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,000</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Overall, actions/services for this goal were implemented, including supports for positive behavior, parent engagement, translation, training, staffing, and facilities upgrades. An new high school facility was not available until much later in the year than planned, but this change did happen later in the school year. Transportation for foster youth was not needed this school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the restorative approach to positive behavior seemed to be one of our bigger successes this school year, with suspension rate dropping this school year and with a more consistent schoolwide approach to student behavior. Counseling and psychology services have been very helpful; but more preventative counseling work would be helpful. New enrichment programming (specifically STEAM) has seemed to increase student engagement, which hopefully has an impact on student behavior and attendance. Parent engagement through the School Advisory Council (for one) has been strong; however, there is still a need to engage specific subgroups of parents more effectively.</td>
</tr>
<tr>
<td>There was a higher than expected need for repairs at the new K-8 building.</td>
</tr>
<tr>
<td>Expected outcomes are still mostly appropriate for this goal. Since suspensions decreased this school year, the goal will be modified to maintain the new seemingly low suspension rate, rather than continue to decrease the rate unrealistically. The school will utilize a dilemma protocol process to address behavior needs of subgroups who are categorized lower than all students on the LCFF Evaluation Rubric (white students on released dashboard). Feedback from stakeholders also revealed a need to continue to focus on parent engagement through workshops and committees such as ELAC. Stakeholders also view Advisory programming and parent conferences as important ways to engage parents and maintain strong attendance and positive climate. Lastly, stakeholders see a need to continue to support economically-challenged families with more affordable food services. Local metrics will be revised to more closely align to state priorities.</td>
</tr>
</tbody>
</table>
Stakeholder Engagement

LCAP Year


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?

The 2016-17 school year brought about some important changes for UDA. Our community settled into year two at our new facility, while opening doors to a high school program beginning with one 9th grade class. At the same time, we continued to refine our K-12 vision for project-based learning and design-thinking, with a schoolwide focus on student exhibition. We welcomed two new Directors to the K-8 and high school programs, with one Chief Executive Officer working closely with the Directors on K-12 alignment, and enabling each Director to really focus on teacher development, student learning, and school climate. We continued to strengthen and align our curriculum and to refine academic support processes schoolwide, in line with WASC goals, state priorities, and data-based needs. The four existing goals for UDA remain areas of focus over the next three years, with some important revisions based on continued input from our collaborative community and stakeholder priorities.

Data utilized in stakeholder engagement and analysis of data this year included:

State, Federal and other National Assessment Data
- LCFF Evaluation Rubrics
- CELDT data
- SBAC data (math and ELA)
- CST data for science & history proficiency
- Attendance data
- Suspension and expulsion data

Local Data
- NWEA Map student performance data
- Local suspension data (recent)
- Qualitative student work analysis (analysis of project-based learning work)
- Project-tuning analysis (qualitative curriculum analysis)
- Climate survey data (quantitative and qualitative)
- Retention and dis-enrollment data
- Focus group input

As last year, stakeholder consultation was held throughout the year to facilitate input and feedback in a structured, interactive format. Feedback sessions included presentations, data analysis, forums, focus group meetings, planning meetings, School Advisory Council meetings, and surveys. Parents were encouraged to participate in appropriate meetings via our mass e-communication system, through teachers, and at ongoing events. Spanish translation was strengthened even more this year, to encourage increased participation from parents of English learner students. Specifically, the following took place:
• Staff Meetings: analyzing performance, project-tunings, vision-planning, budget planning (August PD days; Wednesdays afternoons throughout Fall & Spring; four additional staff days)
• Scheduling Committee (staff: March through June)
• All Staff Planning Meetings: March through June
• Staff Climate Survey (May)
• Student Climate Survey
• Parent Climate Survey
• School Advisory Council Data Analysis & LCAP Meetings: September 20, October 13, February 9, April 13
• Staff Data Analysis & LCAP Meetings: September 21, September 28, November 30, February 15, March 22, April 19
• Board LCAP Meetings & Data Analysis: February 15, March 15
• Student Focus Group Meetings
• ELD Planning: February 15, May
• Administration Data Analysis, Budget & LCAP Planning Meetings: Ongoing September to June
• Board LCAP hearing: June 7
• Board approval of financials: June 22
• LCAP Board Approval: June 22
• Submission to SDUSD: June 30

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The process of engaging varied stakeholders in ongoing analysis of existing data and goals served to:
• Review priority areas and LCAP goals,
• Review and analyze specific data measures on student and school progress,
• Identify any additional areas of priority for UDA not existing in the 2016 LCAP plan,
• Continue to strategize to implement the LCAP, work towards meeting our four overarching schoolwide goals, and budget.

Additional areas of concern which arose from stakeholder engagement included:
• Math performance is a continuing high-priority need, particularly for socioeconomically disadvantaged students, Hispanic students, and English Learners.
• ELA performance is also a need for some subgroups, particularly socioeconomically disadvantaged students.
• Suspensions have seemingly decreased by a significant amount this school year (although not yet reflected in LCFF Rubrics yet), but there is a need to lend attention to suspension of specific subgroups such special education students.
• There is a continued need to reach and more deeply engage varying family demographics.
• There is a need to better address challenges for economically challenged families, like more affordable lunch access.
• There is a continued need to improve supports for English Learners.
• There is still a need to increase positive perceptions of middle school programming/performance.

Specific revisions and enhancements to existing priorities, goals and related initiatives, based on stakeholder input, were in the following areas:
• Continuing discussions and revised strategies to support subgroups (particularly EL families, lower income families)
• Earlier intervention through transitional kindergarten programming
- Additional curricular materials, intervention, and continued training for math
- Department chairs for literacy and math in K-5 and MS
- Need for continued ELD training
- Further engagement of families through dialogue/communication about restorative behavior approach and additional workshops
- Focus on high school advisory programming and K-12 parent conferences
- Focus on presentations of student learning via exhibitions
- Sustaining positive culture through enrichment courses, field trips, and added clubs
- Fund for student food (for economically challenged students)
## Goals, Actions, & Services

Strategic Planning Details and Accountability

<table>
<thead>
<tr>
<th>□ New</th>
<th>☒ Modified</th>
<th>□ Unchanged</th>
</tr>
</thead>
</table>

### Goal 1

**Provide high-quality, engaging curriculum and instruction that meets the needs of all students.**

### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>□ 1</th>
<th>□ 2</th>
<th>☒ 3</th>
<th>□ 4</th>
<th>☒ 5</th>
<th>□ 6</th>
<th>□ 7</th>
<th>□ 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>□ 9</td>
<td>□ 10</td>
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<td></td>
<td></td>
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<tr>
<td>LOCAL</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>WASC Goal #1</td>
</tr>
</tbody>
</table>

### Identified Need

- Ensure our students have outstanding, committed, engaging and credentialed teachers who are responsive to individual student needs;
- Ensure students have relevant and engaging standards-based curriculum which is mission-aligned and which connects learning to experiences and across disciplines.

### 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><strong>Local Metric:</strong> 100% of core classroom teachers will hold a valid CA Teaching Credential; teachers will be appropriately assigned.</td>
<td>- 32 preliminary, clear or intern credentials  - As of May 2017, 4 credentialed teachers on limited assignment for second subject.</td>
<td>- 100% appropriately credentialed.  - Reduce to 3 full-credentialed teachers on limited assignment for second subject.</td>
<td>- 100% appropriately credentialed.  - Reduce to 2 full-credential teachers on limited assignment permit.</td>
<td>- 100% appropriately credentialed.  - No more than 2 teachers on limited assignment permit.</td>
</tr>
<tr>
<td><strong>Local Metric:</strong> Ensure 100% core &amp; special ed teachers assess state appropriate standards (CCSS &amp; NGSS).</td>
<td>100% of core &amp; special education teachers will regularly assess appropriate state standards.</td>
<td>100% of core &amp; special education teachers will regularly assess appropriate state standards.</td>
<td>100% of core &amp; special education teachers will regularly assess appropriate state standards.</td>
<td>100% of core &amp; special education teachers will regularly assess appropriate state standards.</td>
</tr>
<tr>
<td>Local Metric: Over time, 100% of core teachers will assess ELD standards.</td>
<td>16-17: Training on ELD standards for ELA teachers. 16-17: 72% of ELA teachers submitted ELD lessons based on EL proficiency levels and ELD standards; minimal regular assessment of ELD standards.</td>
<td>- Training on ELD standards implementation for 100% of core teachers. - ELD standards-based lessons submitted by 100% of core teachers. Collect baseline data on regular assessment of ELD standards.</td>
<td>- Continued training on ELD standards implementation for 100% of core teachers. - ELD standards-based lessons submitted by 100% of core teachers. Improve rate of regular assessment of ELD standards by 5%.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Local Metric: Ensure students have access to a full TK-12 mission-aligned continuum.</td>
<td>K-8 plus one 9th grade class.</td>
<td>Add transitional kindergarten. Expand to 10th grade.</td>
<td>Expand to 12th grade.</td>
<td></td>
</tr>
<tr>
<td>Local Metric: All students will have access to standards-aligned instructional materials.</td>
<td>100% of students have access to sufficient standards-aligned instructional materials.</td>
<td>100% of teachers report students have access to sufficient instructional materials in annual teacher survey.</td>
<td>100% of teachers report students have access to sufficient instructional materials in annual teacher survey.</td>
<td></td>
</tr>
<tr>
<td>Local Metric: Every student has regular technology access.</td>
<td>1:1 technology ratio</td>
<td>Maintain a minimum device to student ratio of 1:2 in all grades.</td>
<td>Maintain a minimum device to student ratio of 1:2 in all grades.</td>
<td></td>
</tr>
<tr>
<td>Local Metric: Every student will participate in at least two interdisciplinary project-based assessments.</td>
<td>100% of students participated in at least two interdisciplinary project-based assessments.</td>
<td>Teachers report 100% of students participating in at least two interdisciplinary project-based assessments.</td>
<td>Teachers report 100% of students participating in at least two interdisciplinary project-based assessments.</td>
<td></td>
</tr>
<tr>
<td>Local Metric: Every student will have access to enrichment courses aligned to UDA’s mission.</td>
<td>100% of K-8 grades offered: Spanish, PE, visual arts, STEAM, performing arts course. 100% of 9th graders are offered: design.</td>
<td>100% of K-8 grades offered: Spanish, PE, visual arts, STEAM, performing arts course. 100% of 9th/10th graders are offered: design. 100% of 11th graders complete an internship.</td>
<td>100% of K-8 grades offered: Spanish, PE, visual arts, STEAM, performing arts. 100% of 9th/10th graders are offered: design. 100% of 11th graders complete an internship and/or dual enrollment course.</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 1a**

<table>
<thead>
<tr>
<th>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served</strong></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served</strong></td>
</tr>
<tr>
<td><strong>Scope of Services</strong></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New</td>
<td>☐ Modified</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

Continue to provide funding for teachers to clear credentials via induction program. Mentor teachers will receive a stipend for supporting induction teachers and/or intern status teachers.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
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</tr>
<tr>
<td>$7,500</td>
<td>$9,000</td>
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<tr>
<td>$2,500</td>
<td>$3,000</td>
<td>$3,500</td>
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<tr>
<td>Action</td>
<td>1b</td>
<td></td>
</tr>
</tbody>
</table>

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- **Students to be Served:**
  - All
  - Students with Disabilities
  - [Specific Student Group(s)]

- **Location(s):**
  - All schools
  - Specific Schools: ______________________
  - Specific Grade spans: ____________________

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- **Students to be Served:**
  - English Learners
  - Foster Youth
  - Low Income
  - LEA-wide Group(s)
  - Schoolwide
  - OR
  - Limited to Unduplicated Student Group(s)

- **Location(s):**
  - All schools
  - Specific Schools: ______________________
  - Specific Grade spans: ____________________

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<tr>
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</tbody>
</table>

**Modify salary schedule beginning in 18-19 to increase teacher pay and attract the most qualified teachers.**

**Increase teacher pay to ensure UDA can access and retain the most qualified teachers.**

**Continue to analyze salary as compared district and other charter schools, to ensure UDA can retain the most qualified teachers.**

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
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<tbody>
<tr>
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<tr>
<td>Source</td>
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</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>
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</thead>
<tbody>
<tr>
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<td>All schools</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Specific Schools:</td>
</tr>
<tr>
<td>[Specific Student Group(s)]</td>
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</tr>
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## 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>English Learners</td>
<td>All schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Specific Schools:</td>
</tr>
<tr>
<td>Low Income</td>
<td>Specific Grade spans:</td>
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### ACTIONS/SERVICES

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<thead>
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<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
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<tr>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

Enrichment courses, including Performing Arts, Visual Arts, PE, Spanish and STEAM (K-8); and Design (HS); will be designed to support interdisciplinary learning for core courses each semester or trimester. These courses will not only support socioemotional learning for subgroups (Goal #3), but will reinforce concepts and skills across math/science/history/English through engaging and relevant interdisciplinary projects, providing multiple access points for low income students and English learners.
### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
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<td><strong>Amount</strong></td>
<td>$530,057</td>
<td>$634,110</td>
<td>$673,432</td>
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<td><strong>Source</strong></td>
<td>LCFF Base &amp; Supplemental</td>
<td>LCFF Base &amp; Supplemental</td>
<td>LCFF Base &amp; Supplemental</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>1100 Teacher Salaries 5815 Instructional Consultants 3000 Employee Benefits</td>
<td>1100 Teacher Salaries 5815 Instructional Consultants 3000 Employee Benefits</td>
<td>1100 Teacher Salaries 5815 Instructional Consultants 3000 Employee Benefits</td>
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### Action 1d

#### 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>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

#### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>LEA-wide Group(s)</td>
<td>Schoolwide</td>
<td>OR</td>
</tr>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
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### ACTIONS/SERVICES

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<th>2019-20</th>
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</tbody>
</table>

To ensure multiple modalities are utilized to reach subgroup populations, and to ensure engaging/relevant instruction provides multiple

To ensure multiple modalities are utilized to reach subgroup populations, and to ensure engaging/relevant instruction provides multiple

To ensure multiple modalities are utilized to reach subgroup populations, and to ensure engaging/relevant instruction provides multiple
access points for English learners, foster youth, and low income students, UDA will provide all teachers with a significant instructional budget to support standards-based, interdisciplinary projects & exhibitions. Additional

<table>
<thead>
<tr>
<th>BUDGETED EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18</strong></td>
</tr>
<tr>
<td><strong>2018-19</strong></td>
</tr>
<tr>
<td><strong>2019-20</strong></td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>

Action 1e

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>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans: TK &amp; high school</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>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>LEA-wide Group(s)</td>
<td>Schoolwide</td>
<td>OR</td>
</tr>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

<table>
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<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>![Check mark] New</td>
<td>![Check mark] Modified</td>
<td>![Check mark] Unchanged</td>
</tr>
</tbody>
</table>

Add curricular/instructional supplies for additional enrollment (including TK-10th grade).

Add curricular/instructional supplies for additional enrollment (including 11th grade).

Add curricular/instructional supplies for additional enrollment (including 12th grade).

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$12,287</td>
<td>$3,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4100 Textbooks 4200 Other Books 4320 Educational Software 4325 Instructional Materials 4335 Athletic Equipment</td>
<td>100 Textbooks 4200 Other Books 4320 Educational Software 4325 Instructional Materials 4335 Athletic Equipment</td>
</tr>
</tbody>
</table>

Action 1f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - [ ] All
  - [ ] Students with Disabilities
  - [ ] Specific Student Group(s)

- **Location(s)**
  - [ ] All schools
  - [ ] Specific Schools: ____________________
  - [ ] Specific Grade spans: ____________________

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - [ ] English Learners
  - [ ] Foster Youth
  - [ ] Low Income

- **Scope of Services**
  - [ ] LEA-wide
  - [ ] Schoolwide
  - [ ] Unduplicated Student Group(s)
  - [ ] Limited to

- **Location(s)**
  - [ ] All schools
  - [ ] Specific Schools: ____________________
  - [ ] Specific Grade spans: ____________________
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>□ Unchanged</td>
<td>□ Unchanged</td>
<td>□ Unchanged</td>
</tr>
</tbody>
</table>

Devices and technology services will be added to support additional enrollment and maintain a nearly 1:1 device/student ratio. By providing this ratio and ensuring devices are consistently working, UDA will help eliminate barriers to computing, research capability, and curriculum supports for socioeconomically disadvantaged students. UDA will service and loan computers to any students in need for home usage.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td><strong>Amount</strong></td>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td>$20,000 devices</td>
<td>$31,000</td>
<td>$31,000</td>
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<tr>
<td>$50,400 technology services</td>
<td>$51,912 technology services</td>
<td>$53,469 technology services</td>
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<tr>
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<td><strong>Source</strong></td>
<td><strong>Source</strong></td>
</tr>
<tr>
<td>Prop Z / LCFF Supplemental</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
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<tr>
<td><strong>Budget Reference</strong></td>
<td><strong>Budget Reference</strong></td>
<td><strong>Budget Reference</strong></td>
</tr>
<tr>
<td>5820 Non-instructional consultants</td>
<td>5820 Non-instructional consultants</td>
<td>5820 Non-instructional consultants</td>
</tr>
<tr>
<td>4420 Computer Hardware</td>
<td>4420 Computer Hardware</td>
<td>4420 Computer Hardware</td>
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</tbody>
</table>

**Action 1g**

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 □ Students with Disabilities □ [Specific Student Group(s)]</td>
<td>□ All schools □ Specific Schools: ____________________ □ Specific Grade spans: ____________________</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>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th>LEA-wide</th>
<th>Schoolwide</th>
<th>OR</th>
<th>Limited to Unduplicated Student Group(s)</th>
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<table>
<thead>
<tr>
<th>Location(s)</th>
<th>All schools</th>
<th>Specific Schools:</th>
<th>Specific Grade spans:</th>
</tr>
</thead>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Provide internal and external professional development on curriculum alignment, instruction, design-thinking/project-based learning, literacy, math and differentiation. Refine vertical alignment of learner outcomes and standards, including refinement and implementation of new TK and 10th grade curriculum.**

### 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>$12,000 trainings/conferences</td>
<td>Educator Effectiveness/Title II/LCFF Base</td>
<td>5210 Conferences 5815 Instructional Consultants 5863 Professional Development 1300 Certificated Admin</td>
</tr>
<tr>
<td>2018-19</td>
<td>$28,050 trainings/conferences $20,000 portion director salaries</td>
<td>Title II &amp; LCFF Base</td>
<td>5210 Conferences 5815 Instructional Consultants 5863 Professional Development 1300 Certificated Admin</td>
</tr>
<tr>
<td>2019-20</td>
<td>$28,050 trainings/conferences $20,000 portion director salaries</td>
<td>Title II &amp; LCFF Base</td>
<td>5210 Conferences 5815 Instructional Consultants 5863 Professional Development 1300 Certificated Admin</td>
</tr>
</tbody>
</table>
### Action 1h

**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>
<tr>
<td>□ Students with Disabilities</td>
<td>□ Specific Schools: __________________</td>
</tr>
<tr>
<td>□ [Specific Student Group(s)]</td>
<td>□ Specific Grade spans: __________________</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>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ English Learners</td>
<td>□ All schools</td>
</tr>
<tr>
<td>□ Foster Youth</td>
<td>□ Specific Schools: __________________</td>
</tr>
<tr>
<td>□ Low Income</td>
<td>□ Specific Grade spans: __________________</td>
</tr>
</tbody>
</table>

#### Scope of Services

- □ LEA-wide
- □ Schoolwide
- OR □ Limited to Unduplicated Student Group(s)

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ New</td>
<td>□ New</td>
<td>□ New</td>
</tr>
<tr>
<td>□ Modified</td>
<td>□ Modified</td>
<td>□ Modified</td>
</tr>
<tr>
<td>□ Unchanged</td>
<td>□ Unchanged</td>
<td>□ Unchanged</td>
</tr>
</tbody>
</table>

- Provide specific and ongoing training on ELD standards and instruction.
- Continue specific and ongoing training on ELD standards and instruction.
- Continue specific and ongoing training on ELD standards and instruction.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>LCFF supplemental</td>
<td>LCFF supplemental</td>
<td>LCFF supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>5863 Professional Development 5210 Conferences</td>
<td>5863 Professional Development 5210 Conferences</td>
<td>5863 Professional Development 5210 Conferences</td>
</tr>
</tbody>
</table>
Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - All
  - Students with Disabilities
  - Specific Student Group(s)

- **Location(s)**
  - All schools
  - Specific Schools:
  - Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - English Learners
  - Foster Youth
  - Low Income

- **Scope of Services**
  - LEA-wide Group(s)
  - Schoolwide
  - OR
  - Limited to Unduplicated Student Group(s)

- **Location(s)**
  - All schools
  - Specific Schools:
  - Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

- New
- Modified
- Unchanged

- Develop/refine and implement new teacher evaluation and coaching cycle systems to develop and support high quality teachers.

#### 2018-19

- New
- Modified
- Unchanged

- Refine and continue to implement teacher evaluation system and coaching cycle systems to develop and support high quality teachers.

#### 2019-20

- New
- Modified
- Unchanged

- Refine and continue to implement teacher evaluation system and coaching cycle systems to develop and support high quality teachers.

### BUDGETED EXPENDITURES

#### 2017-18

- Amount: $20,000
- Source: LCFF Base
- Budget Reference: 1300 Certificated Admin

#### 2018-19

- Amount: $20,250
- Source: LCFF Base
- Budget Reference: 1300 Certificated Admin

#### 2019-20

- Amount: $20,503
- Source: LCFF Base
- Budget Reference: 1300 Certificated Admin
Goal 2  
Increase achievement in mathematics and literacy for all students.

State and/or Local Priorities Addressed by this goal:
- STATE 1 2 3 4 5 6 7 8
- COE 9 10
- LOCAL WASC Goals #1, 2, 3

Identified Need
- To increase proficiency in mathematics schoolwide, particularly for subgroups who are behind and/or have declined in progress.
- To increase proficiency in ELA schoolwide, particularly for English Learners and for subgroups who are behind and/or have declined in progress.

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>State Metric: CAASPP Mathematics</td>
<td>2016 SBAC from 2017 Dashboard (measured in points above/below level 3): All Students: -18.3 English Learners: -86.2 Foster Youth: N/A Socioeconomically Disadvantaged: -64.4 Stud. w/ Disabilities: -86 African American: -21.2 Hispanic: -49.8 White: +5.9</td>
<td>2017 SBAC Data measured in growth points towards level 3: All: +5 or ≥ green EL: +5 or ≥ green Foster Youth: N/A Soc. Dis.: +5 or ≥ green w/ Disabilities: +5 or ≥ green Afr. Amer.: +5 or ≥ green Hispanic: +5 or ≥ green White: ≥ green</td>
<td>2018 SBAC Data measured in growth points towards level 3: All: +5 or ≥ green EL: +5 or ≥ green Foster Youth: N/A Soc. Dis.: +5 or ≥ green w/ Disabilities: +5 or ≥ green Afr. Amer.: +5 or ≥ green Hispanic: +5 or ≥ green White: ≥ green</td>
<td>2019 SBAC Data measured in growth points towards level 3: All: +5 or ≥ green EL: +5 or ≥ green Foster Youth: N/A Soc. Dis.: +5 or ≥ green w/ Disabilities: +5 or ≥ green Afr. Amer.: +5 or ≥ green Hispanic: +5 or ≥ green White: ≥ green</td>
</tr>
</tbody>
</table>
State Metric: CAASPP English Language Arts

All Students: +8.3
English Learners: -49.4
Foster Youth: N/A
Socioeconomically Disadvantaged: -32.6
Stud. w/ Disabilities: -49.1
African American: +17.4
Hispanic: -15.2
White: +26.8

State Metric: % of EL students either:
- Reclassifying
- Improving a level on the CELDT/ELPAC
- maintaining early advanced or advanced on CELDT/ELPAC

Overall: 35.1%
- Reclassified: 13.5%
- Improved a level: 18.9%
- Maintained advanced or early advanced: 2.7%

Collect baseline data for overall rate using new ELPAC assessment.

Increase overall rate by 2% until 75%.

Increase overall rate by 2% until 75%.

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.

<table>
<thead>
<tr>
<th>Action</th>
<th>2a</th>
</tr>
</thead>
</table>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All
- Students with Disabilities
- [Specific Student Group(s)]

Location(s)

- All schools
- Specific Schools:
- Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income
**Scope of Services**

<table>
<thead>
<tr>
<th>LEA-wide</th>
<th>Schoolwide</th>
<th>OR</th>
<th>Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
</table>

**Location(s)**

- All schools
- Specific Schools: ________________________
- Specific Grade spans: ________________________

### ACTIONS/SERVICES

#### 2017-18

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

- Start math and literacy efforts earlier in TK to support earlier math development.

#### 2018-19

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

- Continue to provide math and literacy in TK to support earlier development.

#### 2019-20

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

- Continue to provide math and literacy in TK to support earlier development.

### ACTIONS/SERVICES

#### 2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

- $48,000 staffing
- $20,000 construction

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

- $50,000

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

- $52,000

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

- LCFF Base

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

- LCFF Base

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>

- LCFF Base

### Action 2b

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>
</table>

- All
- Students with Disabilities
- [Specific Student Group(s)]

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
</table>

- All schools
- Specific Schools: ________________________
- Specific Grade spans: ________________________

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>
</table>

- English Learners
- Foster Youth
- Low Income
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Utilize math consultant(s) to continue intensive professional development on common core math strategies, alignment, real world application, and STEAM application.

### 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>$5,000 consultant</td>
<td>Educator Effectiveness &amp; LCFF Base</td>
<td>5815 Consultants - Instructional</td>
</tr>
<tr>
<td>2018-19</td>
<td>$5,000 consultant</td>
<td>LCFF Base</td>
<td>5815 Consultants - Instructional</td>
</tr>
<tr>
<td>2019-20</td>
<td>$5,000 consultant</td>
<td>LCFF Base</td>
<td>5815 Consultants - Instructional</td>
</tr>
</tbody>
</table>

Action 2c

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>

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>English Learners</td>
<td></td>
<td>All schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scope of Services: LEA-wide OR Schoolwide OR Limited to Unduplicated Student Group(s)
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify and designate Math and ELA department chairs in the elementary and middle school to support vertical alignment and shared strategies in mathematics and literacy (TK-12).</td>
<td>Identify and designate Math and ELA department chairs in the elementary and middle school to support vertical alignment and shared strategies in mathematics and literacy (TK-12).</td>
<td>Identify and designate Math and ELA department chairs in the elementary and middle school to support vertical alignment and shared strategies in mathematics and literacy (TK-12).</td>
</tr>
<tr>
<td></td>
<td>☒ New  ☐ Modified  ☐ Unchanged</td>
<td>☐ New  ☒ Modified  ☐ Unchanged</td>
<td>☐ New  ☐ Modified  ☒ Unchanged</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>N/A</td>
<td>$1,800</td>
<td>$2,700</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>1100 Teacher Salaries</td>
<td>1100 Teacher Salaries</td>
</tr>
</tbody>
</table>

Action 2d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- Students to be Served: ☐ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]
- Location(s): ☐ All schools  ☐ Specific Schools: ___________________  ☐ Specific Grade spans: ___________________

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- Students to be Served: ☒ English Learners  ☒ Foster Youth  ☒ Low Income
- Scope of Services: ☐ LEA-wide  ☐ Schoolwide  OR  ☒ Limited to Unduplicated Student
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New</td>
<td>✗ Modified</td>
<td>□ Unchanged</td>
</tr>
</tbody>
</table>

**Group(s)**

Location(s) □ All schools □ Specific Schools: ________________________ □ Specific Grade spans: ____TK-8_____

**2017-18**
Continue to staff one academic support coach position to support students in academic need (literacy and/or math), particularly English learners and low income students. Ensure ELD students receive supplemental instruction (by core teacher and through academic support instructor and/or Spanish teacher). Ensure monitoring and support is in place for RFEP students.

**2018-19**
Add either assistant director position or a second academic support coach position. Continue to staff existing academic support coach for English learners and low income students (literacy and/or math). Ensure ELD students receive supplemental instruction (by core teacher and through academic support instructor and/or Spanish teacher). Ensure monitoring and support is in place for RFEP students.

**2019-20**
Maintain two staff positions for academic support, including academic support position(s) and/or assistant director position to specifically support English learners and low income students in literacy and/or math. Ensure ELD students receive supplemental instruction (by core teacher and through academic support instructor and/or Spanish teacher). Ensure monitoring and support is in place for RFEP students.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$64,000</td>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
<td>Title I &amp; LCFF Supplemental</td>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1100 Teacher 1200 Pupil Support</td>
<td>Budget Reference</td>
</tr>
</tbody>
</table>

**Action 2e**

**Students to be Served**

| □ All | □ Students with Disabilities | [Specific Student Group(s)] |

**Location(s)**

| □ All schools | □ Specific Schools: ________________________ | □ Specific Grade spans: ________________________ |
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
<th>Scope of Services</th>
<th>☐ LEA-wide Group(s)</th>
<th>☐ Schoolwide</th>
<th>OR</th>
<th>☐ Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
</table>

| Location(s) | ☐ All schools | ☐ Specific Schools: ____________________________ | ☐ Specific Grade spans: ____________________________ |

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New</td>
</tr>
<tr>
<td>Add consumable math materials to TK-8th grade curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New</td>
</tr>
<tr>
<td>Re-purchase consumable math materials for TK-8th grade curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New</td>
</tr>
<tr>
<td>Re-purchase consumable math materials for TK-8th grade curriculum.</td>
</tr>
</tbody>
</table>

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
</tr>
</tbody>
</table>

**Action** 2f

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>☐ All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
<th>☐ students in academic need__________</th>
</tr>
</thead>
</table>

| Location(s) | ☐ All schools | ☐ Specific Schools: ____________________________ | ☐ Specific Grade spans: ____________________________ |

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>☒ English Learners</th>
<th>☒ Foster Youth</th>
<th>☒ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>☐ LEA-wide</td>
<td>☒ Schoolwide</td>
<td>OR ☐ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td>☒ All schools</td>
<td>☐ Specific Schools: _____________________</td>
<td>☐ Specific Grade spans: _____________________</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New</td>
<td>☐ Modified</td>
<td>☐ Unchanged</td>
</tr>
<tr>
<td>Continue to run NWEA assessment program 2-3 times per year; hold specific data analysis and goal setting trainings for staff with a focus on sub groups of students. Renew and/or add technology program subscriptions for reading, writing and/or math to support struggling students with skills development (including Learning A-Z, ESGI, Cowriter, etc.)</td>
<td>Continue to run NWEA assessment program 2-3 times per year; hold specific data analysis and goal setting trainings for staff with a focus on sub groups of students. Renew and/or add technology program subscriptions for reading, writing and/or math to support struggling students with skills development (including Learning A-Z, ESGI, Cowriter, etc.)</td>
<td>Continue to run NWEA assessment program 2-3 times per year; hold specific data analysis and goal setting trainings for staff with a focus on sub groups of students. Renew and/or add technology program subscriptions for reading, writing and/or math to support struggling students with skills development (including Learning A-Z, ESGI, Cowriter, etc.)</td>
</tr>
</tbody>
</table>

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$10,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4320 Educational Software</td>
<td>4320 Educational Software</td>
</tr>
</tbody>
</table>

### Action

2g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All Group(s) | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |
**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Specific Schools: _____________________</th>
<th>Specific Grade spans: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ English Learners</td>
<td>☐ Foster Youth</td>
<td>☐ Low Income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th>LEA-wide</th>
<th>Schoolwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Limited to</td>
<td>Unduplicated Student Group(s)</td>
<td></td>
</tr>
</tbody>
</table>

**Location(s)**

| All schools | Specific Schools: _____________________ | Specific Grade spans: ____________________ |

**ACTIONS/SERVICES**

**2017-18**

- ☐ New  ☐ Modified  ☐ Unchanged

Add English learning subscription to support EL students.

**2018-19**

- ☐ New  ☐ Modified  ☐ Unchanged

Renew English learning subscription to support EL students.

**2019-20**

- ☐ New  ☐ Modified  ☐ Unchanged

Renew English learning subscription to support EL students.

**BUDGETED EXPENDITURES**

**2017-18**

| Amount     | $4,800 |
| Source     | LCFF Supplemental |
| Budget Reference | 4320 Educational Software |

**2018-19**

| Amount     | $4,800 |
| Source     | LCFF Supplemental |
| Budget Reference | 4320 Educational Software |

**2019-20**

| Amount     | $4,800 |
| Source     | LCFF Supplemental |
| Budget Reference | 4320 Educational Software |
## Goal 3

**Ensure a positive school climate.**

### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>WASC Goals #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Identified Need

- To ensure high school completers graduate and are prepared for college.
- To maintain low suspension & expulsion rates.
- To maintain positive student attendance.
- To fully equip facilities to accommodate additional growth and best execute our school mission.
- To increase parent engagement, particularly for English learner, low income students, and foster youth families (as applicable).

### 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><strong>State Metric: HS graduation rate</strong></td>
<td>Need 2020 baseline data for first graduating class</td>
<td>N/A</td>
<td>N/A</td>
<td>Collect baseline data.</td>
</tr>
<tr>
<td><strong>State Metric: % of students completing A-G requirements</strong></td>
<td>Need 2020 baseline data for first graduating class</td>
<td>N/A</td>
<td>N/A</td>
<td>Collect baseline data.</td>
</tr>
<tr>
<td><strong>State Metric: % of students completing dual enrollment</strong></td>
<td>Need 2020 baseline data for first graduating class</td>
<td>N/A</td>
<td>N/A</td>
<td>Collect baseline data.</td>
</tr>
<tr>
<td><strong>State Metric: % of students scoring 3 or better on APs</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Collect baseline data IF applicable (will not likely offer APs).</td>
</tr>
<tr>
<td><strong>State Metric: % of participation in EAP</strong></td>
<td>Need 2020 baseline data for first graduating class</td>
<td>N/A</td>
<td>N/A</td>
<td>Collect baseline data.</td>
</tr>
<tr>
<td>Local Metric: Parent Conferences</td>
<td>16-17: Over 95% attendance rate at parent conferences</td>
<td>Maintain at least 95% attendance rate at parent conferences.</td>
<td>Maintain at least 95% attendance rate at parent conferences.</td>
<td>Maintain at least 95% attendance rate at parent conferences.</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Local Metric: School Advisory Council</td>
<td>16-17: School Advisory Council representation and meetings</td>
<td>- Maintain the required number of parent representatives on the School Advisory Council; hold at least 5 meetings.</td>
<td>- Maintain the required number of parent representatives on the School Advisory Council; hold at least 5 meetings.</td>
<td>- Maintain the required number of parent representatives on the School Advisory Council; hold at least 5 meetings.</td>
</tr>
<tr>
<td>Local Metric: Climate Survey on School Safety</td>
<td>16-17: 98.3% of parents say their students feel safe at school. 16-17: 90.5% of students say feel safe in school</td>
<td>Students reporting they feel safe in school: ≥90%. Parents reporting their kids feel safe in school: ≥90%.</td>
<td>Students reporting they feel safe in school: ≥90%. Parents reporting their kids feel safe in school: ≥90%.</td>
<td>Students reporting they feel safe in school: ≥90%. Parents reporting their kids feel safe in school: ≥90%.</td>
</tr>
<tr>
<td>Local Metric: English</td>
<td>Planning of English</td>
<td>- Maintain the required number of EL parent</td>
<td>- Maintain the required number of EL parent</td>
<td>- Maintain the required number of EL parent</td>
</tr>
<tr>
<td>Learner Advisory Committee</td>
<td>Learner Advisory Committee</td>
<td>representatives on the ELAC; hold at least 3 meetings.</td>
<td>representatives on the ELAC; hold at least 3 meetings.</td>
<td>representatives on the ELAC; hold at least 3 meetings.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Local Metric:</strong> School facilities in good repair</td>
<td>K-8: In good repair. Roof tiles and minor repairs quoted. HS: Moved into new facility, in good repair.</td>
<td>K-8: Complete rooftop tile project. Keep any new repairs up to date. HS: Keep any new repairs up to date.</td>
<td>K-8: Keep any new repairs up to date. HS: Keep any new repairs up to date.</td>
<td>K-8: Keep any new repairs up to date. HS: Keep any new repairs up to date.</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 3a**

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>□ All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</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>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide</td>
<td>□ Schoolwide</td>
<td>□ OR</td>
</tr>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New</td>
<td>□ Modified</td>
<td>□ Unchanged</td>
</tr>
</tbody>
</table>

Sustain added counseling services and school psychologist. Increase services for added high school enrollment. Continue to staff instructional aides to support students in need; increase staffing for added enrollment.

Sustain added counseling services and school psychologist. Increase services for added high school enrollment (full-time counselor added in 18-19). Continue to staff instructional aides to support students in need; increase staffing for added enrollment.

Sustain added counseling services and school psychologist. Increase services for added high school enrollment. Continue to staff instructional aides to support students in need; increase staffing for added enrollment.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$125,286</td>
<td>$215,756</td>
</tr>
<tr>
<td>Source</td>
<td>Special Ed &amp; LCFF Supplemental</td>
<td>Source</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>--------</td>
</tr>
</tbody>
</table>

**Action 3b**

**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>☑ All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>☑ All schools</td>
<td>☐ Specific Schools:____________</td>
<td>☐ Specific Grade spans:____________</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>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>☐ LEA-wide</td>
<td>☐ Schoolwide</td>
<td>☑ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☑ All schools</td>
<td>☐ Specific Schools:____________</td>
<td>☐ Specific Grade spans:____________</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

**2017-18**

<table>
<thead>
<tr>
<th>☑ New</th>
<th>☐ Modified</th>
<th>☐ Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further refine restorative practice approach to best support positive student behavior and social-emotional development in grades TK-12. Add any additional supporting curriculum and/or other materials to support positive behavior and socio-emotional development. Create parent communication(s) and/or workshops to further support restorative approach to behavior and/or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2018-19**

<table>
<thead>
<tr>
<th>☑ New</th>
<th>☐ Modified</th>
<th>☑ Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further refine restorative practice approach to best support positive student behavior and social-emotional development in grades TK-12. Add any additional supporting curriculum and/or other materials to support positive behavior and socio-emotional development. Create parent communication(s) and/or workshops to further support restorative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2019-20**

<table>
<thead>
<tr>
<th>☑ New</th>
<th>☐ Modified</th>
<th>☑ Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further refine restorative practice approach to best support positive student behavior and social-emotional development in grades TK-12. Add any additional supporting curriculum and/or other materials to support positive behavior and socio-emotional development. Create parent communication(s) and/or workshops to further support restorative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
socio-emotional learning.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$23,000 portion counselors &amp; directors</td>
<td>$24,000 salaries</td>
<td>$25,000 salaries</td>
</tr>
<tr>
<td></td>
<td>(counselors in #3C) $500 books &amp; supplies</td>
<td>$500 books &amp; supplies</td>
<td>$500 books &amp; supplies</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget</td>
<td>1200 Pupil Support</td>
<td>1200 Pupil Support</td>
<td>1200 Pupil Support</td>
</tr>
<tr>
<td>Reference</td>
<td>1300 Certificated Admin</td>
<td>1300 Certificated Admin</td>
<td>1300 Certificated Admin</td>
</tr>
<tr>
<td></td>
<td>4200 Books and Other Reference Materials</td>
<td>4200 Books and Other Reference Materials</td>
<td>4200 Books and Other Reference Materials</td>
</tr>
<tr>
<td>Action</td>
<td>3c</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Actions/Services not included as</td>
<td>For Actions/Services included as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>contributing to meeting the Increased or</td>
<td>contributing to meeting the Increased or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improved Services Requirement:</td>
<td>Improved Services Requirement:</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Students to be Served</td>
<td>Students to be Served</td>
<td>Students to be Served</td>
</tr>
<tr>
<td>served</td>
<td>□ All</td>
<td>□ English Learners</td>
<td>□ English Learners</td>
</tr>
<tr>
<td></td>
<td>□ Students with Disabilities</td>
<td>□ Foster Youth</td>
<td>□ Foster Youth</td>
</tr>
<tr>
<td></td>
<td>□ [Specific Student Group(s)]</td>
<td>□ Low Income</td>
<td>□ Low Income</td>
</tr>
<tr>
<td>Location</td>
<td>□ All schools</td>
<td>□ LEA-wide</td>
<td>□ LEA-wide</td>
</tr>
<tr>
<td></td>
<td>□ Specific Schools:________________________</td>
<td>□ Schoolwide</td>
<td>□ Schoolwide</td>
</tr>
<tr>
<td></td>
<td>□ Specific Grade spans:____________________</td>
<td>□ OR</td>
<td>□ OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Limited to Unduplicated</td>
<td>□ Limited to Unduplicated</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ All schools</td>
<td>□ Specific Schools:________________________</td>
<td>□ Specific Schools:________________________</td>
</tr>
<tr>
<td></td>
<td>□ Specific Grade spans:____________________</td>
<td>□ Specific Grade spans:____________________</td>
<td>□ Specific Grade spans:____________________</td>
</tr>
</tbody>
</table>

Page 58 of 82
**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ New □ Modified □ Unchanged</td>
<td>□ New □ Modified □ Unchanged</td>
<td>□ New □ Modified □ Unchanged</td>
</tr>
<tr>
<td><strong>2017-18</strong></td>
<td>Continue to increase parent engagement through SAC planning and added school-led workshops and/or events. Specifically focus on engaging various subgroups (EL, low income, foster youth) in accessing school supports for students.</td>
<td>Continue to increase parent engagement through SAC planning and added school-led workshops and/or events. Specifically focus on engaging various subgroups (EL, low income, foster youth) in accessing school supports for students.</td>
<td>Continue to increase parent engagement through SAC planning and added school-led workshops and/or events. Specifically focus on engaging various subgroups (EL, low income, foster youth) in accessing school supports for students.</td>
</tr>
</tbody>
</table>

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18</strong></td>
<td>Amount</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Source</td>
<td>LCFF Supplemental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget Reference</td>
<td>1100 Teacher Salaries 1300 Certificated Admin</td>
<td></td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>3d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

| Students to be Served | □ All □ Students with Disabilities □ [Specific Student Group(s)] |
| Location(s)           | □ All schools □ Specific Schools: ____________________________ |

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

| Students to be Served | ☑ English Learners □ Foster Youth □ Low Income |
| Location(s)           | ☑ All schools □ Specific Schools: ____________________________ |

| Scope of Services | □ LEA-wide Student Group(s) □ Schoolwide □ Limited to Unduplicated |
| Location(s)       | ☑ All schools □ Specific Schools: ____________________________ |

□ Specific Grade spans: ____________________________
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New</td>
<td>☐ Modified</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

Ensure representative English Learner parents collaborate with the school through an ELAC committee.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1100 Teacher Salaries</td>
<td>1100 Teacher Salaries</td>
</tr>
</tbody>
</table>

Action 3e

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

- Students to be Served: All
- Location(s): All schools

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- Students to be Served: English Learners
- Scope of Services: LEA-wide Group(s)
- Location(s): All schools

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

- Students to be Served: Foster Youth
- Scope of Services: Schoolwide
- Location(s): Specific Schools:

---

Page 60 of 82
ACTIONS/SERVICES

2017-18
☐ New  ☐ Modified  ☒ Unchanged
Continue to translate school documents and events for Spanish-speaking parents.

2018-19
☐ New  ☐ Modified  ☒ Unchanged
Continue to translate school documents and events for Spanish-speaking parents.

2019-20
☐ New  ☐ Modified  ☒ Unchanged
Continue to translate school documents and events for Spanish-speaking parents.

BUDGETED EXPENDITURES

2017-18
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>LCFF Supplemental</td>
<td>5820 Non-instructional consultants</td>
</tr>
</tbody>
</table>

2018-19
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>LCFF Supplemental</td>
<td>5820 Non-instructional consultants</td>
</tr>
</tbody>
</table>

2019-20
<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>LCFF Supplemental</td>
<td>5820 Non-instructional consultants</td>
</tr>
</tbody>
</table>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
☐ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]

Location(s):
☐ All schools  ☐ Specific Schools:___________________  ☐ Specific Grade spans:__________________

OR

Students to be Served:
☐ English Learners  ☒ Foster Youth  ☐ Low Income

Scope of Services:
☐ LEA-wide Group(s)  ☐ Schoolwide  OR  ☒ Limited to Unduplicated Student Group(s)

Location(s):
☒ All schools  ☐ Specific Schools:___________________  ☐ Specific Grade spans:__________________
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New</td>
<td>☐ New</td>
<td>☐ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☑ Unchanged</td>
<td>☑ Unchanged</td>
<td>☑ Unchanged</td>
</tr>
</tbody>
</table>

Continue to attend foster-youth workshops and trainings to increase materials and supports available to families.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2400 – Office Salaries</td>
<td>2400 – Office Salaries</td>
</tr>
</tbody>
</table>

Action 3g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- Students to be Served: ☑ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
- Location(s): ☑ All schools ☐ Specific Schools: ____________________ ☐ Specific Grade spans: ___high school ______

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
- Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
- Location(s): ☑ All schools ☐ Specific Schools: ____________________ ☐ Specific Grade spans: ____________________
## ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>☒ Modified</td>
<td>☐ Unchanged</td>
</tr>
<tr>
<td>Continue to grow high school administrative team to support added enrollment.</td>
<td>Continue to grow high school administrative team to support added enrollment.</td>
<td>Continue to grow high school administrative team to support added enrollment.</td>
</tr>
</tbody>
</table>

## BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$70,134</td>
<td>$127,656</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2400 Office Salaries 3000 Employee Benefits</td>
<td>2400 Office Salaries 3000 Employee Benefits</td>
</tr>
</tbody>
</table>

### Action 3h

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - ☒ All
  - ☐ Students with Disabilities
  - ☐ [Specific Student Group(s)]

- **Location(s)**
  - ☒ All schools
  - ☐ Specific Schools: ________________  ☐ Specific Grade spans: ________________

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - ☐ English Learners
  - ☐ Foster Youth
  - ☐ Low Income

- **Scope of Services**
  - ☒ LEA-wide
  - ☐ Schoolwide
  - ☐ Limited to Unduplicated Student Group(s)

- **Location(s)**
  - ☐ All schools
  - ☐ Specific Schools: ________________  ☐ Specific Grade spans: ________________
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] New</td>
<td>[ ] Modified</td>
<td>[ ] Unchanged</td>
</tr>
<tr>
<td>Continue to ensure K-8 and high school facilities are outfitted and repaired to meet schools’ mission and learner outcomes. Add furniture, fixtures equipment as needed.</td>
<td>Continue to ensure K-8 and high school facilities are outfitted and repaired to meet schools’ mission and learner outcomes. Secure long-term facility for high school. Add furniture, fixtures equipment as needed.</td>
<td>Continue to ensure K-8 and high school facilities are outfitted and repaired to meet schools’ mission and learner outcomes. Secure and move into long-term facility for high school. Add furniture, fixtures equipment as needed.</td>
</tr>
</tbody>
</table>

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>$77,000</td>
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</tr>
<tr>
<td>$23,000</td>
<td>$37,000</td>
<td>$38,000</td>
</tr>
<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>LCFF Base / Prop Z</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>5615 Repairs &amp; Maintenance 4410 Furniture</td>
<td>5615 Repairs &amp; Maintenance 4410 Furniture</td>
<td>5615 Repairs &amp; Maintenance 4410 Furniture</td>
</tr>
</tbody>
</table>

**Action:** 3i

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:**
  - [ ] All
  - [ ] Students with Disabilities
  - [ ] Specific Student Group(s)

- **Location(s):**
  - [ ] All schools
  - [ ] Specific Schools:
  - [ ] Specific Grade spans:

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:**
  - [ ] English Learners
  - [ ] Foster Youth
  - [ ] Low Income

- **Scope of Services:**
  - [ ] LEA-wide Group(s)
  - [ ] Schoolwide
  - **OR**
  - [ ] Limited to Unduplicated Student

- **Location(s):**
  - [ ] All schools
  - [ ] Specific Schools:
  - [ ] Specific Grade spans:
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>□ New □ Modified □ Unchanged</td>
<td>□ New □ Modified □ Unchanged</td>
</tr>
<tr>
<td>Provide transportation services for foster-youth (if needed).</td>
<td></td>
<td>Provide transportation services for foster-youth (if needed).</td>
<td>Provide transportation services for foster-youth (if needed).</td>
</tr>
</tbody>
</table>

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
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<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5877 Student Activities</td>
<td>5877 Student Activities</td>
<td>5877 Student Activities</td>
</tr>
</tbody>
</table>

### Action

**3j**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - □ All
  - □ Students with Disabilities
  - □ [Specific Student Group(s)]
- **Location(s)**
  - □ All schools
  - □ Specific Schools: ______________________
  - □ Specific Grade spans: ____ high school____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - □ English Learners
  - □ Foster Youth
  - □ Low Income
  - □ LEA-wide
  - □ Schoolwide
- **Scope of Services**
  - □ Unduplicated Student Group(s)
  - OR
  - □ Limited to
- **Location(s)**
  - □ All schools
  - □ Specific Schools: ______________________
  - □ Specific Grade spans: ____ HS/TK-12______
### ACTIONS/SERVICES

#### 2017-18
- ✗ New
-    □ Modified
-    □ Unchanged

Continue to develop advisory program for grades 9-12. Continue to develop student and parent conferences for grades TK-12.

#### 2018-19
-    □ New
-    □ Modified
- ✗ Unchanged

Continue to develop advisory program for grades 9-12. Continue to develop student and parent conferences for grades TK-12.

#### 2019-20
-    □ New
-    □ Modified
-    □ Unchanged

Continue to develop advisory program for grades 9-12. Continue to develop student and parent conferences for grades TK-12.

### BUDGETED EXPENDITURES

#### 2017-18
- Amount: $18,700
- Source: LCFF Supplemental
- Budget Reference: 1100 Teacher Salaries

#### 2018-19
- Amount: $27,500
- Source: LCFF Supplemental
- Budget Reference: 1100 Teacher Salaries

#### 2019-20
- Amount: $60,500
- Source: LCFF Supplemental
- Budget Reference: 1100 Teacher Salaries

### Action

#### 3k

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - □ All
  - □ Students with Disabilities
  - □ [Specific Student Group(s)]

- **Location(s)**
  - □ All schools
  - □ Specific Schools: ______________________
  - □ Specific Grade spans: ________________

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served**
  - □ English Learners
  - □ Foster Youth
  - ✗ Low Income

- **Scope of Services**
  - □ LEA-wide Group(s)
  - □ Schoolwide
  - OR
  - □ Limited to Unduplicated Student Group(s)

- **Location(s)**
  - ✗ All schools
  - □ Specific Schools: ______________________
  - □ Specific Grade spans: ________________
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td>Lunch supplies for students without school lunches.</td>
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<td></td>
<td></td>
</tr>
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### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Source</td>
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<td>LCFF Supplemental</td>
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<tr>
<td>Budget Reference</td>
<td>4710 Student Food</td>
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### Action

<table>
<thead>
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<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All schools</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Specific Schools: ___________________________</td>
</tr>
<tr>
<td>[Specific Student Group(s)]</td>
<td>Specific Grade spans: _________________________</td>
</tr>
</tbody>
</table>

**OR**

### Students to be Served

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
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</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>All schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Specific Schools: ___________________________</td>
</tr>
<tr>
<td>Low Income</td>
<td>Specific Grade spans: _________________________</td>
</tr>
</tbody>
</table>

**Scope of Services**

<table>
<thead>
<tr>
<th>LEA-wide</th>
<th>Schoolwide</th>
<th>OR</th>
<th>Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Checkmark.svg" alt="New" /> New</td>
<td><img src="Checkmark.svg" alt="Modified" /> Modified</td>
<td><img src="Checkmark.svg" alt="Unchanged" /> Unchanged</td>
</tr>
<tr>
<td><img src="Checkmark.svg" alt="New" /> New</td>
<td><img src="Checkmark.svg" alt="Modified" /> Modified</td>
<td><img src="Checkmark.svg" alt="Unchanged" /> Unchanged</td>
</tr>
<tr>
<td><img src="Checkmark.svg" alt="New" /> New</td>
<td><img src="Checkmark.svg" alt="Modified" /> Modified</td>
<td><img src="Checkmark.svg" alt="Unchanged" /> Unchanged</td>
</tr>
</tbody>
</table>

**Maintain extensive field trip programming and middle school outdoor trips, to help develop positive school culture, socioemotional learning, and multiple access points to curriculum for English learners and other academically-challenged students. Initiate college trips for high school to inspire students and provide awareness/access for college-preparedness. Ensure adequate school funding for students of all students to attend.**

**Maintain extensive field trip programming and middle school outdoor trips, to help develop positive school culture, socioemotional learning, and multiple access points to curriculum for English learners and other academically-challenged students. Continue/expand college trips for high school to inspire students and provide awareness/access for college-preparedness. Ensure adequate school funding for students of all students to attend.**

**Maintain extensive field trip programming and middle school outdoor trips, to help develop positive school culture, socioemotional learning, and multiple access points to curriculum for English learners and other academically-challenged students. Continue/expand college trips for high school to inspire students and provide awareness/access for college-preparedness. Ensure adequate school funding for students of all students to attend.**

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
<td>Amount</td>
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</tr>
<tr>
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<td>LCFF Base &amp; Supplemental</td>
<td>LCFF Base &amp; Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5877 Student Activities</td>
<td>5877 Student Activities</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year


Estimated Supplemental and Concentration Grant Funds: $224,016  Percentage to Increase or Improve Services: 5.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The percentage by which services for unduplicated students is increased or improved as compared to the services provided to all students is over 5.09%, with the actions and services “over and above” those offered to all students including but not limited to:

- Academic support services
- ELD coordinator, monitoring, and support
- ELD subscriptions
- ELAC committee
- Subscriptions for assessment/instructional support
- Counseling services
- Parent engagement: workshops, advisory, conferences
- Translation services
- Lunch supplies for students in need
- Providing devices and at-home devices
- Foster youth workshops & transportation funding

Since UDA has a relatively small number of unduplicated pupils, schoolwide use is often the most effective use of funds to meet the needs of unduplicated students. Enrichment programming, field trips, computer devices, instructional supplies, and teacher training, for example, are important avenues to increase student access and understanding, particularly for low income, English learner, and foster youth pupils, since these strategies greatly enhance engagement and conceptual understanding through experience and reinforcement of concepts and skills. For logical and fiscal solvency, it is most effective to provide these points of access schoolwide. It is assumed that these are the types of services more typically available to the general student population outside of the school day, but not as frequently to unduplicated students, so “leveling the playing field” to help develop the confidence, engagement, socio-emotional growth and academic learning of English learners, socioeconomically disadvantaged students, and foster youth remains particularly important.
Local Control and Accountability Plan and Annual Update Template Instructions

**Addendum**

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
For questions related to specific sections of the template, please see instructions below:

**Instructions: Linked Table of Contents**

- Plan Summary
- Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Planned Actions/Services
- Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

**Plan Summary**

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

**Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA’s total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual ([http://www.cde.ca.gov/fg/ac/sa/](http://www.cde.ca.gov/fg/ac/sa/)). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year**: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP**: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
• **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

**Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

**Annual Measurable Outcomes**

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

**Actions/Services**

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

**Analysis**

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

**Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

**Related State and/or Local Priorities**

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

**Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

**Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)](#).
Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.
**Location(s)**
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**
For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**
- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**
For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.
Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.
Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to meet the requirements 5 CCR Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, October 2016
October 4, 2017

Cindy Marten, Superintendent
Office of the Superintendent
San Diego Unified School District
4100 Normal St., Room 2219
San Diego, CA 92103

Re: Urban Discovery Academy

Dear Ms. Marten,

This letter of support is written on behalf of Urban Discovery Academy, which has been a member of the El Dorado Charter SELPA since July 1, 2011. Urban Discovery Academy has at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services.

Please contact me if you have any questions regarding Urban Discovery Academy's partnership with El Dorado Charter SELPA.

Respectfully Submitted,

David M. Toston
Associate Superintendent
El Dorado County
SELPA/Charter SELPA

cc: Jenni Owen, Chief Executive Officer, Urban Discovery Academy
**CONFIDENTIAL**

SECTION 504 STUDENT ACCOMMODATION PLAN

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Describe location of services, if other than the classroom setting and the reason(s) necessary, or any other relevant information:

Accommodations for District and State Testing:

- The student should take district and state tests under routine conditions, without any accommodations.
- The student uses accommodations during instruction that are also needed during district and state testing.

My signature indicates that I have participated in the development of this Accommodation Plan and further acknowledges that I am familiar with my responsibilities pursuant to Section 504 of the Rehabilitation Act of 1973.

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<th>Participant Signature</th>
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State of California
Secretary of State

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

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

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

MAR 0 4 2008

DEBRA BOWEN
Secretary of State
ARTICLES OF INCORPORATION
OF
Urban Discovery Academy

I

The name of the corporation is Urban Discovery Academy.

II

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

B. The specific purposes of this corporation are:

   i. To oversee, manage, operate, advise, guide, direct, promote, support and hold charters or contracts for one or more public schools in the State of California;

   ii. To exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and

   iii. To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the corporation shall never be inconsistent with the purposes of the corporation stated above or the Constitution of the United States or the State of California.

III

The name and address in the State of California of this corporation's initial agent for service of process is David Wilson, 2410 Mt. Elena Way, Jamul CA 91935.
IV

A. This corporation is organized and operated exclusively for public and charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code as of 1986, as amended.

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

C. Notwithstanding any other provision of these articles, 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 Code or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any United States Internal Revenue Law).

V

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of it shall ever inure to the benefit of any director, officer, or member hereof, or to the benefit of any private person.

B. Upon dissolution and winding up of the nonprofit corporation, its assets shall be distributed to a California Public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of Internal Revenue Code 1986, as amended.

VI

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the board of trustees.

[Signature]

David Wilson, Incorporator

Dated February 28, 2008
State of California
Secretary of State

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

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

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

MAR 04 2008

[Signature]
DEBRA BOWEN
Secretary of State
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OF
Urban Discovery Academy

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   ii. To exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and

   iii. To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the corporation shall never be inconsistent with the purposes of the corporation stated above or the Constitution of the United States or the State of California.

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V

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of it shall ever inure to the benefit of any director, officer, or member hereof, or to the benefit of any private person.

B. Upon dissolution and winding up of the nonprofit corporation, its assets shall be distributed to a California Public entity engaged in education and/or to a nonprofit fund, foundation, or corporation that is organized and operated for charitable purposes and that has established its tax-exempt status under Section 501(c)(3) of Internal Revenue Code 1986, as amended.

VI

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the board of trustees.

[Signature]
David Wilson, Incorporator

Dated February 28, 2008
THIRD AMENDED AND RESTATED BY-LAWS
of
Urban Discovery Academy, Inc.

February 6, 2013

ARTICLE I
Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

ARTICLE II
Offices

Section 1. Principal Office.

The corporation's principal office shall be located at 2850 Sixth Avenue, San Diego, CA 92103, San Diego, County of San Diego, State of California. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

ARTICLE III
Membership

Section 1. Sole Statutory Member.

Unless and until these by-laws are amended to provide otherwise, this corporation shall have no statutory members.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these By-laws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the
corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or By-laws, but no such person shall be a member within the meaning of said Section 5056.

ARTICLE IV
Board of Trustees

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these By-laws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these by-laws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these By-laws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation’s Articles of Incorporation or these By-laws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;
vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and,

ix. To carry out such other duties as are described in the Charter of the Urban Discovery Academy as approved by the San Diego Unified School District.

Section 2. Number and Qualifications of Trustees.

i. The number of trustees of the corporation shall be not less than three (3) and not more than thirty (30), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of the Articles of Incorporation or by amendment of these By-laws.

ii. The qualifications for Trustees are generally the ability to attend board meetings, a willingness to actively support and promote the Urban Discovery Academy, Inc. and a dedication to its educational philosophy and goals.

Section 3. Appointment and Term of Office.

The initial trustees and a chairperson shall be appointed by the Statutory Member. Thereafter, the Board through a nomination process shall select each trustee. Trustees shall hold office for a term of one (1) year. There is no limit to the number of terms a trustee can serve.

Section 4. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, 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.

Section 5. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.
ii. Notwithstanding Section 4, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by resolution of the Board. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee’s term of office.

Section 6. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 7. Annual Meeting.

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. Notice will be given in compliance with Brown Act.

Section 8. Regular Meeting

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. Notice will be given in compliance with Brown Act.

Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 10. Notice of Special Meetings.

i. Special meetings of the Board may be held only after each trustee has received four (4) days’ prior notice by first-class mail or forty-eight (48) hours’ notice given personally or by telephone, telegraph, facsimile, telex or other similar means of communication.
ii. Any such notice shall be addressed or delivered to each trustee at the trustee’s address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation’s records or is not readily ascertainable, at the place at which the meetings of the trustees 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.

Section 11. Quorum.

A majority of the Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees 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 notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 12. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees 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 trustees who were not present at the time of the adjournment.

Section 13. Rights of Inspection.

Subject to applicable federal and state laws regarding pupil confidentiality, every trustee has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.
Section 14. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

a. The filling of vacancies on the Board or on any committee which has the authority of the Board;

b. The fixing of compensation of the trustees for serving on the Board or on any committee;

c. The amendment or repeal of by-laws or the adoption of new by-laws;

d. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

e. The appointment of other committees having the authority of the Board;

f. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or

g. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these by-laws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 15. Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the
Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 16. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 17. Nonliability of trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 18. Interested Persons.

Not more than forty-nine percent (49%) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, 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 any such
person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 19. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 20. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation;

ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or Fifty Thousand Dollars ($50,000).
iv. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

1. The corporation entered into the transaction for its own benefit;

2. The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

3. Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and

4. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

5. A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

Section 21. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 22. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the
interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 23. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation’s trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee’s other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 24. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.


Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.


Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after
the close of the fiscal year. If the corporation issues an annual report as set forth in Section 28 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any “covered transaction” (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars ($50,000) or, (b) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested persons” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the “interested person” is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a “covered transaction” is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any trustee or officer of the corporation, or its parent or subsidiary; or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an “interested person.”

ARTICLE V
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.
Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office for one year.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the by-laws or as the Board may from time to time determine.

Section 4. President.

The president is the chief executive office of the corporation and has, subject to the control of and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

Section 5. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and by-laws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The
secretary shall give or cause to be given notice of all the meetings of the Board required by these by-laws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 9. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the by-laws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.
ARTICLE VI
Indemnification

Section 1. Definitions.

For the purposes of this Article, “agent” means any person who is or was a trustee, trustee, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually
and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.
Section 6. **Advance of Expenses.**

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. **Other Indemnification.**

No provision made by this corporation to indemnify its or its subsidiary's trustees, trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, by-laws, a resolution of members or trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

Section 8. **Forms of Indemnification Not Permitted.**

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 8b, in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these by-laws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. **Insurance.**

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit corporation Law.

Section 10. **Nonapplicability to Fiduciaries of Employee Benefit Plans.**

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's
capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section 11. Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article VI, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation’s employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President.

Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the
Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Effective Date and Amendments

Section 1. Effective Date.

These by-laws shall become effective immediately upon their adoption. Amendments to these by-laws shall become effective immediately upon their adoption.

Section 2. Amendments.

These by-laws may be amended or repealed and new by-laws adopted only by the Board.

The First Amended and Restated By-Laws supersede the previously adopted By-Laws dated February 28, 2008 upon adoption by the Board on March 26, 2009.

The Second Amended and Restated By-Laws supersede the previously adopted By-Laws dated February 28, 2008 and the First Amended and Restated By-Laws upon adoption by the Board on March 30, 2010.

The Third Amended and Restated By-Laws supersede the previously adopted By-Laws dated February 28, 2008 and the First and Second Amended and Restated By-Laws upon adoption by the Board on February 6, 2013.
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Urban Discovery Academy, Inc.'s First Amended and Restated By-Laws
2016 CONFLICT OF INTEREST CODE
BIENNIAL REVIEW REPLY FORM
DUE DATE: OCTOBER 1, 2016

Contact Person: Jenni Owen
(Taylor)
Telephone Number: 619 788 4668

Name of Agency: Urban Discovery Academy

Mailing Address: 840 14th Street, San Diego, CA 92101

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

☑ Amendments are necessary: (Attach Amended Code)
(Attach 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 foresee-ably 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: Jenni Owen
Date: 8/18/16

You must complete this report regardless of how recently your code was approved or amended. Please return this report no later than October 1, 2016 to:

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

(Rev 6/29/2016)
CONFLICT OF INTEREST CODE
OF
URBAN DISCOVERY ACADEMY

1. Standard Code of FPPC

The Political Reform Act of 1974 (Government Code 81000 et seq.) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Urban Discovery Academy is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to confirm to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. 8730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Urban Discovery Academy. This code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede any and all prior codes adopted by Urban Discovery Academy.

3. Filing of Statements of Economic Interest

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of Urban Discovery Academy. Upon receipt of the statements of the members of the Board of Trustees, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Trustees of Urban Discovery Academy, Inc. on the 26th day of March, 2009.

AMENDED by the Board of Trustees of Urban Discovery Academy on the 17th day of August, 2016.

[Signature]
President, Urban Discovery Academy

[Signature]
Secretary, Urban Discovery Academy
APPENDIX TO
CONFLICT OF INTEREST CODE OF
URBAN DISCOVERY ACADEMY

Preamble

Any person designated in Section I. of this Appendix who is unsure of any right or obligation arising under this code may request a formal opinion or letter of advice from the FPPC or an opinion from Urban Discovery Academy's General Counsel. (Gov. Code 83114; 2 Cal. Code of Regs. 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code 83114(a).)

Opinions rendered by General Counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on General Counsel's opinion as evidence of good faith. In addition, Urban Discovery Academy may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Urban Discovery Academy may bring against the requesting party under Gov. Code 91003.5.

I.

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<thead>
<tr>
<th>Designated Employees</th>
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<td>All</td>
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<tr>
<td>Chief Executive Officer, Urban Discovery Academy</td>
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<td>Directors, Urban Discovery Academy</td>
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<td>President, Urban Discovery Academy</td>
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<td>Secretary, Urban Discovery Academy</td>
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<td>Treasurer, Urban Discovery Academy</td>
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<tr>
<td>General Counsel</td>
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<tr>
<td>Consultants&lt;sup&gt;1&lt;/sup&gt;</td>
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<sup>1</sup>With respect to consultants, the President may determine in writing that a particular consultant, although a "designated employee" is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of the disclosure requirements. The President's determination is a public record and shall be retained for public inspection by Urban Discovery Academy in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.
II. Disclosure Categories

**Category 1. All-Inclusive Reportable Investments**

A designated employee in this category shall report all reportable investments, as defined in Gov. Code 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County which operate or provide any of the following:

- Accounting or auditing services
- Banks and savings and loans
- Computer hardware or software, or computer services or consultants
- Communications equipment or services
- Educational services, supplies and materials
- Entities or persons who have filed claims against Urban Discovery Academy or have claims pending against Urban Discovery Academy
- Insurance brokers and agencies
- Insurance adjusting, claims auditing or administration, or underwriting services
- Office equipment or supplies
- Personnel and employment companies and services
- Printing and reproduction services, publications, and distribution
- Securities, investment or financial services companies
- Title insurance and escrow

**Category 2. Reportable Interests in Real Property**

A designated employee in this category shall disclose all interests in real property, as defined in Gov. Code 82033 and 82035, that is

a) within or not more than two (2) miles outside of the boundaries of San Diego County that has situated on it any business entity named in category no. 1 above; or

b) within two (2) miles of any facility or real property owned or used by Urban Discovery Academy.

**Category 3. Reportable Income**

A designated employee in this category shall disclose all income as defined in Government Code 82030 of the designated employee from the below-listed sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period.

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Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Gov. Code 82034 in any business entity, which within the last two years has contracted with or in the future foreseeably may contract with Urban Discovery Academy, to provide personnel, services, supplies, material, machinery or equipment:

a) to Urban Discovery Academy of the type utilized by Urban Discovery Academy which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

b) to any entity which has contracted with Urban Discovery Academy within the last two (2) years or which in the future foreseeably may contract with Urban Discovery Academy to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Gov. Code 82030 which is derived from a source which within the last two years has contracted with Urban Discovery Academy or in the future foreseeably may contract with Urban Discovery Academy to provide personnel, services, supplies, material, machinery or equipment:

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Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule "C." A designated employee shall list:
a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

b) a description of the business activity in which the business entity is engaged; and

c) the designated employee's position with the business entity.
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OF
URBAN DISCOVERY ACADEMY, INC.

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APPROVED AND ADOPTED by the Board of Trustees of Urban Discovery Academy, Inc. on the 26th day of March, 2009.

[Signature]
President, Urban Discovery Academy, Inc.

ATTEST: [Signature]
Secretary, Urban Discovery Academy, Inc.

Approved and/or authorized by the Board of Supervisors of the County of San Diego
Date: ______ Minute Order No. ______
THOMAS J. PASTUSZKA
Clerk of the Board of Supervisors
By ______
Deputy Clerk
APPENDIX TO
CONFLICT OF INTEREST CODE OF
URBAN DISCOVERY ACADEMY, INC.

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from Urban Discovery Academy, Inc.'s General Counsel. (Gov. Code § 83114; 2 Cal. Code of Regs. § 18730(b)(11)) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

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<td>President, Urban Discovery Academy, Inc.</td>
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<td>CFO/Treasurer, Urban Discovery Academy, Inc.</td>
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¹ With respect to consultants, the President may determine in writing that a particular consultant, although a "designated employee" is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. 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 President's determination is a public record and shall be retained for public inspection by Urban Discovery Academy, Inc. in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.
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A designated employee in this category shall report all reportable investments, as defined in Gov. Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County which operate or provide any of the following:

- Accounting or auditing services
- Banks and savings and loans
- Computer hardware or software, or computer services or consultants
- Communications equipment or services
- Educational services, supplies and materials
- Entities or persons who have filed claims against Urban Discovery Academy, Inc. or have claims pending against Urban Discovery Academy, Inc.
- Insurance brokers and agencies
- Insurance adjusting, claims auditing or administration, or underwriting services
- Office equipment or supplies
- Personnel and employment companies and services
- Printing or reproduction services, publications, and distribution
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- Title insurance and escrow

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A designated employee in this category shall disclose all interests in real property, as defined in Gov. Code §§ 82033 and 82035, that is

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A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from the below-listed sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period.

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Office equipment or supplies
Personnel and employment companies and services
Printing or reproduction services, publications, and distribution
Securities, investment or financial services companies
Title insurance and escrow

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Gov. Code § 82034 in any business entity, which within the last two years has contracted with or in the future foreseeably may contract with Urban Discovery Academy, Inc. to provide personnel, services, supplies, material, machinery or equipment:

(a) to Urban Discovery Academy, Inc. of the type utilized by Urban Discovery Academy, Inc. which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with Urban Discovery Academy, Inc. within the last two years or which in the future foreseeably may contract with Urban Discovery Academy, Inc. to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Gov. Code § 82030 which is derived from a source which within the last two years has contracted with Urban Discovery Academy, Inc. or in the future foreseeably may contract with Urban Discovery Academy, Inc. to provide personnel, services, supplies, materials, machinery or equipment:

(a) to Urban Discovery Academy, Inc. of the type utilized by Urban Discovery Academy, Inc. which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with the Urban Discovery Academy, Inc. within the last two years or which in the future foreseeably may contract with Urban Discovery Academy, Inc. to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule “C.” A designated employee shall list:
(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged; and

(c) the designated employee’s position with the business entity.
State of California
Secretary of State

Statement of Information
(Domestic Nonprofit, Credit Union and General Cooperative Corporations)

Filing Fee: $20.00. If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. CORPORATE NAME
URBAN DISCOVERY ACADEMY

2. CALIFORNIA CORPORATE NUMBER
C2994315

Complete Principal Office Address  (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)
3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY
840 14TH STREET, SAN DIEGO, CA 92101

4. MAILING ADDRESS OF THE CORPORATION
JENNIFER OWEN
840 14TH STREET, SAN DIEGO, CA 92101

Names and Complete Addresses of the Following Officers  (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)
5. CHIEF EXECUTIVE OFFICER/
ADDRESS
MAELIN LEVINE
840 14TH STREET, SAN DIEGO, CA 92101

6. SECRETARY
ADDRESS
ESTHER M. LAPORTA
840 14TH STREET, SAN DIEGO, CA 92101

7. CHIEF FINANCIAL OFFICER/
ADDRESS
NICK FRADKIN
840 14TH STREET, SAN DIEGO, CA 92101

Agent for Service of Process  If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.
8. NAME OF AGENT FOR SERVICE OF PROCESS
Note: The person designated as the corporation’s agent MUST have agreed to act in that capacity prior to the designation.
CORPORATION SERVICE COMPANY WHICH WILL DO BUSINESS IN CALIFORNIA AS CSC-LAWYERS INCORPORATING SERVICE

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL
CITY
STATE
ZIP CODE

Common Interest Developments

10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

04/26/2017
JENNIFER M. OWEN
CHIEF EXECUTIVE OFFICER

DATE
TYPE/PRINT NAME OF PERSON COMPLETING FORM

TITLE
SIGNATURE

SI-100 (REV 01/2016)

APPROVED BY SECRETARY OF STATE
New Hire Checklist

☐ W-4 Employee Withholding
☐ I-9 Verification Form (Filed Separately)
☐ Copies of Social Security Card and Identification Card/Driver’s License (Must be originals)

☐ Payroll Deduction Form
☐ Direct Deposit

☐ Resume and Application from Edjoin
☐ Copy of Credential
☐ Employment Contract

☐ TB Test – Expiration Date:____________________
☐ First Aid Certification – Expiration Date:____________________
☐ Personal Physician Pre-designation Form

☐ Sexual Harassment Information
☐ Mandated Reporter Requirements
☐ Employee Handbook Receipt
☐ Fingerprint Clearance Paperwork
☐ Report of Clearance
☐ Signed Affidavit

Information given to employee but not kept in file:

☐ Workers Compensation Information

☐ Emergency Information

☐ Disability Insurance Information

☐ Paid Family Leave Information

☐ Initial Notice of COBRA Rights
Student-Parent Handbook

2017-2018

urban discovery academy
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INTRODUCTION

Welcome to Urban Discovery Academy! You are part of an innovative and rigorous program designed to help prepare your students to be exemplary scholars, athletes, artists and members of society. UDA is a vibrant learning community, rich with project-based learning opportunities, field trips and extracurricular programming. Since we are intentionally designed to be a small learning community, you will quickly become part of the UDA family.

This handbook provides the basic guidelines that help the school operate smoothly and will serve to assist parents and students with understanding available resources and the parameters of our work together.

WHAT IT MEANS TO BE A CHARTER SCHOOL

Charter schools are public schools that are authorized by their local school districts as schools of choice. Charter schools are tuition-free. Charter schools are generally exempt from many laws that apply to traditional public schools, which give charter schools much more autonomy.

Charter schools are typically started and operated by groups seeking to develop schools outside the traditional public school system. There are different types of organizational structures for charter schools. UDA adopted to develop an independent, nonprofit corporation organized under the laws of California for its central structure.

As public schools, charter schools receive funding from state and local agencies, primarily relating to attendance of its students. Charter schools also may participate in other state and federal funding opportunities, such as Title I funding or No Child Left Behind funding, as applicable. Finally, many charter schools seek grants and other donations.

ABOUT URBAN DISCOVERY ACADEMY

UDA was first established in 2008 by a dedicated group of parents and educators. UDA is a non-profit organization, chartered by the San Diego Unified School District.

Our Mission

The mission of Urban Discovery Academy is to provide a rigorous education that
develops the whole child as a scholar, athlete, artist and democratic member of society.

Our Vision
The vision of Urban Discovery Academy is to help "America's Finest City" create a downtown village that is not only physically beautiful but also an inspiring place to raise and educate children.

Urban Discovery Academy will attract involved families who might otherwise go outside of the city or district for educational options. This is a school which is interconnected with the community at large, with the support of civic leaders, businesses and resident organizations who believe our charter will enhance and enrich our vibrant downtown.

A central goal of Urban Discovery Academy is to build a vibrant learning community. A culture of parental empowerment, cooperation and regular communication between home and school, and a school environment that values each student and demands the best will be created. In this community model, students will be expected to help each other excel, both within each classroom and across grade levels.

Urban Discovery Academy will create a culture of parent involvement with high expectations of our students' families. The school's professional staff will also be held to the highest expectations. This formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

SCHOOL HOURS

Transitional Kindergarten through 5th Grade
- *Monday, Tuesday, Thursday & Friday:* School hours are 8:00 a.m. to 3:00 p.m.
- *Wednesday:* School hours are 8:00 a.m. to 12:00 p.m.

Middle School
- *Monday, Tuesday, Thursday & Friday:* School hours are 8:00 a.m. to 3:15 p.m.
- *Wednesday:* School hours are 8:00 a.m. to 12:00 p.m.

All Students
- Drop off time is between 7:15 a.m. and 8:00 a.m.
- Students will NOT be supervised before 7:15 a.m.
- Students are not permitted to enter classrooms before 8:00 a.m.
- Children who are not in an after school program must be picked up no later than 3:30 p.m. (or 12:30 Wednesdays).
As a service to our families, UDA contracts after care programming through external agencies. If you would like to enroll your child in UDA's external before or after care program, please contact the office or visit the UDA website for more information on programming options.

Your child's safety is extremely important. Students must always be supervised. Any child that is not a part of the before or after school care and is left at the school before 7:15 a.m. or after 3:30 p.m. may be required to participate in before or after school programming, paid by the parent, and/or may be billed at a comparable rate. Continued failure to drop off your student after permissible times, or to pick up your child from school within the allotted times, may result in a referral to the local police station, referral to the Department of Child and Family Services, or other corrective means.

DROP-OFF AND PICK-UP

The drop-off/pick-up program is a privilege and not a right that the UDA staff and teachers strive to maintain and provide. All members of the school community must abide by the procedures below to participate in this program. People who do not abide by the procedures below will lose this privilege and not be permitted to pick up using the drive-through procedures, but will need to park on the street and walk to the campus to pick up students. These rules are in effect to protect the students and faculty at UDA. Additionally, they are in place to allow drop-off and pick-up to flow properly and to eliminate unnecessary issues.

Drive-Through Expectations

• Be respectful and courteous to all adults, staff members and volunteers working the drive-through lanes. Disrespectful behavior will not be tolerated and will result in an immediate loss of the privilege.

• If your K-5 student has a middle school sibling, please pick up both students during the middle school pick-up time. Your K-5 child will receive supervision until the middle school drop-off time.

Other Means of Drop-Off/Pick-Up

• You may always park on the street and walk to the school to pick up or drop off your child if you do not want to use the drive through process.

• If you are a pedestrian, please remember that we are trying to keep our little
ones safe and respect the teacher managing the traffic flow of cars & pedestrians.

Drive-Through Drop-Off/Pick-Up Directions
Drive-through drop-off and pick-up occurs on 14th Street in the 3-minute passenger loading zone in front of UDA. For the safety of all students, do not drop off your child(ren) at any location other than the loading zone. Please abide by the following directions:

- **From Downtown:**
  East on E Street
  Right onto 14th Street and pull up in the loading zone in front of UDA

- **From the 163 Freeway:**
  Continue on 10th
  Left on E Street
  Right onto 14th Street and pull up in the loading zone in front of UDA

- **From the 94 Freeway:**
  West on F Street
  Right on 11th Street
  Right on E Street
  Right onto 14th Street and pull up in the loading zone in front of UDA

- **From the South via 5 North:**
  19th Street Exit
  Left on Market Street
  Right on 11th Street
  Right on E Street
  Right onto 14th Street and pull up in the loading zone in front of UDA

- **For Pedestrians**
  Please line up at at the gate on E Street
Non-Drop-Off and Non-Pick-Up Locations

The following locations are NOT appropriate for drop-off or pick-up:

- Due to limited space and general safety, the parking lot will not be accessible for drop-off and pick-up purposes.
- Do not drop off your student on the East side of the street. There will not be a crossing guard to assist your child across the street.
- Do not drop off your student on the corner of 14th and F Street, as this will significantly disrupt the flow of traffic.

LUNCH PROCEDURES

All students must pack a snack and ready-to-eat lunch (non-microwaveable), or make arrangements in advance with the school’s contracted hot lunch program (information available in the main office or on the UDA website).

HEALTH AND WELLNESS

Healthy Snack Policy

In support of national wellness, UDA encourages families to provide students with a healthy snack in addition to lunch during the school day. We ask parents to provide healthy snack options for your child/children and not pack or send soda, gum or candy to school.

Celebrating Birthdays

Urban Discovery Academy strives to promote a healthy lifestyle for all of our students. Additionally, we are sensitive to student allergies and other parental preferences around diet and nutrition. Accordingly, we request that birthday celebrations not include food. Some acceptable items to hand out include: pencils, grab bags, erasers or other celebratory items that do not include food. It is important to communicate any festive requests with the teacher directly prior to the suggested date of incorporation, so as to prevent any planning conflicts or potential miscommunications.

STUDENT ATTENDANCE

Attendance

The project-based nature of Urban Discovery Academy makes daily attendance extremely important. Students collaborate on a daily basis to do real-world work, and
when a teammate is absent the learning of the group is disrupted. Student absences impact the team, and often the work can not be made up.

As a directly-funded charter school, we depend on your child's consistent attendance. We receive our funding based on our Average Daily Attendance (ADA). Each absence negatively impacts our budget, which also negatively impacts the quality of school programming. While the most important factor in regular attendance is your child's education, please understand that the simplest form of fundraising you can do for our school is to ensure that your child is here every day possible.

Urban Discovery Academy requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their assessments.

What To Do When Your Child Is Absent
In the event of an absence, please call the school office at 619-788-4668 or email at attendance@urbansd.com with the following information:

- Name of child
- Date(s) of absence
- Expected date of return
- Reason for absence

If UDA does not receive notice of a student absences, the absence will be verified by a phone call or email. All absences are recorded as “excused” or “unexcused.”

Students who are absent from school may not participate in after school activities on that day. This includes all extracurricular activities (sports, clubs, performances, events, dances, etc.).

Excused and Unexcused Absences
Absences due to illness, family emergency, funeral, legal matter, or religious holiday are considered excused absences. All others are unexcused absences, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

- Illness or medical, dental, optometric, or chiropractic appointment
- Family emergency
- Legal matter
• Religious holiday or ceremony
• Funeral services of an immediate family member (one day if the service is conducted in California and not more than three days if the service is conducted outside California).
• Work assignment for student who holds an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public school audience. The number of excused absences for a child holding an entertainment work permit is limited to five absences per school year, each of which may consist of up to five days.

All other absences are unexcused absences, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.

Absences due to an illness exceeding 3 consecutive days require a note from a doctor or nurse excusing the absence AND specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

Note: A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

Tardiness
The opening routines that occur in our classrooms in the first 30 minutes of the day set students up to learn throughout the day. Students must be present in class by 8:00am. Students who arrive late must pick up a tardy slip at the front office. All tardies are recorded as “excused” or “unexcused.” A tardy due to illness, family emergency, funeral, legal matter, or religious holiday is considered an “excused tardy.” All other tardies are considered “unexcused tardies,” even if the parent calls in to excuse it.

According to California law, a student who accumulates 3 tardies to class of 30 minutes or more in one school year without a valid excuse is considered a truant. A student with irregular attendance, including tardiness and early dismissal, may be referred to the Urban Discovery Academy School Attendance Review Team (SART), Department of Child and Family Services, and/or the San Diego Police Department Truancy Office.

Early Dismissal
We encourage you to schedule appointments before or after school. However, we understand that sometimes missing school cannot be helped. If your child needs to be
excused early due to a doctor or dental appointment, let the school office know before the appointment, either by a call or a note. Parents/guardians please come in to the office and sign your child out of school at the front desk. Only people listed on file may release the student from school at any time.

All early dismissals are recorded as “excused” or “unexcused.” An early dismissal due to illness, family emergency, funeral, legal matter, or religious holiday is considered an “excused early dismissal.” All others are considered “unexcused tardies,” even if the parent calls in to excuse it. Dental and medical appointments are not considered “excused” absences, unless a doctor’s note is provided.

According to California law, a student who is absent from class for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, is considered a truant. A student with irregular attendance at school, including tardiness and early dismissal, may be referred to the Urban Discovery Academy School Attendance Review Team (SART), Department of Child and Family Services, and/or the San Diego Police Department-Truancy Office.

Independent Study

A Contract for Independent Study can be used if a student is absent for one or more days for any reason. Your child's absence may be excused if a Contract of Independent Study is completed and signed before the student leaves.

Parents and guardians may contact the school office to learn about the contract and whether it may be appropriate in any given situation. The school administration in its sole discretion will determine if the request meets the applicable guidelines for independent study. Contracts for Independent Study may only be obtained on a limited, short-term basis.

It is the parent's responsibility to contact the office at least three school days prior to the absence so that the contract may be prepared and work planned out for the student. The contract must be signed by the parent, student, and homeroom teacher prior to the absence.

Students will be expected to complete all work assigned and turn it into the office within two days after they return to the school, unless otherwise approved by the Director or designee. Failure to complete all work results in an unexcused absence, the student does not receive credit for the lost time and the school loses funding for the days missed.
Truancy

California law defines a student as truant when he or she is 1) absent from school without a valid excuse three full days in one school year, 2) tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, and 3) any combination thereof.

Notification of Truancy

UDA will notify the parent or guardian of the truant. The notification must include specific information related to the student’s unexcused absences.

3. Third Truancy (9 unexcused absences in total): Director or designee meet with parent/guardian of truant student and sign a Truancy Contract. Student and parent/guardian sign Truancy Contract. Office sends third notification by letter.
4. Fourth Truancy (12 unexcused absences in total): Student is referred to the Urban Discovery Academy Student Attendance Review Team (SART), Department of Child and Family Services, and/or the San Diego Police Department-Truancy Office. The Board, parent guardian and student will develop a plan of intensive guidance. Office sends fourth notification by letter.
5. Fifth Truancy (18 unexcused absences in total): A student who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant. Chronically truant students may referred to a Student Attendance Review Team (SART). The Director or designee will follow-up with the family to ensure enrollment and continued attendance. Office sends fifth notification letter.

STUDENT ILLNESS

The general guidelines for sending ill students home or deciding whether or not he/she should come to school are: serious illness, vomiting, diarrhea, and or serious injury or pain. A student must be fever free without the use of medication for 24 hours in order to return to school. A student must also be free from vomiting or diarrhea. For specific serious and/or contagious medical conditions and/or illnesses, a doctor’s
note stating the student can return to school may be required upon his/her return. This will also serve to excuse the absences.

MEDICATIONS

UDA does not have a nurse on staff. The primary responsibility for the administration of medication, both prescribed and over the counter, rests with the parent/guardian, student and medical professional.

In order for a student to be administered medication, both prescribed and over the counter, the parent/guardian must complete the school's Medical Authorization Form. It is the parent's responsibility to bring this medication to the office and complete the necessary paperwork. It is important that children who are on regular medication have a 24-hour supply that can be administered in the event of an emergency situation.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide UDA with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

All medication will be kept in a secure and appropriate storage location and administered per parent/guardian/physician's instructions by designated staff. Office personnel will return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

EMERGENCY PROCEDURES

In the event of a prolonged, large scale emergency situation at school, parents WILL NOT be permitted to enter the campus. An Emergency Operations Center will be set up where parents may pick up their child/children. This will be done in an orderly and expeditious manner where parents or parent designees receive and complete a release form to be submitted to the onsite clerks. Parent or parent designee must also show photo ID before student is to be released.
STUDENT AND PARENT MEDIA RELEASE

UDA may be approached by requests for interviews and pictures by print and broadcast media outlets. UDA reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities, consistent with FERPA. For individual student interviews with print and broadcast media outlets, parent or guardian permission will be obtained prior to publication.

Parents who do not wish their child's picture, name or voice to be used in publications, broadcasts, or the media are held responsible to inform the school of your decision by filling out the release form contained in your enrollment packet.

PROMOTION AND RETENTION POLICY

Retention may be considered at any grade, K-8, if the student has not met the criteria and has not participated in required support and intervention opportunities.

1. When possible, retention should occur as early as possible.
2. Students ordinarily will be retained only once in kindergarten through grade 8. For students who are not meeting promotion criteria but have already been retained once, a consultation among the teacher(s), principal, counselor, and parent(s)/guardian(s) will be held to determine the best placement for the student.

Discussion with parent/guardian. The teacher’s evaluation concerning the student's progress shall be discussed with the parent/guardian before the teacher makes the final determination of pupil retention or promotion. The discussion may occur via a teacher/parent/student conference (preferred), telephone call, a general parent/guardian meeting, or home visitation. When possible, the discussion is to be conducted in the primary language of the parent/guardian.

Decision and placement
1. The teacher may determine that the student is:
   a. Above/at/close to grade level and promote the student to the next grade.
   b. Below grade level and promote the student to the next grade level with recommended interventions as specified by the teacher.
   c. Significantly below grade level and retain the student with recommended support as specified by the teacher.

Documentation and communication of the final decision
1. Within the last six (6) weeks of instruction, the teacher will indicate if a student is
at risk of retention and will provide placement recommendations for the following year. The teacher should complete and submit to Director for signature the "Teacher Decision to Promote or Retain" form.

2. The Director will sign the form and provide the parent/guardian a copy within three (3) weeks prior to the last day of instruction. For students recommended for retention, the "Teacher Decision to Promote or Retain: Grades 6-8" form should be discussed with the parent guardian during a meeting. Copies of the form are distributed among the student's cumulative file; the parent/guardian; and the Director.

3. Should the parent/guardian wish a meeting regarding the student's academic progress, the assigned classroom teacher/counselor/administrator will coordinate and convene the meeting.

4. The notification will inform the parent/guardian of the appeal process.

Parent appeal process. Urban Discovery Academy will provide parent(s)/guardian(s) an opportunity to appeal the decision of the assigned classroom teacher.

1. The appeal shall occur prior to the end of the school year.

2. Upon the receipt of the appeal, the teacher will complete the appropriate placement recommendation forms for literacy and mathematics, and the Director or designee shall review all related evidence and convene a hearing with the assigned classroom teacher(s) and/or counselor, parent/guardian, and student.

3. The hearing discussion will include the student's progress, assessment results, participation in prescribed intervention, and overall readiness for promotion. When possible, the proceedings are to be conducted in the primary language of the parent/guardian.

4. Following the proceedings, the Director or designee will make the final promotion/retention decision.

5. The Director or designee shall contact the parent/guardian regarding the disposition of the appeal; a written notice shall be provided shortly thereafter.

6. A decision by the Director or designee to promote or retain a student cannot be overturned unless "determined to be a direct result of clerical or mechanical mistake, fraud, bad faith or incompetency."

URBAN DISCOVERY ACADEMY DRESS CODE

School uniforms provide students with a sense of pride and community. The school uniform guidelines must be followed on all school calendar days, unless otherwise indicated. The school uniform preference is khaki or black pants, shorts or skirts and a UDA uniform shirt. Every student must wear an Urban Discovery Academy shirt. If you are unable to obtain a UDA shirt or other appropriate uniform attire, the school will assist in providing appropriate attire. Please contact the front office immediately.

Uniform Expectations*

*The school uniform will accommodate attire worn for religious purposes.
- Shirts: Available only at UDA or online at [http://udathestore.com](http://udathestore.com).
- Short sleeve color t-shirt w/UDA logo
- Long-sleeve black or white only shirt w/UDA logo
- Bottoms: Available in retail stores or online at [http://udathestore.com](http://udathestore.com). Black or Khaki bottoms only, in the following styles:
  - Trouser style twill pant
  - Skinny leg twill pant
  - Walking/Bermuda style short, mid-thigh
  - Box pleat skirt, mid-thigh. Shorts or leggings MUST be worn under skirts.
  - Leggings optional with skirts in Black or White only (leggings, jeggings, tights or form-fitting clothing may not be worn alone)
  - No gym shorts, cargo-style bottoms, twirl skirts, ruffle skirts, or short-shorts
- Outerwear: Available in retail stores or online at [http://udathestore.com](http://udathestore.com).
  - Hoodies, sweaters or jackets with the UDA logo, only if purchased through the UDA store
  - Other options: hoodies/sweaters/jackets free of any patterns or imprinted logos, in solid colors; no denim jackets.
- Socks & Shoes:
  - Only black and white leggings permitted under skirts
  - Sneakers or closed toe shoes only, must be PE-appropriate
  - No sandals, no open-toes, no heels over 1.5"
- Other: Other clothing adornments, including headwear, are not to be worn, except for religious purposes. Hats for sun protection or warmth may be worn outside only, unless otherwise permitted inside by the classroom teacher for specific needs.

Dress Code on Alternative Dress Days
UDA will occasionally host “free dress days” or “spirit days” where students are allowed to dress in a specific theme. On such days, school attire must remain school appropriate, including non-revealing, non-offensive clothing.

The following attire will NOT be allowed:
- Cropped or modified halter and tank tops
- Tops that expose the midriff or stomach
- Shorts which are significantly shorter than knee length
- Clothing displaying gang symbols
- See-through clothing items
- Loose fitting or sagging pants or shorts
- Sharp jewelry
• Open-toed shoes, backless shoes, sandals or high-heeled shoes
• Hats or scarves indoors, unless for religious purposes
• Bandanas

Inappropriate dress will be monitored and communicated. Repeat offenses and/or school-inappropriate attire will result in a request that the parent/guardian bring appropriate attire before the student is allowed to return to class.

UDA'S APPROACH TO LEARNING AND DEVELOPMENT

UDA's learning philosophies and programs support our mission to develop students as scholars, athletes, artists, and democratic members of society. UDA emphasizes an interdisciplinary, project-based approach to student learning, in which students develop real-world skills, understandings, and behaviors. UDA students are actively engaged in the community around them, participating on frequent field trips, learning from school partners, and exhibiting their work in varied settings.

UDA Learner Outcomes

The following outcomes are what we strive to help our students achieve:
• Scholar: Students research, analyze, and evaluate to solve problems.
• Athlete: Students demonstrate positive sportsmanship and teamwork
• Artist: Students express myself positively and creatively.
• Innovator: Students question, listen, think, explore and create.
• Communicator: Students reflect, communicate, and articulate in different ways.
• Collaborator: Students work well with others and use resources effectively.
• Contributor: Students care for their schoolmates and community.

Our Approach

In order for our students to achieve these outcomes, we:
• design challenging, real-world work that elicits passion and excitement about learning,
• empathize with one another by listening actively and deeply, and talking kindly, respectfully and authentically,
• develop strong relationships and a sense of belonging in the community,
• take the time to solve problems collaboratively, peacefully and safely,
• act independently and responsibly, with a sense of competency and agency,
• develop new learning and resilience through struggle, invention and reflection,
• emphasize celebrations and strengths, as well as address challenges,
• develop a shared collaborative approach to our adult-student relationships,
and

- cultivate opportunities to meaningfully interact and contribute to our campus and East Village community.

Urban Discovery Academy faculty and staff teach self-control and community throughout the school day. We believe that academic achievement and social and emotional learning are deeply connected. UDA students learn to be self-aware and self-regulate their emotions, listen to and empathize with others, solve problems with peers, agree and disagree respectfully, critique each other's work, and collaborate well with a team. We teach these skills throughout our school day and have high expectations for student learning and behavior.

In order for students to understand our expectations, faculty and staff communicate through warm, nurturing and positive interactions, develop classroom rules with students collaboratively, actively teach classroom and school rituals and routines, explicitly teach social and emotional skills appropriate for each grade level, and teach students to solve social problems independently.

In addition to specific standards for classroom and other supervised behavior, the following school-wide expectations must be followed by all students:

- Be respectful to yourself, other students, adults, and your physical environment.
- Attend school and be on time every day/period, prepared to work.
- Participate positively in classroom and school activities.
- Follow school and classroom norms for positive school culture.
- Accept responsibilities and consequences for choices.
- Complete in-class and homework assignments promptly, and to the best of their abilities.
- Use appropriate language and volume control at all times.
- Refrain from excessive displays of affection on school grounds or at school activities.
- Deliver all home-school communications promptly.
- Maintain academic honesty.
- Avoid the use of personal electronics.
- Go directly home or to an approved location after dismissal.

RESPONSE TO INAPPROPRIATE BEHAVIORS

At one time or another, a student may act inappropriately. We view this student's choice as an opportunity for him or her to learn and grow.
Restorative Practice

UDA uses a restorative practices approach. Restorative measure represents a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that order is restored for everyone. Restorative practices guide teachers to teach children self-control through an understanding of personal needs, the use of problem solving skills and an expectation that children and adults can make amends – restitution – for the harm that they cause. An offending student is given the opportunity to participate in a restorative process as a means of making things right for victims and the school community. Restorative approaches can be used either in place of traditional discipline (detention, suspension, expulsion…) or as re entry tool upon re entry from traditional discipline practices.

Restorative Practice strategies might include:

- Discussion circles – group of individuals address issues in school.
- Restorative meetings – wrongdoing occurs; classroom discusses impact on fellow students and school community.
- Conferencing – conversation among people affected by behavior to explore the harm and how individuals were affected and how to repair the harm with a plan.

Other Consequences

In some situations, restorative measures may be an appropriate stand-alone solution. In other cases, restorative practices may need to be combined with other disciplinary consequences. Disciplinary action may also include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion:

- Logical consequences that fit the situation well
- Verbal and/or written warning to the student
- Loss of privileges or removal from extracurricular activities
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Director or designee
- Academic consequences
- Suspension
- Expulsion
- Other forms of discipline that the school may determine appropriate
SUSPENSION AND EXPULSION POLICY

Urban Discovery Academy regards suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions and state law. All related hearings conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

Grounds for Suspension and/or Expulsion

The following represent grounds for suspension and/or expulsion if a school investigation shows the student—while on school grounds, going to or from school, during lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity—has engaged in any of the following acts:

Threat, Causation or Attempt of Physical Injury: The threat, causation or attempted physical injury to another person, including sexual assault. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

- **Weapon:** Possessing, selling, or otherwise providing any weapon, including simulated weapons, toy weapons, or use of any object in a threatening manner, including traditional classroom supplies.
- **Controlled Substances, Alcohol, Intoxicants:** Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant.
- **Substance in Lieu of Controlled Substances, Alcohol, Intoxicants:** Delivering, providing or selling items which are claimed to be controlled substances, alcoholic beverages, or any intoxicants but were not such items.
- **Drug Paraphernalia:** Unlawfully possessing, offering, arranging for, or negotiating to sell any drug paraphernalia.
- **Tobacco:** Possessing, providing or using tobacco, or any item containing tobacco or nicotine products.
- **Robbery, Extortion or Attempted Theft:** Any involvement in a robbery, extortion, or attempted theft or receipt of school or private property. Parents may be required to pay for any losses or damage.
- **Vandalism:** Destruction or attempted vandalism of school or private property. Parents may be expected to pay for any losses or damage.
- **Obscene or Offensive Acts:** Obscene or offensive acts or habitual profanity or vulgarity, including sexual acts, even if consensual.
- **Disruption or Defiance:** Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers,
school officials or other school staff performing their duties.

- Bullying, Threats and Intimidation: Harassing, intimidating, or threatening another student or school personnel, and/or threatening to cause major property damage; or engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward another student or school personnel.

- Sexual Harassment (Grades 4-8): Making unwelcome advances; requesting sexual favors; and other verbal, visual or physical conduct which is of sufficiently severe sexual nature, has a negative impact on an individual’s academic performance, or creates an intimidating, hostile or offensive environment.

- Harassment (Grades 4-8): Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

- Hate Violence (Grades 4-8): Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property, including but not limited to negative behaviors targeting members of a particular gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged.

- Hazing: Engaging in, or attempting to engage in, any activity used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

Grounds for Automatic Expulsion

The following inappropriate behaviors are automatic grounds for due process for expulsion:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled/prohibited substances
- Committing or attempting to commit a sexual assault or sexual battery
- Possession of an explosive
- Repeated incidents of fighting, violent acts, or causing serious injury to another person

Any suspendable offense listed in the “suspensions and expulsions” section above may be grounds for due process for expulsion, depending on the circumstance and severity of that incident. The school director or designee maintains the authority to determine when an incident or series of incidents is grounds for due process for
expulsion. Urban Discovery Academy will provide the parent/guardian of a student with a notice of suspension or expulsion and the reasons therefore.

The Director or designee may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement authorities. The Director or designee may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Director or designee has the authority to determine whether or not to impose a suspension or expulsion. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. If a student matter proceeds to an expulsion hearing, the Director or designee shall have the authority to hear the matter and to determine whether or not to impose an expulsion.

A student expulsion may only be applied with the approval of the school Director or designee(s). Urban Discovery Academy will provide the parent/guardian of a student with a notice of expulsion and the reasons therefore. An expulsion notice may be appealed to a sub-committee authorized by the Urban Discovery Academy Board that shall have the right to determine whether the student should be expelled. The parents or guardians of the student will have ten days from delivery of the written notice of expulsion to declare in writing their request for an appeal. The sub-committee shall convene a hearing within fifteen days of a receipt of a timely request for an appeal. If an appeal hearing is requested the School will give written notice to the student's parent/guardian that will include the following information:

- The date and place of the hearing;
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the disciplinary rules that relate to the alleged violation;
- A notice of the parent, guardian, or student's obligation pursuant to subdivision (b) of Education Code section 48915.1;
- Notice of the opportunity for the student or student's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
At the hearing, the student shall have the right to representation, the right to present evidence and the right to question School representatives. The sub-committee members will consider evidence and/or testimony as it deems appropriate and render a written decision that shall be in the best interests of the student and the School. That decision shall be final. Urban Discovery Academy will notify the home district of any expelled student within 30 days of disenrollment.

Suspensions for Special Education Students

Special education students can be suspended for suspendable offenses just like general education students. For suspension of 10 days or less for special education students, no special procedures are required. In-school suspensions may be counted as part of the cumulative suspension days, if the student does not have access to his/her special education services while they are serving the in-school suspension.

Once an identified special education student is suspended for the eleventh cumulative school day, the student’s IEP Team must be convened (no later than 10 school days) to hold a "Manifestation Determination IEP Meeting." Additional details on this process are described in UDA's charter. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student. The school may then take disciplinary action, such as suspension or expulsion. Note: special education students can be suspended for up to 20 days total for the school year, if not a manifestation of their disability.

Steps for Expulsion

1. A student may only be expelled from Urban Discovery Academy according to the criteria as set forth in the charter document.
2. When a student commits an expellable offense, the student will be suspended and the due process period will be started.
3. During the student’s suspension, the student will be given an independent study contract.
4. A meeting will be held between the teacher, administrator and parents/guardians to explain the offense and the actions taken.
5. A written letter explaining the offense in light of the charter will be presented to the parents/guardians; parents/guardians of the student will have 10 days from delivery of the written notice of expulsion to declare in writing their request of an appeal.
6. If no appeal has been received in writing by the 10th day, the expulsion will be
entered into the District system, and a letter sent to the administration of the San Diego Unified School District/Office of School of Choice.

7. If an appeal from the parents/guardians has been received within the ten days of the offense, a committee chosen by the UDA Board will set a date to review the expulsion and render a final decision.

8. During this time the student will be given an extension of his/her independent study contract until the scheduled appeal hearing date.

9. The committee appointed by the UDA Board will render a final decision. If the decision of the committee is to continue to allow the student to remain at UDA, the student will return to school following verification of his/her independent study work. If the decision of the committee is to expel the student, the expulsion will be entered into the San Diego Unified School District/Office of School of Choice. A letter regarding the final decision of the Board Committee will be sent to the parents.

10. If the student is a special education student, and the cumulative suspensions for the year total more than ten days, a manifestation determination must be conducted to verify that the expulsion offense is not related to his/her disability.

HARASSMENT & BULLYING

Harassment or bullying of any kind including sexual, physical and emotional will not be tolerated from any student.

Conduct of a Sexual Nature

Sexual harassment can occur in any setting, including school trips and school-related social events. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, is personally offensive, debilitates morale, and therefore interferes with an individual's effectiveness and study environment. The following are examples of sexual harassment.

- Verbal: Sexual innuendo, suggestive or insulting comments or sounds, whistling, jokes, or teasing of a sexual nature, sexual propositions or threats, continuing to express personal interest after being informed the interest is unwelcome.
- Visual: Sexually suggestive objects, pictures, or letters, leering or obscene gestures.
- Physical: Unwanted physical contact, including touching, pinching, brushing the body, impeding or blocking movement, sexual intercourse or assault.
• Bullying: Any form of verbal intimidation, scare tactics or physical assault directed at an individual.

Complaint Filing and Investigation Procedures for Harassment
1. A student may choose to talk to the individual causing the harassment. If the objectionable behavior does not cease immediately, the student must report the harassment to the Administration or to a teacher who will report it to the Administration.
2. The student alleging harassment will be asked to complete a formal written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If the alleged harasser is school personnel, he or she will be placed on administrative leave during the course of the investigation.
3. Once the facts have been gathered, the Administration will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including a Behavior Success Contract, suspension or expulsion.
4. After three (3) offenses of this nature, expulsion will be automatic.

Bullying, Harassment and Intimidation Prohibition Policy
Bullying is prohibited in California public schools. Urban Discovery Academy will implement firm consequences for students who engage in actions that include: bullying, harassment, and intimidation. Consequences may include one or more of the following: a warning, parent notification, meeting with Administration, making amends to the victim, loss of ability to attend school social activities, detention, behavior contract, or suspension.

The definition of bullying is when a student intentionally assaults, batters, threatens, harasses, stalks, menaces, intimidates, distorts, humiliates or taunts another student. Bullying can also include "intentional shunning" or "malicious rumor spreading", but does not include two students of equal power having a conflict. Bullying includes but is not limited to harassment involving race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic.
Urban Discovery Academy further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyberbullying, harassment or intimidation.

Students who observe, overhear, or otherwise witness such actions must report the behaviors to a staff member immediately.

ACADEMIC HONESTY

It is UDA's expectation that every student take responsibility for his/her academic achievements and maintains intellectual integrity in his/her learning environment. Plagiarism or cheating impedes a student's academic progress and compromises the trust between the student and his/her teachers and peers, which is vital to the learning process.

Academic Dishonesty

Academic dishonesty includes, but is not limited to:

- Cheating, including: receiving or providing information during/before a test, using informational material on tests without teacher approval, violating the teacher's testing rules and procedures, and/or allowing other students to use your work directly on assignments.
- Plagiarism, including: using someone else's writing or ideas as your own without giving credit and/or using or copying another person's assignment to turn in as your own work.

Consequences for Academic Dishonesty

If a student is found to be academically dishonest, consequences may include:

- 1st offense will result in a student-teacher meeting and parent notification. The student must resubmit the work to demonstrate learning. The student may receive only partial credit for the assignment upon completion.
- 2nd offense will result in the a student referral to the Director or designee and a parent-student-school meeting. The student must resubmit the work to demonstrate learning. The student may receive only partial credit for the assignment upon completion.
- Any subsequent offense may have larger academic consequences, particularly in middle school courses.
FREEDOM OF SPEECH

The public schools are charged not only with teaching students reading, writing and arithmetic, but also with providing students with a working knowledge of their Constitution and the freedoms they uniquely possess as U.S. citizens. The Supreme Court has often referred to the public schools as a "marketplace of ideas" where the protections of the First Amendment are particularly important. "The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools."

Student speech may be suppressed only if the speech: (1) materially and substantially interferes with the requirements of appropriate discipline in the operation of the schools; (2) invades or collides with the rights of others; (3) is vulgar, lewd, obscene, or plainly offensive; or (4) is school-sponsored. Additionally, as with free speech rights in any context, school officials may impose reasonable time, place and manner restrictions on student speech.

USE OF PERSONAL ELECTRONICS

To keep our learning environment safe and distraction-free, any personal electronics (including, but not limited to: cell phones, smart watches, portable video games, portable devices with headphones, MP3 Players, iPods) or similar devices are strictly prohibited from use on school campus, particularly between the hours of 7:15 a.m. to 3:30 p.m., unless otherwise authorized by a supervising adult. If this guideline is violated, the electronic device will be confiscated and it will be returned only if a parent comes to the school’s front office to claim it. We understand the desire or need for students to have phones in their backpacks; however, UDA will not be responsible for these non-school items and requests that any emergency calls or texts from parents be handled through the UDA office instead.

TECHNOLOGY USE AND STUDENT EMAIL

Computer Devices:
UDA offers computers in the classroom for student use on school-related assignments. Students may not use school computers unsupervised or for personal use outside of school assignments. Access to devices is a privilege which may be revoked at any time, or appropriate disciplinary consequences assigned, if a student fails to comply with computer usage expectations.

Student Emails and Google Apps for Education:
UDA may provide student access to Google Apps for Education. Apps for Education includes web-based programs providing email, word processing, spreadsheet, presentation, conferencing, calendaring and collaboration tools for UDA students and teachers. This service is available through an agreement between Google and UDA.

Apps for Education runs on an Internet domain purchased and owned by UDA and is intended for educational use only. This policy describes the responsibilities of the school, students and parents in using Google Apps for Education on the school domain. UDA Apps for Education is available at school and at home via the web. Even though email from known inappropriate sites is blocked, there is always a chance students will be exposed to inappropriate content. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Email is considered an official method of communication. Official email communications are intended to meet the academic and administrative needs of UDA. All student Electronic Mail (email) accounts are property of the UDA. The student will be removed from the system after graduation, leaving UDA, or for infractions outlined below.

Technology Acceptable Use Guidelines:
The following guidelines are in place for the usage of UDA devices and emails:

1. Vandalism/Hacking: Students will not use UDA or other Internet access to interfere with or disrupt network users, services, UDA data or data of another student, or equipment, either locally or off campus.
2. Unauthorized Entry: Students will not access or try to make unauthorized entry to any machine or other account accessible. If a security problem is noticed, the student or parent must notify school personnel immediately.
3. Inappropriate Messages: Students will not use UDA access to transmit threatening, obscene or harassing materials.
4. Inappropriate Material: The Internet contains certain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Students will not use UDA access to knowingly visit sites that contain this material nor import, transmit and/or transfer any of this material to other computers.
5. School Personnel: Students should not post to websites or blogs, images, photos or video of employees of UDA.
6. Private Use: Students will not provide or share UDA access or password information with any other student or non-student. Students will not share
individual passwords or information with others.

7. Personal Privacy: Students will not communicate personal information to any person or company on the Internet or through email.

8. Unauthorized Programs or Computers: Students may not use, copy, delete, or install any program on a school device without the permission of school personnel.

9. Copyright: Students are not to post to websites or blogs any photos or logos that are the intellectual property of UDA. Students must comply with copyright laws.

10. Lost and Damages: Use or conveyance of information via UDA technology is at the user's own risk. UDA will not be responsible for any damages, which a student may suffer arising from access to or use of the UDA's computers and computer network (including loss of data, and lost or damaged electronic correspondence or files).

Any costs, charges, liabilities or damage by misuse of the computers are the individual student's responsibility. Any consequences of service interruption or privacy violation, will lead to disciplinary action, which may include suspension and/or expulsion.

Urban Discovery Academy has the right, but not the duty, to inspect, review, or retain electronic communications created, sent, displayed, received or stored on and over its computers, network, Internet, electronic communications and information systems, and media, and to monitor, record, check, track, log, access or otherwise inspect its electronic systems. Also, in accordance with the law, the school has the right, but not the duty, to inspect, review, or retain electronic communications created, sent, displayed, received or stored on another entity or person's computer or electronic device when individuals bring and use another entity's computer or electronic device to the UDA campus, event, or connect it to the UDA network and/or systems that contain UDA programs or data or information. This applies no matter where the use occurs, whether brought onto UDA property, to UDA events, or when using mobile equipment in protected and unprotected areas or environments, directly from home, or indirectly through another social media or internet service provider.

**USERS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER UDA'S ELECTRONIC AND INTERNET SYSTEMS, INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THESE SYSTEMS. Passwords and message delete functions do not restrict the school's ability or right to access such communications or information.**
Technology Protections
The following technology protections are in place at UDA:

Child Internet Protection Act (CIPA): UDA has technology measures and policies in place which protect students from harmful materials including obscene and pornographic materials. This means student email is filtered. Mail containing harmful content from inappropriate sites will be blocked.

Children's Online Privacy Protection Act (COPPA): By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school’s use of student information is solely for education purposes.

Family Educational Rights and Privacy Act (FERPA): UDA protects the privacy of student education records and gives parents rights to review student records.
- UDA will not publish confidential education records for public viewing on the Internet.
- UDA may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- Parents may request photos, names and general directory information about their children not be published.
- Parents have the right at any time to investigate the contents of their student’s email account and Apps for Education files.

SCHOOL COMMUNICATIONS
Website and Enrollment in Electronic Communications
Our school website and electronic communications email database are the primary means of mass communication with our families. Please ensure that you familiarize yourself with our website (http://www.urbansd.com). Most importantly, it is the responsibility of the family to ensure proper enrollment in the school’s electronic communications system by providing email addresses and cell phone numbers and keeping those addresses and phone numbers current throughout the year. If you are unable to easily access technology or prefer to receive communications in another manner, please contact school office personnel to ensure that you will receive important official communications from UDA.
PARENTAL USE OF SOCIAL MEDIA

Some families have adopted other means of electronic and/or social media communication for planning of social events and communications among UDA families. Please note there is currently not an official UDA Facebook page or Twitter account, and personal social media pages should not issue formal UDA communications or official school updates. The name of the "Urban Discovery Academy" and its logo or mark may not be used in any form in personal social media, on personal internet pages or websites, on websites not owned or related to UDA, or in forums/discussion boards, to express or imply the official position of Urban Discovery Academy without the express, written permission of the Director, and/or designee. When such permission is granted, the posting must state that the personal statement does not represent the position of Urban Discovery Academy.

Not all UDA families have consented to having their student's picture, name or voice used publically and/or posted on social media. Parents, volunteers, and event participants who wish to post student photos or student information on a public or social media site should first confirm with the school that the student's family has authorized the sharing of their student's photo/information.

Parents should not post inappropriate communications on personal social media sites that are likely to cause a substantial disruption to the educational environment or otherwise violate the law. Inappropriate communications include, but are not limited to (i) confidential, personally identifiable, and sensitive information about UDA students and employees; (ii) bullying/cyberbullying (iii) defamatory or discriminatory statements and images, (iv) proprietary information of UDA, (v) infringed upon intellectual property, such as copyright ownership, and (viii) terroristic threats.

Users should note that information that they place in social media and designate as private can be accessed in litigation, can be distributed by their friends, and can be accessed in other various legal ways. Information that an individual deleted may be recovered indefinitely. UDA will cooperate to the extent legally required with social media sites, internet service providers, local, state, and federal officials in investigations or with other legal requests, whether criminal or civil actions.

Communication Expectations

General questions concerning daily operations, policy or procedural issues, events, committee work, enrollment, etc. should be addressed to the office staff. Questions concerning your child should be addressed to your child's teacher. We know that healthy, open communication between parent and teacher is essential for your child's educational experience. If you need to relay a respectful message to the teacher, sending a simple email is best. In the event that the message requires dialogue too
complicated for email, you should communicate directly with the teacher after school or ask to schedule an appointment. We respectfully request that courtesy be given to the teacher's working hours and home life. Ask yourself if the matter can wait until the next school day. If so, address it then.

UDA employees will attempt to respond to parent inquiries, including phone calls and emails, in a reasonable, professional, and timely manner. Please keep in mind that our teachers and staff are extremely busy during school hours, creating innovative, personalized and responsive learning environments for our children, rather than checking emails frequently. With this in consideration, please allow time for school responses to emails and phone calls. If you have an urgent need, please call the school office so our staff can communicate and assist with any priority issues promptly. If parent communication becomes disruptive, exceeding our capacity to return communications with reasonable care and diligence, the school will ask to set up a communication plan with you, providing more appropriate communication strategies and timelines.

CHILD ABUSE REPORTING
According to Penal Code Section 11166 anyone providing childcare or child supervision is mandated to report to The San Diego Child Protective Services and the San Diego Police Department any cases of suspected child abuse.

HOMELESS STUDENTS
The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless student is defined as: An individual who lacks a fixed, regular and adequate nighttime residence, including:

- Children and youth living with a friend, relative or someone else because they lost their home or cannot afford housing.
- Children and youth who are staying in a motel, hotel or campground due to lack of adequate alternative accommodations.
- Children and youth who are living in an emergency or transitional shelter or a domestic violence shelter, or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular
sleeping accommodation for human beings.

- Children and youth who are living in a car, park, public space, abandoned building, bus or train station or similar setting.

A homeless student has the right to attend either the school that the student was last enrolled or the school of residence. UDA will enroll homeless students without school, medical or residency records, while records are obtained, and will help homeless families find resources.

Homeless students suspected of having a disability or with an existing IEP will be prioritized in accordance with state and federal law, and good judgment used if complete records are not available, with the goal of avoiding disruption in appropriate services.

If dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision and the student shall be enrolled in the school while resolution is pending. For further information, please contact our office and/or Director.

At a parent's/guardian's request, a student in transition may be provided with transportation services to and from his/her school of origin, if feasible. For unaccompanied youth, transportation to and from the school of origin must be provided at the liaison's request.

VISITORS

To ensure the safety of all students and staff, all parents and visitors to the school MUST sign in, obtain a visitor's badge, and comply with any applicable security protocol. All visitation and volunteer times must be pre-approved and arranged with a UDA staff member prior to the visit/volunteer session. All volunteers who work with students must adhere to the rules and regulations stated in the Volunteer Code of Conduct Agreement. Volunteer schedules must be honored and followed by volunteers to ensure that the structure of the classroom and student learning times are not disrupted. When your visit is complete, return to the office to sign out. Please do not be offended if you are stopped for not having a visible badge, as our students' safety and security is of the utmost concern to us. Parents are welcome to join us for scheduled morning assemblies, but must sign out promptly following the assembly or report to the office to follow applicable security protocol and secure a visitor's badge.
if there are arrangements for volunteering.

When escorting your child to school in the morning, we ask that students and parents come directly to the office rather than to the classroom, unless you have scheduled an appointment to meet with the teacher. Parents arriving for dismissal may wait outside of the office. We discourage parents from picking up students early because the student loses valuable learning time. Please review the section on Attendance if you are planning on picking up your child early.

GENERAL VISITOR GUIDELINES

- Upon entering the school office, visitors must follow applicable security protocols and obtain a visitor’s pass.
- Volunteers must identify the purpose of their visit and where they will be conducting business. Volunteer arrangements must be scheduled in advance with a staff member and all guidelines and paperwork adhered to (see following section).
- A visitor’s pass must be visibly displayed at all times during the visit. A visitor who goes beyond the scope of their pass will be considered to be trespassing and will be asked to leave the premises immediately.
- Classroom visitors may not disrupt lessons, school activities or the business of school personnel or students. Visitors may only visit teachers/classrooms at approved times by the teacher. Unannounced/unapproved visits to the classrooms will not be welcomed.
- Visitors are asked to silence or turn off their cell phones while on the UDA campus.
- Visitors must wear school-appropriate clothing.
- Permission to visit classrooms may be revoked at any time if a volunteer is disruptive to the classroom, to any students, or to the function of any school personnel.

PARENT VOLUNTEERING

As a parent and/or legal guardian of a UDA student, you are automatically a member of “The Network.” The Network’s mission is to unite UDA parents, teachers, staff and students to support annual UDA functions and events. The Network fundraising and culture-building efforts provide additional support to the UDA community.

All parents are encouraged to support our school! Online is the best place to
familiarize yourself with the school's happenings and volunteer opportunities. Please check the UDA website (www.urbansd.com) on a regular basis. The "Parents" tab and the master calendar on the UDA homepage will lead you to the latest detailed news and important upcoming events.

All volunteers must follow the school's general rules, and UDA's Volunteer Guidelines, which follow. No selling of any kind is allowed on school grounds unless the monies earned are being donated to the school. The Director must approve any fundraising, charitable causes or selling activity.

VOLUNTEER GUIDELINES

Volunteers are individuals who donate their time, without financial compensation, to benefit the school community. Non-staff therapists, mental health professionals, and educational specialists working with one or more UDA students, who are compensated by parents or another organization, must also comply with this policy.

Volunteer participation may occur in a classroom setting during the school day, outside the classroom on the school campus, outside the school setting as part of an extracurricular activity, or outside of school hours for school-sponsored events or activities. A person who comes to the school for a one-time special event, such as a guest speaker, presenter, observer, or visitor is considered a guest and does not need to complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, gender, sexual orientation, religion, age, disability, or any other protected status as defined by federal, state or local law.

In addition to volunteers who take projects home to complete for teachers or staff, volunteers who work with children must follow specific protocols and guidelines, as outlined below.

Volunteer Requirements

Here are the specific requirements that each type of volunteer must meet to serve at UDA:

- Be fingerprinted by taking a completed Request for Livescan to the San Diego County Office of Education Clearinghouse, with photo I.D. and payment. (In cases of financial hardship, UDA may subsidize the “rolling fee” cost of Livescan fingerprinting. Inquire at the school office.)
- Wait one to two weeks; call UDA to ensure your fingerprints have been processed and you have received clearance.
• Present some form of current government-issued photo identification (driver's license, passport, military ID, other government identification).
• Complete and submit for approval the UDA Volunteer Application.
• Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan's Law) website (http://www.meganslaw.ca.gov).
• Present a Tuberculosis clearance card (valid for 4 years).
• Follow any applicable security protocol though the main office, including signing in/out.
• Complete any applicable logging of hours through the visitor management program in the main office.
• Display a volunteer identification badge when volunteering.

Non-professional volunteers must report suspected cases of child abuse or neglect to the school administrator or professional staff, who are mandated reporters. (Penal Code Section 11165.7).

Acceptance as a volunteer is based on factors including, but not limited to:

• A completed “School Volunteer Application Form” on file, including a signed Volunteer Statement and Agreement
• Live scan fingerprinting, with clearance from Department of Justice
• No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
• Tuberculosis (TB) Clearance (for volunteers with any student contact)
• Positive attitude and ability to work cooperatively with school personnel
• Good communication skills, moral character, dependability, and health
• The complete Volunteer Handbook and required forms are available on the website and at the school office.

PROCEDURES FOR CLASSROOM OBSERVATION

• Classroom observations must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, please arrange a mutually agreed upon date and time with the Director or designee and teacher by making a written request at least 48 hours in advance of the requested observation.

• Observations are limited to twice per month for no longer than sixty (60) minutes per visit in order to avoid distraction and/or disruption to the teacher and classroom schedule. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent/guardian or provider may request additional observations. Under these circumstances, the Director or designee or designee will use his or her discretion to approve
or decline such requests.

- Formal classroom observations do not include times when parents/guardians are invited to school for a special event or presentation, to serve as a volunteer, or to enjoy lunch with their student.

- The Director or designee reserves the right to decline any request for a classroom observation or to terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.

- For security reasons, all visitors are required to comply with any applicable security protocol and to sign out when leaving the school.

- To protect the learning environment, only one parent/guardian or outside provider may be in the classroom during an observation. Any additional observer must be approved by the Director or designee and observers who are not a student's parent/guardian must have written consent from the observed student's parent/guardian describing the reason for the observation.

- Out of respect for the teaching environment, parents/guardians may not bring younger siblings or other children while observing in the classroom and may not utilize any electronic equipment such as cell phones, etc. while in the classroom.

Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

- During any observation, the Director or designee or his/her designee may be present in the classroom as well.

- Parents/guardians or outside providers that disagree with any decision of the Director or designee regarding classroom observations have the right to challenge the decision with the School Board at the next scheduled Board meeting. The Board's decision shall be final.

- No electronic listening or recording device (including video) may be used in a classroom without the teacher and Director or designee's permission.

**SCHOOL DISRUPTION**

UDA has a duty to ensure that its educational environment is safe, non-intimidating, and not disrupted. The school has Volunteer and Classroom Observation Policies which govern the presence of all parents and other non-staff on our campus. Any person who wishes to come onto school grounds as a volunteer or visitor must adhere to these policies. It is imperative that visitors not disrupt the classroom, students, or
general function of school personnel. Visitors, volunteers, or parents who are disruptive will be directed to leave the campus immediately, and consent to re-enter the school site may be withdrawn or restricted, pursuant to the school site administrator's authority under the California Penal Code. See Cal. Penal Code §§ 626.4, 626.7, 626.8, 627.2. Depending on the severity of the disruption, parents or visitors may not be allowed to participate as a volunteer for future classroom activities or school field trips. UDA retains full discretion to make decisions regarding parent or other adult participation in UDA activities.

SCHOOL FEES POLICY

Urban Discovery Academy has adopted the following policies and procedures regarding student fees.

1. Students enrolled in Urban Discovery Academy shall not be required to pay a "pupil fee" for participation in any curricular or extracurricular activity which is "an integral component of public education."

2. "Curricular or extracurricular activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

3. "Pupil fee" is defined as a fee, deposit or charge imposed on pupils, or a pupil's parents or guardians, including but not limited to:
   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
   - 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.

4. Urban Discovery Academy does not use a "fee waiver" policy to make pupil fees permissible.

5. Urban Discovery Academy does not intend to establish a two-tier educational system by requiring a minimal educational standard and also offering a second higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the schools do not provide.

6. Urban Discovery Academy does not offer course or credit privileges related to educational activities in exchange for money or donations of goods or services from a pupil or pupil's parents or guardians, nor shall the schools remove such credit or privileges for failure to make a donation.

7. Voluntary donations of funds or property or participation in fundraising
activities are encouraged and allowed, but such fund raising is completely voluntary.

8. Purely recreational activities outside of the normal school day may be subject to mandatory fees (e.g. attending dances, drama performances). Such activities will never have a bearing upon the pupil's credit or academic standing and are not considered to be an integral part of the educational program. Programs and items provided by external organizations outside of UDA's instructional hours are not considered to be an integral part of the educational program and may still charge program fees.

Within its School Fees Policy, UDA may still charge fees for the following:

- payment for the replacement cost of books or supplies loaned to the student that the student fails to return, or that is willfully cut, defaced, or otherwise injured, fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, or athletic activities, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds,
- charges for the rental or lease of personal property needed for school events, such as caps and gowns for graduation ceremonies
- fees for school camp programs, so long as no student is denied the opportunity to participate because of nonpayment of the fee
- reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school's curriculum
- fees for out-of-school child care services provided as a convenience for our families provided that no child is excluded due to inability to pay.

RESOLVING CONCERNS

UDA attempts to establish an open and caring environment. In the event that a concern occurs, students and parents are encouraged to attempt to resolve the issue directly with that staff member. If the issue can't be resolved, the next step is to contact UDA administration. If the issue still is unresolved, students/parents may submit a formal complaint in writing. More information on Uniform Complaint Procedures and forms follows.

UNIFORM COMPLAINT PROCEDURES (UCP)

The Urban Discovery Academy ("UDA") is making this information available to students, employees, parents or guardians of its students, appropriate private school officials or representatives, and other interested parties for the investigation and
resolution of UCP complaints to meet the requirements of 5 CCR Section 4621 and 4622.

The Urban Discovery Academy has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

The Urban Discovery Academy shall investigate and seek to resolve these complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our governing board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Child Care and Developmental Programs, Child Nutrition Programs, Student Fees and Special Education Programs.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Jenni Owen, Director
Address: 840 14th St., San Diego, CA 92101
Telephone Number: (619)788–4668

Complaints related to pupil fees for participation in educational activities may also be presented to the school's Director.

Complaints alleging discrimination, harassment, intimidation or bullying must be filed within six (6) months from the date the alleged act occurred or the date the complainant first obtained knowledge of the facts of the alleged act, unless the time for filing is extended by the Compliance Officer or his or her designee.

Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq.

Complaints will be investigated and a written decision or report will be sent to the
complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The UDA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal UDA's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving UDA's Decision. The appeal must include a copy of the complaint filed with UDA and a copy of UDA's Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of UDA'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.

A copy of the Urban Discovery Academy UCP policy and complaint procedures is available free of charge.
HANDBOOK SIGNATURE PAGE

Please sign and return to the Urban Discovery Academy office.
This page must be returned by the end of the first week of school. My signature below indicates that I understand my responsibility for reading and following the Parent/Student Handbook. I will do my best to make sure that my child or children follow all the rules and policies described in the manual. I understand that not following the policies outlined in the manual may result in loss of privileges or outright suspension and/or expulsion from UDA. Whenever I have questions, I will not hesitate to visit or call the school for more information or to resolve matters as appropriate.

______________________________________________________________
Signature of Parent or Guardian

_______________________________________ _______________________________
Date

__________________________ ________________________________
Student Name Grade Teacher Name (if K-5)
IDEATE High Academy
Student/Parent Handbook
2017-2018
## INTRODUCTION

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INTRODUCTION
Welcome to IDEATE High Academy! You are part of an innovative and rigorous program designed to help prepare your students to be exemplary scholars, athletes, artists and members of society. IDEATE is a vibrant learning community, rich with project-based learning opportunities, field trips and extracurricular programming. Since we are intentionally designed to be a small learning community, you will quickly become part of the IDEATE family.

This handbook provides the basic guidelines that help the school operate smoothly and will serve to assist parents and students with understanding available resources and the parameters of our work together.

WHAT IT MEANS TO BE A CHARTER SCHOOL
Charter schools are public schools that are authorized by their local school districts as schools of choice. Charter schools are tuition-free. Charter schools are generally exempt from many laws that apply to traditional public schools, which give charter schools much more autonomy.

Charter schools are typically started and operated by groups seeking to develop schools outside the traditional public school system. There are different types of organizational structures for charter schools. IDEATE adopted to develop an independent, nonprofit corporation organized under the laws of California for its central structure.

As public schools, charter schools receive funding from state and local agencies, primarily relating to attendance of its students. Charter schools also may participate in other state and federal funding opportunities, such as Title I funding or No Child Left Behind funding, as applicable. Finally, many charter schools seek grants and other donations.

ABOUT IDEATE HIGH ACADEMY
IDEATE is part of the Urban Discovery Academy family of schools. Urban Discovery Academy was first established in 2008 by a dedicated group of parents and educators. IDEATE High Academy was established in 2016 in response to a high demand for an innovative high school in San Diego’s downtown area. Urban Discovery Academy, including IDEATE High Academy, is a non-profit organization, chartered by the San Diego Unified School District.
Our Mission

IDEATE High Academy's mission is to provide a rich, Design Thinking-based curriculum for creative high school pupils incorporating student-centered learning, interdisciplinary challenges, college preparation, internships, empathic social responsibility and innovative thinking for the 21st Century.

Design thinking is an empathy-based process and strategy for cultivating innovative solutions to complex challenges, as well as supporting the development of creative thinking skills. The design thinking process involves five modes: empathize, define, ideate, prototype, and test. At IDEATE High Academy, design thinking is intentionally integrated into the project-based curriculum to foster student innovation, collaboration, and creativity in solving complex challenges. These are essential skills for high school graduates in the 21st Century.

Philosophy and Integrated Curriculum

Our core approach is based on the five elements of Design Thinking developed by IDEO and the Stanford d.school: empathize, define, ideate, prototype, and test. Students engage with Design Thinking principles on a daily basis and across the curriculum, both in the IDEATE Lab and in their classrooms. Design Thinking is taught, applied, and explored through project-based learning, integrated projects that require real world problem-solving, and independent exploration. This philosophy embeds, promotes and enables all students to achieve the objective to become self-motivated, competent and lifelong learners.

Our Vision

The vision of IDEATE High Academy is to help “America's Finest City” create a downtown village that is not only physically beautiful but also an inspiring place to raise and educate children.

IDEATE High Academy will attract involved families who might otherwise go outside of the city or district for educational options. This is a school which is interconnected with the community at large, with the support of civic leaders, businesses and resident organizations who believe our charter will enhance and enrich our vibrant downtown.
A central goal of IDEATE High Academy is to build a vibrant learning community. A culture of parental empowerment, cooperation and regular communication between home and school, and a school environment that values each student and demands the best will be created. In this community model, students will be expected to help each other excel, both within each classroom and across grade levels.

IDEATE High Academy will create a culture of parent involvement with high expectations of our students’ families. The school’s professional staff will also be held to the highest expectations. This formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

**SCHOOL HOURS**

**IDEATE High Academy school hours are as follows:**

- **Monday, Tuesday, Non Early Release Wednesdays, Thursday Friday:** School hours are 8:30 a.m. to 3:30 p.m.
- **Early Release Wednesday:** School hours are 8:30 a.m. to 12:30 p.m. Early Release Wednesdays are the 1st and 3rd Wednesdays of each month.
- **Arrival time is between 8:00 a.m. and 8:25 a.m.**
- **Once students enter the building, they will not be permitted to leave until the end of school day or if a parent signs them out for an early dismissal.**

In order to ensure the safety of each student, unless otherwise noted for a specific IDEATE sponsored program or activity, hours of supervision at IDEATE begin 30 minutes before school and end 30 minutes after school ends.

**Drop-Off/Pick-Up Directions**

If you plan on dropping of your student, please be aware that there are two passenger loading zones that may be utilized for student drop off/pick up. Students may be dropped off in the white curbed three minute passenger unloading zone on Ash Street or in the yellow commercial zone on Union Street. Your student’s safety is our number one priority, so please only open doors toward a curb and never impede traffic. Neither zone permits parking so please do not leave your vehicle unattended as parking enforcement is very active.
LUNCH PROCEDURES
All students should pack a balanced lunch or make arrangements in advance with the school’s contracted hot lunch program (information available in the main office or on the IDEATE website).

HEALTH AND WELLNESS
Healthy Snack Policy
In support of national wellness, IDEATE encourages families to provide students with a healthy snack in addition to lunch during the school day. We ask parents to provide healthy snack options for your students and not pack or send soda, gum or candy to school.

Water Bottle Policy
IDEATE High Academy will provide chilled, purified water to all students. In order to reduce waste and help our environment, we ask that all students bring a reusable bottle to use with our dispenser.

STUDENT ATTENDANCE
Attendance
The project-based nature of IDEATE High Academy makes daily attendance extremely important. Students collaborate on a daily basis to do real-world work, and when a teammate is absent the learning of the group is disrupted. Student absences impact the team, and often the work can not be made up.

As a directly-funded charter school, we depend on your child's consistent attendance. We receive our funding based on our Average Daily Attendance (ADA). Each absence negatively impacts our budget, which also negatively impacts the quality of school programming. While the most important factor in regular attendance is your child's education, please understand that the simplest form of fundraising you can do for our school is to ensure that your child is here every day possible.

IDEATE High Academy requests that families schedule appointments, vacations, or special programs so as not to conflict with school. In particular, the final two weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their assessments.
What To Do When Your Child Is Absent

In the event of an absence, please call the school office at 619-788-4668 or email at attendance@id8high.com with the following information:

- Name of child
- Date(s) of absence
- Expected date of return
- Reason for absence

If IDEATE does not receive notice of a student absences, the absence will be verified by a phone call or email. All absences are recorded as “excused” or “unexcused.”

Students who are absent from school may not participate in after school activities on that day. This includes all extracurricular activities (sports, clubs, performances, events, dances, etc.).

Excused and Unexcused Absences

Absences due to illness, family emergency, funeral, legal matter, or religious holiday are considered excused absences. All others are unexcused absences, even if the parent calls in to excuse it. Absences unverified after three school days will be recorded as unexcused.

For further clarification, listed below are instances of absences to be excused:

- Illness or medical, dental, optometric, or chiropractic appointment
- Family emergency
- Legal matter
- Religious holiday or ceremony
- Funeral services of an immediate family member (one day if the service is conducted in California and not more than three days if the service is conducted outside California).
- Work assignment for student who holds an entertainment work permit or who participates with a not-for-profit arts organization in a performance for a public school audience. The number of excused absences for a child holding an entertainment work permit is limited to five absences per school year, each of which may consist of up to five days.

All other absences are unexcused absences, even if the parent calls in to excuse it. Absences unverified after 3 school days will be recorded as unexcused.
Absences due to an illness exceeding three consecutive days require a note from a doctor or nurse excusing the absence AND specifying the amount of time excused. If no note is received, the absence is considered an unexcused absence.

Note: A student with an excused absence from school will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent will determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the work is not completed within a reasonable time, the student will receive no credit.

Tardiness
The opening routines that occur in our classrooms in the first 30 minutes of the day set students up to learn throughout the day. Students must be present in class by 8:30 a.m. Students who arrive late must pick up a tardy slip at the front office. All tardies are recorded as “excused” or “unexcused.” A tardy due to illness, family emergency, funeral, legal matter, or religious holiday is considered an “excused tardy.” All other tardies are considered “unexcused tardies,” even if the parent calls in to excuse it.

According to California law, a student who accumulates three tardies to class of 30 minutes or more in one school year without a valid excuse is considered a truant. A student with irregular attendance, including tardiness and early dismissal, may be referred to the IDEATE High Academy School Attendance Review Team (SART), Department of Child and Family Services, and/or the San Diego Police Department Truancy Office.

Early Dismissal
We encourage you to schedule appointments before or after school. However, we understand that sometimes missing school cannot be helped. If your child needs to be excused early due to a doctor or dental appointment, let the school office know before the appointment, either by a call or a note. Parents/guardians please come in to the office and sign your child out of school at the front desk. Only people listed on file may release the student from school at any time.

All early dismissals are recorded as “excused” or “unexcused.” An early dismissal due to illness, family emergency, funeral, legal matter, or religious holiday is considered an “excused early dismissal.” All others are considered “unexcused” even if the parent calls in to excuse it.
According to California law, a student who is absent from class for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, is considered a truant. A student with irregular attendance at school, including tardiness and early dismissal, may be referred to the IDEATE High Academy School Attendance Review Team (SART), Department of Child and Family Services, and/or the San Diego Police Department-Truancy Office.

**Independent Study**
A Contract for Independent Study can be used if a student is absent for one or more days for any reason. Your child’s absence may be excused if a Contract of Independent Study is completed and signed before the student leaves.

Parents and guardians may contact the school office to learn about the contract and whether it may be appropriate in any given situation. The school administration in its sole discretion will determine if the request meets the applicable guidelines for independent study. Contracts for Independent Study may only be obtained on a limited, short-term basis.

It is the parent’s responsibility to contact the office at least three school days prior to the absence so that the contract may be prepared and work planned out for the student. The contract must be signed by the parent, student, and homeroom teacher prior to the absence.

Students will be expected to complete all work assigned and turn it into the office within two days after they return to the school, unless otherwise approved by the Director or designee. Failure to complete all work results in an unexcused absence, the student does not receive credit for the lost time and the school loses funding for the days missed.

**Truancy**
California law defines a student as truant when he or she is 1) absent from school without a valid excuse three full days in one school year, 2) tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, and 3) any combination thereof.

**Notification of Truancy**
IDEATE will notify the parent or guardian of the truant. The notification must include specific information related to the student’s unexcused absences.


3. Third Truancy (9 unexcused absences in total): Director or designee meet with parent/guardian of truant student and sign a Truancy Contract. Student and parent/guardian sign Truancy Contract. Office sends third notification by letter.

4. Fourth Truancy (12 unexcused absences in total): Student is referred to the IDEATE High Academy Student Attendance Review Team (SART), Department of Child and Family Services, and/or the San Diego Police Department-Truancy Office. The Board, parent guardian and student will develop a plan of intensive guidance. Office sends fourth notification by letter.

5. Fifth Truancy (18 unexcused absences in total): A student who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant. Chronically truant students may be referred to a Student Attendance Review Team (SART). Director or designee will follow-up with family to discuss enrollment options. Office sends fifth notification letter.

**STUDENT ILLNESS**

The general guidelines for sending ill students home or deciding whether or not he/she should come to school are: serious illness, vomiting, diarrhea, and or serious injury or pain. A student must be fever free without the use of medication for 24 hours in order to return to school. A student must also be free from vomiting or diarrhea. For specific serious and/or contagious medical conditions and/or illnesses, a doctor’s note stating the student can return to school may be required upon his/her return. This will also serve to excuse the absences.

**MEDICATIONS**

IDEATE does not have a nurse on staff. The primary responsibility for the administration of medication, both prescribed and over the counter, rests with the parent/guardian, student and medical professional.
In order for a student to be administered medication, both prescribed and over the counter, the parent/guardian must complete the school’s Medical Authorization Form. It is the parent’s responsibility to bring this medication to the office and complete the necessary paperwork. It is important that children who are on regular medication have a 24-hour supply that can be administered in the event of an emergency situation.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide IDEATE with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

All medication will be kept in a secure and appropriate storage location and administered per parent/guardian/physician's instructions by designated staff. Office personnel will return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

**EMERGENCY PROCEDURES**

In the event of a prolonged, large scale emergency situation at school, parents WILL NOT be permitted to enter the campus. An Emergency Operations Center will be set up where parents may pick up their child/children. This will be done in an orderly and expeditious manner where parents or parent designees receive and complete a release form to be submitted to the onsite clerks. Parent or parent designee must also show photo ID before student is to be released.

**STUDENT AND PARENT MEDIA RELEASE**

IDEATE may be approached by requests for interviews and pictures by print and broadcast media outlets. IDEATE reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student’s name, grade, voice, picture, likeness and actions as an individual in connection with school activities, consistent with FERPA. For
individual student interviews with print and broadcast media outlets, parent or guardian permission will be obtained prior to publication.

Parents who do not wish their child’s picture, name or voice to be used in publications, broadcasts, or the media are held responsible to inform the school of your decision by filling out the release form contained in your enrollment packet.

**IDEATE HIGH ACADEMY DRESS CODE**

A school dress code provides students with a sense of pride and community. The school uniform guidelines must be followed while students are on school property before and after school on all school calendar days, unless otherwise indicated. This applies to field trips, internships, and other school related activities unless explicitly stated by an adult in charge. If you are unable to obtain a IDEATE shirt or other appropriate uniform attire, the school will assist in providing appropriate attire. Please contact the front office immediately.

**Uniform Expectations***

*The school uniform will accommodate attire worn for religious purposes.*

- **Shirts:**
  Students must wear a long or short sleeve sweater, blouse, or collared shirt. Sweaters and hooded sweatshirts may be worn over, but not instead of a school appropriate shirt. Exposed midsections are not acceptable. T-shirts are not permitted unless they are IDEATE logo T-shirts or college logo T-shirts.

- **Bottoms:**
  - Trouser style twill pant
  - Walking/Bermuda style short, mid-thigh
  - Unripped jeans
  - No gym shorts, sweatpants, or short-shorts

- **Socks & Shoes:**
  - Sneakers or closed toe shoes only
  - No sandals, no open-toes, no heels over 1.5"

- **Other:** Other clothing adornments, including headwear, are not to be worn, except for religious purposes. Hats for sun protection or warmth may be worn outside only, unless otherwise permitted inside by the classroom teacher for specific needs.
Dress Code on Alternative Dress Days
IDEATE will occasionally host “free dress days” or “spirit days” where students are allowed to dress in a specific theme. On such days, school attire must remain school appropriate, including non-revealing, non-offensive clothing.

The following attire will NOT be allowed:
- Cropped or modified halter and tank tops
- Tops that expose the midriff or stomach
- Shorts which are significantly shorter than knee length
- Clothing displaying gang symbols
- See-through clothing items
- Loose fitting or sagging pants or shorts
- Sharp jewelry
- Open-toed shoes, backless shoes, sandals or high-heeled shoes
- Hats or scarves indoors, unless for religious purposes
- Bandanas

Inappropriate dress will be monitored and communicated. Repeat offenses and/or school-inappropriate attire will result in a request that the parent/guardian bring appropriate attire before the student is allowed to return to class.

IDEATE’S APPROACH TO LEARNING AND DEVELOPMENT
IDEATE’s learning philosophies and programs support our mission to develop students as scholars, athletes, artists, and democratic members of society. IDEATE emphasizes an interdisciplinary, project-based approach to student learning, in which students develop real-world skills, understandings, and behaviors. IDEATE students are actively engaged in the community around them, participating on frequent field trips, learning from school partners, and exhibiting their work in varied settings.

Our Approach
In order for our students to achieve these outcomes, we:
- design challenging, real-world work that elicits passion and excitement about learning,
- empathize with one another by listening actively and deeply, and talking kindly, respectfully and authentically,
- develop strong relationships and a sense of belonging in the community,
- take the time to solve problems collaboratively, peacefully and safely,
• act independently and responsibly, with a sense of competency and agency,
• develop new learning and resilience through struggle, invention and reflection,
• emphasize celebrations and strengths, as well as address challenges,
• cultivate opportunities to meaningfully interact and contribute to our campus and Little Italy community.

IDEATE High Academy faculty and staff teach self-control and community throughout the school day. We believe that academic achievement and social and emotional learning are deeply connected. IDEATE students learn to be self-aware and self-regulate their emotions, listen to and empathize with others, solve problems with peers, agree and disagree respectfully, critique each other's work, and collaborate well with a team. We teach these skills throughout our school day and have high expectations for student learning and behavior.

In order for students to understand our expectations, faculty and staff communicate through warm, nurturing and positive interactions, develop classroom rules with students collaboratively, actively teach classroom and school rituals and routines, explicitly teach social and emotional skills appropriate for each grade level, and teach students to solve social problems independently.

In addition to specific standards for classroom and other supervised behavior, the following school-wide expectations must be followed by all students:
• Be respectful to yourself, other students, adults, and your physical environment.
• Attend school and be on time every day/period, prepared to work.
• Participate positively in classroom and school activities.
• Follow school and classroom norms for positive school culture.
• Accept responsibilities and consequences for choices.
• Complete in-class and homework assignments promptly, and to the best of their abilities.
• Use appropriate language and volume control at all times.
• Refrain from excessive displays of affection on school grounds or at school activities.
• Deliver all home-school communications promptly.
• Maintain academic honesty.
• Avoid the use of personal electronics.
• Go directly home or to an approved location after dismissal.
PROMOTION AND RETENTION POLICY
Retention may be considered at any grade. Students who earned below a C- in three or more semester courses may be at risk for retention.

1. When possible retention should occur as early as possible.
2. For students who are not meeting promotion criteria but have already been retained once, a consultation among the teacher(s), principal, counselor, and parent(s)/guardian(s) will be held to determine the best placement for the student.

Discussion with parent/guardian. The teacher’s evaluation concerning the student’s progress shall be discussed with the parent/guardian before the school administration makes the final determination of pupil retention or promotion. The discussion may occur via a teacher/parent/student conference (preferred), telephone call, a general parent/guardian meeting, or home visitation. When possible, the discussion is to be conducted in the primary language of the parent/guardian.

Decision and placement
1. The teacher may determine that the student is:
   a. **Above/at/close** to grade level and promote the student to the next grade.
   b. **Below grade level** and promote the student to the next grade level with recommended interventions as specified by the teacher.
   c. **Significantly below grade level** and retain the student with recommended support as specified by the teacher.

Documentation and communication for students at risk of retention
1. Within the last six (6) weeks of instruction, the school administration will identify students at risk of retention and discuss placement recommendations for the following year.
2. The school administration will notify the parent/guardian in writing or through verbal communication within (3) weeks prior to the last day of instruction.
3. Should the parent/guardian wish a meeting concerning the student’s academic progress, one will be organized by school staff.
4. The notification will inform the parent/guardian of the appeal process.

Parent appeal process. IDEATE High Academy will provide parent(s)/guardian(s)
an opportunity to appeal the decision of the assigned classroom teacher.

1. The appeal shall occur prior to the beginning of the following school year.
2. Upon the receipt of the appeal, the teacher will complete the appropriate placement recommendation, and the school administration or designee shall review all related evidence and convene a hearing with the assigned classroom teacher(s), and/or counselor, parent/guardian, and student.
3. The hearing discussion will include the student's progress, assessment results, participation in prescribed intervention(s), and overall readiness for promotion. When possible, the proceedings are to be conducted in the primary language of the parent/guardian.
4. Following the proceedings, the administration will make the final promotion/retention decision.
5. The Director or designee shall contact the parent/guardian regarding the disposition of the appeal; a written notice shall be provided shortly thereafter.
6. A decision by the assigned school administration to promote or retain a student cannot be overturned unless “determined to be a direct result of clerical or mechanical mistake, fraud, bad faith or incompetency.”

TRANSFER GRADES

Completed coursework from other high schools will be accepted at IDEATE if the following criteria are met:

- The course meets the standards of the IDEATE Course (UC approved courses can only be made up by equivalent UC approved courses)
- The student must provide an official transcript before credit will be awarded
- If the student intends to take IDEATE required classes at a community college, the course must be approved by an IDEATE administrator prior to the student enrolling in the course to approve that the course meets IDEATE requirements.
- If a student transfers from another school mid semester, their grades for courses will be factored into equivalent IDEATE courses as the IDEATE instructor deems appropriate.
- IDEATE may award credit for courses that a student enrolls in mid semester in which a student was not previously enrolled at the previous school. This will be at the discretion of the administration.
- Transfer grades will be added to the student’s transcript, but will not replace the grades previously earned.
GRADUATION REQUIREMENTS

All IDEATE High Academy courses are approved by the University of California. Courses offered at IDEATE are transferable to a district school as much as courses from a district school are transferrable to IDEATE. IDEATE does not offer courses in the same sequences as most district schools. IDEATE does not offer credit for Physical Education courses.

In accordance with University of California entrance requirements, students at IDEATE High Academy must earn a C- or higher in order to receive credit for a course.

Students who earn a D or lower during any semester must repeat that class. If a student does not earn a C- or higher in three semester courses, that student will be deemed not on track for graduation and will have to repeat the year.

IDEATE High Academy does not currently offer summer classes. Students who need to take summer classes may need to enroll in other school programs before relevant deadlines; it is the family’s responsibility to enroll their student in needed classes. Options for making up classes include accredited online courses, community college courses, and accredited high school courses. Please check with an Administrator before enrolling to be sure that the student is enrolling in the appropriate UC approved courses. Each semester course is worth 5 credits. Internship is a requirement for IDEATE students. Should a student fail their internship they will need to make arrangements with school administration to complete the internship during the subsequent summer or another agreed upon time. In order to graduate, students must earn 220 credits, most of which are A-G approved courses. Progress toward graduation shall be based on the student’s ability to pass subjects and electives necessary to earn the required number of credits.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years - 40 credits</td>
</tr>
<tr>
<td>Math</td>
<td>4 years - 40 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 years - 30 credits</td>
</tr>
<tr>
<td>Lab Sciences</td>
<td>3 years - 30 credits</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years of same language - 20 credits</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>2 years of same course - 20 credits</td>
</tr>
<tr>
<td>College Prep Electives</td>
<td>4 semesters - 20 credits</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Other Electives</td>
<td>20 credits</td>
</tr>
<tr>
<td>Academic Internship</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Senior Project</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Other Requirements
Advisory/College Prep
Community Service
SAT or ACT

MATH PLACEMENT
All incoming students will be placed in the math course corresponding with their grade level. Each class will be differentiated with varying levels of challenge for most assignments and projects. All students will be encouraged to attempt all challenge levels for each assignment and project. In 11th and 12th grade Math classes, all students will have the opportunity to opt in for the Honors level version of classes regardless of previous performance.

- 9th grade: Integrated Math 1
- 10th grade: Integrated Math 2
- 11th grade: Integrated Math 3
- 12th grade: Integrated Math 4

RESPONSE TO INAPPROPRIATE BEHAVIORS
At one time or another, a student may act inappropriately. We view this student's choice as an opportunity for him or her to learn and grow.

Restorative Practices
IDEATE uses a restorative practices approach. Restorative measure represents a philosophy and a process that acknowledges that when a person does harm, it affects the persons they hurt, the community and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that order is restored for everyone. Restorative practices guide teachers to teach children self-control through an understanding of personal needs, the use of problem solving skills and an expectation that children and adults can make amends – restitution – for the harm that they cause. An offending student is given the opportunity to participate in a restorative process as a
means of making things right for victims and the school community. Restorative approaches can be used either in place of traditional discipline (detention, suspension, expulsion...) or as a re entry tool upon re entry from traditional discipline practices.

Restorative Practice strategies might include
- Discussion circles – group of individuals address issues in school.
- Restorative meetings – wrongdoing occurs; classroom discusses impact on fellow students and school community.
- Conferencing – conversation among people affected by behavior to explore the harm and how individuals were affected and how to repair the harm with a plan.

In some situations, restorative measures may be an appropriate stand-alone solution. In other cases, restorative practices may need to be combined with other disciplinary consequences. Disciplinary action may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration’s sole discretion:
- Logical consequences that fit the situation well
- Verbal and/or written warning to the student
- Loss of privileges or removal from extracurricular activities
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Director or designee
- Academic consequences
- Suspension
- Expulsion
- Other forms of discipline that the school may determine appropriate

**ACADEMIC HONESTY**

It is IDEATE’s expectation that every student take responsibility for his/her academic achievements and maintains intellectual integrity in his/her learning environment. Plagiarism or cheating impedes a student’s academic progress and compromises the trust between the student and his/her teachers and peers, which is vital to the learning process.

**Academic Dishonesty**

Academic dishonesty includes, but is not limited to:
• Cheating, including: receiving or providing information during/before a test, using informational material on tests without teacher approval, violating the teacher’s testing rules and procedures, and/or allowing other students to use your work directly on assignments.
• Plagiarism, including: using someone else’s writing or ideas as your own without giving credit and/or using or copying another person’s assignment to turn in as your own work.

Consequences for Academic Dishonesty
If a student is found to be academically dishonest, consequences may include:
• 1st offense will result in a student-teacher meeting and parent notification. The student must resubmit the work to demonstrate learning. The student may receive only partial credit for the assignment upon completion.
• 2nd offense will result in the a student referral to the Director or designee and a parent-student-school meeting. The student must resubmit the work to demonstrate learning. The student may receive only partial credit for the assignment upon completion.
• Any subsequent offense may have larger academic consequences.

SUSPENSION AND EXPULSION POLICY
IDEATE High Academy regards suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions and state law. All related hearings conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

Grounds for Suspension and/or Expulsion
The following represent grounds for suspension and/or expulsion if a school investigation shows the student—while on school grounds, going to or from school, during lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity—has engaged in any of the following acts:

• **Threat, Causation or Attempt of Physical Injury:** The threat, causation or attempted physical injury to another person, including sexual assault. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.
• **Weapon**: Possessing, selling, or otherwise providing any weapon, including simulated weapons, toy weapons, or use of any object in a threatening manner, including traditional classroom supplies.

• **Controlled Substances, Alcohol, Intoxicants**: Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant.

• **Substance in Lieu of Controlled Substances, Alcohol, Intoxicants**: Delivering, providing or selling items which are claimed to be controlled substances, alcoholic beverages, or any intoxicants but were not such items.

• **Drug Paraphernalia**: Unlawfully possessing, offering, arranging for, or negotiating to sell any drug paraphernalia.

• **Tobacco**: Possessing, providing or using tobacco, or any item containing tobacco or nicotine products.

• **Robbery, Extortion or Attempted Theft**: Any involvement in a robbery, extortion, or attempted theft or receipt of school or private property. Parents may be required to pay for any losses or damage.

• **Vandalism**: Destruction or attempted vandalism of school or private property. Parents may be expected to pay for any losses or damage.

• **Obscene or Offensive Acts**: Obscene or offensive acts or habitual profanity or vulgarity, including sexual acts, even if consensual.

• **Disruption or Defiance**: Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

• **Bullying, Threats and Intimidation**: Harassing, intimidating, or threatening another student or school personnel, and/or threatening to cause major property damage; or engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward another student or school personnel.

• **Sexual Harassment**: Making unwelcome advances; requesting sexual favors; and other verbal, visual or physical conduct which is of sufficiently severe sexual nature, has a negative impact on an individual's academic performance, or creates an intimidating, hostile or offensive environment.

• **Harassment**: Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

• **Hate Violence**: Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property, including but not
limited to negative behaviors targeting members of a particular gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged.

- **Hazing:** Engaging in, or attempting to engage in, any activity used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

**Grounds for Automatic Expulsion**
The following inappropriate behaviors are automatic grounds for due process for expulsion:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled/prohibited substances
- Committing or attempting to commit a sexual assault or sexual battery
- Possession of an explosive
- Repeated incidents of fighting, violent acts, or causing serious injury to another person

Any suspendable offense listed in the “suspensions and expulsions” section above may be grounds for due process for expulsion, depending on the circumstance and severity of that incident. The school director or designee maintains the authority to determine when an incident or series of incidents is grounds for due process for expulsion. IDEATE High Academy will provide the parent/guardian of a student with a notice of suspension or expulsion and the reasons therefore.

The Director or designee may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement authorities. The Director or designee may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Director or designee has the authority to determine whether or not to impose a suspension or expulsion. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. If a student
matter proceeds to an expulsion hearing, the Director or designee shall have the authority to hear the matter and to determine whether or not to impose an expulsion.

A student expulsion may only be applied with the approval of the school Director or designee(s). IDEATE High Academy will provide the parent/guardian of a student with a notice of expulsion and the reasons therefore. An expulsion notice may be appealed to a sub-committee authorized by the IDEATE High Academy Board that shall have the right to determine whether the student should be expelled. The parents or guardians of the student will have ten days from delivery of the written notice of expulsion to declare in writing their request for an appeal. The sub-committee shall convene a hearing within fifteen days of a receipt of a timely request for an appeal. If an appeal hearing is requested the School will give written notice to the student’s parent/guardian that will include the following information:

- The date and place of the hearing;
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the disciplinary rules that relate to the alleged violation;
- A notice of the parent, guardian, or student’s obligation pursuant to subdivision (b) of Education Code section 48915.1;
- Notice of the opportunity for the student or student’s parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student’s behalf, including witnesses.

At the hearing, the student shall have the right to representation, the right to present evidence and the right to question School representatives. The sub-committee members will consider evidence and/or testimony as it deems appropriate and render a written decision that shall be in the best interests of the student and the School. That decision shall be final. IDEATE High Academy will notify the home district of any expelled student within 30 days of disenrollment.

**Suspensions for Special Education Students**

Special education students can be suspended for suspensible offenses just like general education students. For suspension of 10 days or less for special education students, no special procedures are required. In-school suspensions may be counted
as part of the cumulative suspension days, if the student does not have access to his/her special education services while they are serving the in-school suspension.

Once an identified special education student is suspended for the eleventh cumulative school day, the student’s IEP Team must be convened (no later than 10 school days) to hold a “Manifestation Determination IEP Meeting.” Additional details on this process are described in IDEATE’s charter. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student. The school may then take disciplinary action, such as suspension or expulsion. Note: special education students can be suspended for up to 20 days total for the school year, if not a manifestation of their disability.

**Steps for Expulsion**

1. A student may only be expelled from IDEATE High Academy according to the criteria as set forth in the charter document.
2. When a student commits an expellable offense, the student will be suspended and the due process period will be started.
3. During the student’s suspension, the student will be given an independent study contract.
4. A meeting will be held between the teacher, administrator and parents/guardians to explain the offense and the actions taken.
5. A written letter explaining the offense in light of the charter will be presented to the parents/guardians; parents/guardians of the student will have 10 days from delivery of the written notice of expulsion to declare in writing their request of an appeal.
6. If no appeal has been received in writing by the 10th day, the expulsion will be entered into the District system, and a letter sent to the administration of the San Diego Unified School District/Office of School of Choice.
7. If an appeal from the parents/guardians has been received within the ten days of the offense, a committee chosen by the IDEATE Board will set a date to review the expulsion and render a final decision.
8. During this time the student will be given an extension of his/her independent study contract until the scheduled appeal hearing date.
9. The committee appointed by the IDEATE Board will render a final decision. If the decision of the committee is to continue to allow the student to remain at IDEATE, the student will return to school following verification of his/her independent study work. If the decision of the committee is to expel the student, the expulsion will be entered into the San Diego Unified School
District/Office of School of Choice. A letter regarding the final decision of the Board Committee will be sent to the parents.

10. If the student is a special education student, and the cumulative suspensions for the year total more than ten days, a manifestation determination must be conducted to verify that the expulsion offense is not related to his/her disability.

HARASSMENT & BULLYING
Harassment or bullying of any kind including sexual, physical and emotional will not be tolerated from any student.

Conduct of a Sexual Nature
Sexual harassment can occur in any setting, including school trips and school-related social events. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior that is not welcome, is personally offensive, debilitates morale, and therefore interferes with an individual’s effectiveness and study environment. The following are examples of sexual harassment.

- Verbal: Sexual innuendo, suggestive or insulting comments or sounds, whistling, jokes, or teasing of a sexual nature, sexual propositions or threats, continuing to express personal interest after being informed the interest is unwelcome.
- Visual: Sexually suggestive objects, pictures, or letters, leering or obscene gestures.
- Physical: Unwanted physical contact, including touching, pinching, brushing the body, impeding or blocking movement, sexual intercourse or assault.
- Bullying: Any form of verbal intimidation, scare tactics or physical assault directed at an individual.

Complaint Filing and Investigation Procedures for Harassment
1. A student may choose to talk to the individual causing the harassment. If the objectionable behavior does not cease immediately, the student must report the harassment to the Administration or to a teacher who will report it to the Administration.

2. The student alleging harassment will be asked to complete a formal written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the
person bringing the allegations. If the alleged harasser is school personnel, he or she will be placed on administrative leave during the course of the investigation.

3. Once the facts have been gathered, the Administration will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including a Behavior Success Contract, suspension or expulsion.

4. After three (3) offenses of this nature, expulsion will be automatic.

**Bullying, Harassment and Intimidation Prohibition Policy**

Bullying is prohibited in California public schools. IDEATE High Academy will implement firm consequences for students who engage in actions that include: bullying, harassment, and intimidation. Consequences may include one or more of the following: a warning, parent notification, meeting with administration, making amends to the victim, loss of school social activities, behavior contract, detention, or suspension.

The definition of bullying is when a student intentionally assaults, batters, threatens, harasses, stalks, menaces, intimidates, distorts, humiliates or taunts another student. Bullying can also include “intentional shunning” or “malicious rumor spreading”, but does not include two students of equal power having a conflict. Bullying includes but is not limited to harassment involving race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic. IDEATE High Academy further prohibits the inciting, aiding, coercing or directing of others to commit acts of bullying or cyberbullying, harassment or intimidation.

Students who observe, overhear, or otherwise witness such actions must report the behaviors to a staff member immediately.

**FREEDOM OF SPEECH**

The public schools are charged not only with teaching students reading, writing and arithmetic, but also with providing students with a working knowledge of their Constitution and the freedoms they uniquely possess as U.S. citizens. The Supreme Court has often referred to the public schools as a “marketplace of ideas” where the protections of the First Amendment are particularly important. “The vigilant
protection of constitutional freedoms is nowhere more vital than in the community of American schools."

Student speech may be suppressed only if the speech: (1) materially and substantially interferes with the requirements of appropriate discipline in the operation of the schools; (2) invades or collides with the rights of others; (3) is vulgar, lewd, obscene, or plainly offensive; or (4) is school-sponsored. Additionally, as with free speech rights in any context, school officials may impose reasonable time, place and manner restrictions on student speech.

USE OF PERSONAL ELECTRONICS
To keep our learning environment safe and distraction-free, any personal electronics (including, but not limited to: cell phones, smart watches, portable video games, portable devices with headphones, MP3 Players, iPods) or similar devices are not permitted in classrooms unless otherwise under the direct supervision by an IDEATE High Academy employee. If this guideline is violated, the electronic device will be confiscated and it will be returned only if a parent comes to the school’s front office to claim it. IDEATE will not be responsible for these non-school items and requests that any emergency calls or texts from parents be handled through the IDEATE office instead.

TECHNOLOGY USE AND STUDENT EMAIL

Computer Devices:
IDEATE offers computers in the classroom for student use on school-related assignments. Students may not use school computers unsupervised or for personal use outside of school assignments. Access to devices is a privilege which may be revoked at any time, or appropriate disciplinary consequences assigned, if a student fails to comply with computer usage expectations.

Student Emails and Google Apps for Education:
IDEATE may provide student access to Google Apps for Education. Apps for Education includes web-based programs providing email, word processing, spreadsheet, presentation, conferencing, calendaring and collaboration tools for IDEATE students and teachers. This service is available through an agreement between Google and IDEATE.

Apps for Education runs on an Internet domain purchased and owned by IDEATE and
is intended for educational use only. This policy describes the responsibilities of the school, students and parents in using Google Apps for Education on the school domain. IDEATE Apps for Education is available at school and at home via the web. Even though email from known inappropriate sites is blocked, there is always a chance students will be exposed to inappropriate content. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child’s use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Email is considered an official method of communication. Official email communications are intended to meet the academic and administrative needs of IDEATE. All student Electronic Mail (email) accounts are property of the IDEATE. The student will be removed from the system after graduation, leaving IDEATE, or for infractions outlined below.

**Technology Acceptable Use Guidelines:**
The following guidelines are in place for the usage of IDEATE devices and emails:

1. **Vandalism/Hacking:** Students will not use IDEATE or other Internet access to interfere with or disrupt network users, services, IDEATE data or data of another student, or equipment, either locally or off campus.
2. **Unauthorized Entry:** Students will not access or try to make unauthorized entry to any machine or other account accessible. If a security problem is noticed, the student or parent must notify school personnel immediately.
3. **Inappropriate Messages:** Students will not use IDEATE access to transmit threatening, obscene or harassing materials.
4. **Inappropriate Material:** The Internet contains certain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Students will not use IDEATE access to knowingly visit sites that contain this material nor import, transmit and/or transfer any of this material to other computers.
5. **School Personnel:** Students should not post to websites or blogs, images, photos or video of employees of IDEATE.
6. **Private Use:** Students will not provide or share IDEATE access or password information with any other student or non-student. Students will not share individual passwords or information with others.
7. **Personal Privacy:** Students will not communicate personal information to any person or company on the Internet or through email.
8. **Unauthorized Programs or Computers**: Students may not use, copy, delete, or install any program on a school device without the permission of school personnel.

9. **Copyright**: Students are not to post to websites or blogs any photos or logos that are the intellectual property of IDEATE. Students must comply with copyright laws.

10. **Lost and Damages**: Use or conveyance of information via IDEATE technology is at the user's own risk. IDEATE will not be responsible for any damages, which a student may suffer arising from access to or use of the IDEATE's computers and computer network (including loss of data, and lost or damaged electronic correspondence or files).

Any costs, charges, liabilities or damage by misuse of the computers are the individual student's responsibility. Any consequences of service interruption or privacy violation, will lead to disciplinary action, which may include suspension and/or expulsion.

IDEATE High Academy has the right, but not the duty, to inspect, review, or retain electronic communications created, sent, displayed, received or stored on and over its computers, network, Internet, electronic communications and information systems, and media, and to monitor, record, check, track, log, access or otherwise inspect its electronic systems. Also, in accordance with the law, the school has the right, but not the duty, to inspect, review, or retain electronic communications created, sent, displayed, received or stored on another entity or person’s computer or electronic device when individuals bring and use another entity’s computer or electronic device to the IDEATE campus, event, or connect it to the IDEATE network and/or systems that contain IDEATE programs or data or information. This applies no matter where the use occurs, whether brought onto IDEATE property, to IDEATE events, or when using mobile equipment in protected and unprotected areas or environments, directly from home, or indirectly through another social media or internet service provider.

USERS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER IDEATE’s ELECTRONIC AND INTERNET SYSTEMS, INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THESE SYSTEMS. Passwords and message delete functions do not restrict the school’s ability or right to access such communications or information.

**Technology Protections**
The following technology protections are in place at IDEATE:
**Child Internet Protection Act (CIPA):** IDEATE has technology measures and policies in place which protect students from harmful materials including obscene and pornographic materials. This means student email is filtered. Mail containing harmful content from inappropriate sites will be blocked.

**Children’s Online Privacy Protection Act (COPPA):** By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school’s use of student information is solely for education purposes.

**Family Educational Rights and Privacy Act (FERPA):** IDEATE protects the privacy of student education records and gives parents rights to review student records.
- IDEATE will not publish confidential education records for public viewing on the Internet.
- IDEATE may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- Parents may request photos, names and general directory information about their children not be published.
- Parents have the right at any time to investigate the contents of their student’s email account and Apps for Education files.

### SCHOOL COMMUNICATIONS

**Website and Enrollment in Electronic Communications**

Our school website and electronic communications email database are the primary means of mass communication with our families. Please ensure that you familiarize yourself with our website ([http://www.id8high.com](http://www.id8high.com)). Most importantly, it is the responsibility of the family to ensure proper enrollment in the school’s electronic communications system by providing email addresses and cell phone numbers and keeping those addresses and phone numbers current throughout the year. If you are unable to easily access technology or prefer to receive communications in another manner, please contact school office personnel to ensure that you will receive important official communications from IDEATE.
CONTACTING TEACHERS BY EMAIL
All teachers and staff at IDEATE High Academy have email accounts where they can be easily contacted. Please refer to www.ideatehighacademy.com for email addresses. If teachers do not respond in an urgent matter, parents may also contact teachers by leaving a message with the main office 619-269-2883.

PARENTAL USE OF SOCIAL MEDIA
Some families have adopted other means of electronic and/or social media communication for planning of social events and communications among IDEATE families. The name of the “IDEATE High Academy” and its logo or mark may not be used in any form in personal social media, on personal internet pages or websites, on websites not owned or related to IDEATE, or in forums/discussion boards, to express or imply the official position of IDEATE High Academy without the express, written permission of the Director, and/or designee. When such permission is granted, the posting must state that the personal statement does not represent the position of IDEATE High Academy.

Not all IDEATE families have consented to having their student’s picture, name or voice used publically and/or posted on social media. Parents, volunteers, and event participants who wish to post student photos or student information on a public or social media site should first confirm with the school that the student’s family has authorized the sharing of their student’s photo/information.

Parents should not post inappropriate communications on personal social media sites that are likely to cause a substantial disruption to the educational environment or otherwise violate the law. Inappropriate communications include, but are not limited to (i) confidential, personally identifiable, and sensitive information about IDEATE students and employees; (ii) bullying/cyberbullying (iii) defamatory or discriminatory statements and images, (iv) proprietary information of IDEATE, (v) infringed upon intellectual property, such as copyright ownership, and (viii) terroristic threats.

Users should note that information that they place in social media and designate as private can be accessed in litigation, can be distributed by their friends, and can be accessed in other various legal ways. Information that an individual deleted may be recovered indefinitely. IDEATE will cooperate to the extent legally required with social media sites, internet service providers, local, state, and federal officials in investigations or with other legal requests, whether criminal or civil actions.
**Communication Expectations**

General questions concerning daily operations, policy or procedural issues, events, committee work, enrollment, etc. should be addressed to the office staff. Questions concerning your child should be addressed to your child’s teacher. We know that healthy, open communication between parent and teacher is essential for your child’s educational experience. If you need to relay a message to the teacher, sending a simple email is best. In the event that the message requires dialogue too complicated for email, you should communicate directly with the teacher after school or ask to schedule an appointment. We respectfully request that courtesy be given to the teacher’s working hours and home life. Ask yourself if the matter can wait until the next school day. If so, address it then.

IDEATE employees will attempt to respond to parent inquiries, including phone calls and emails, in a reasonable, professional, and timely manner. Please keep in mind that our teachers and staff are extremely busy during school hours, creating innovative, personalized and responsive learning environments for our children, rather than checking emails frequently. With this in consideration, please allow time for school responses to emails and phone calls. If you have an urgent need, please call the school office so our staff can communicate and assist with any priority issues promptly. If parent communication becomes disruptive, exceeding our capacity to return communications with reasonable care and diligence, the school will ask to set up a communication plan with you, providing more appropriate communication strategies and timelines.

**CHILD ABUSE REPORTING**

According to Penal Code Section 11166 anyone providing childcare or child supervision is mandated to report to The San Diego Child Protective Services and the San Diego Police Department any cases of suspected child abuse.

**HOMELESS STUDENTS**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless student is defined as: An individual who lacks a fixed, regular and adequate nighttime residence, including:
● Children and youth living with a friend, relative or someone else because they lost their home or cannot afford housing.
● Children and youth who are staying in a motel, hotel or campground due to lack of adequate alternative accommodations.
● Children and youth who are living in an emergency or transitional shelter or a domestic violence shelter, or are awaiting foster care placement.
● Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
● Children and youth who are living in a car, park, public space, abandoned building, bus or train station or similar setting.

A homeless student has the right to attend either the school that the student was last enrolled or the school of residence. IDEATE will enroll homeless students without school, medical or residency records, while records are obtained, and will help homeless families find resources.

Homeless students suspected of having a disability or with an existing IEP will be prioritized in accordance with state and federal law, and good judgment used if complete records are not available, with the goal of avoiding disruption in appropriate services.

If dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision and the student shall be enrolled in the school while resolution is pending. For further information, please contact our office and/or Director.

At a parent’s/guardian’s request, a student in transition may be provided with transportation services to and from his/her school of origin, if feasible. For unaccompanied youth, transportation to and from the school of origin must be provided at the liaison’s request.

**VISITORS**

To ensure the safety of all students and staff, all parents and visitors to the school MUST sign in, obtain a visitor’s badge, and comply with any applicable security protocol. All visitation and volunteer times must be pre-approved and arranged with a IDEATE staff member prior to the visit/volunteer session. All volunteers who work with
students must adhere to the rules and regulations stated in the Volunteer Code of Conduct Agreement. Volunteer schedules must be honored and followed by volunteers to ensure that the structure of the classroom and student learning times are not disrupted. When your visit is complete, return to the office to sign out. Please do not be offended if you are stopped for not having a visible badge, as our students’ safety and security is of the utmost concern to us.

Parents are welcome to join us for scheduled morning assemblies, but must sign out promptly following the assembly or report to the office to follow applicable security protocol and secure a visitor’s badge if there are arrangements for volunteering.

When escorting your child to school in the morning, we ask that students and parents come directly to the office rather than to the classroom, unless you have scheduled an appointment to meet with the teacher. Parents arriving for dismissal may wait outside of the office. We discourage parents from picking up students early because the student loses valuable learning time. Please review the section on Attendance if you are planning on picking up your child early.

**GENERAL VISITOR GUIDELINES**

- Upon entering the school office, visitors must follow applicable security protocols and obtain a visitor’s pass.
- Volunteers must identify the purpose of their visit and where they will be conducting business. Volunteer arrangements must be scheduled in advance with a staff member and all guidelines and paperwork adhered to (see following section).
- A visitor’s pass must be visibly displayed at all times during the visit. A visitor who goes beyond the scope of their pass will be considered to be trespassing and will be asked to leave the premises immediately.
- Classroom visitors may **not** disrupt lessons, school activities or the business of school personnel or students. Visitors may only visit teachers/classrooms at approved times by the teacher. Unannounced/unapproved visits to the classrooms will not be welcomed.
- Visitors are asked to silence or turn off their cell phones while on the IDEATE campus.
- Visitors must wear school-appropriate clothing.
- Permission to visit classrooms may be revoked at any time if a volunteer is disruptive to the classroom, to any students, or to the function of any school
PARENT PARTICIPATION
IDEATE High Academy encourages parents to actively participate in their students’
education. Throughout the year, parents should plan on attending the following
activities, since their presence is vital for student support:

- Back to School Night in September
- Student Led Conferences in October and February
- School Wide Exhibitions in December and June

Parents should also consider attending the following meetings as well:

- Coffee with the Chris (Monthly Meetings with the Director)
- Teacher Appreciation Week Luncheon
- Board Meetings
- SAC Meetings

PARENT VOLUNTEERING
As a parent and/or legal guardian of a IDEATE student, you are automatically a
member of “The Network.” The Network's mission is to unite IDEATE parents,
teachers, staff and students to support annual IDEATE functions and events. The
Network fundraising and culture-building efforts provide additional support to the
IDEATE community.

All parents are encouraged to support our school! Online is the best place to
familiarize yourself with the school’s happenings and volunteer opportunities. Please
check the IDEATE website (www.id8high.com) on a regular basis. The “Parents” tab
and the master calendar on the IDEATE homepage will lead you to the latest detailed
news and important upcoming events.

All volunteers must follow the school’s general rules, and IDEATE's Volunteer
Guidelines, which follow. No selling of any kind is allowed on school grounds unless
the monies earned are being donated to the school. The Director must approve any
fundraising, charitable causes or selling activity.
VOLUNTEER GUIDELINES

Volunteers are individuals who donate their time, without financial compensation, to benefit the school community. Non-staff therapists, mental health professionals, and educational specialists working with one or more IDEATE students, who are compensated by parents or another organization, must also comply with this policy. Volunteer participation may occur in a classroom setting during the school day, outside the classroom on the school campus, outside the school setting as part of an extracurricular activity, or outside of school hours for school-sponsored events or activities. A person who comes to the school for a one-time special event, such as a guest speaker, presenter, observer, or visitor is considered a guest and does not need to complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, gender, sexual orientation, religion, age, disability, or any other protected status as defined by federal, state or local law.

In addition to volunteers who take projects home to complete for teachers or staff, volunteers who work with children must follow specific protocols and guidelines, as outlined below.

Volunteer Requirements

Here are the specific requirements that each type of volunteer must meet to serve at IDEATE:

- Be fingerprinted by taking a completed Request for Livescan to the San Diego County Office of Education Clearinghouse, with photo I.D. and payment. (In cases of financial hardship, IDEATE may subsidize the “rolling fee” cost of Livescan fingerprinting. Inquire at the school office.)
- Wait one to two weeks; call IDEATE to ensure your fingerprints have been processed and you have received clearance.
- Present some form of current government-issued photo identification (driver’s license, passport, military ID, other government identification).
- Complete and submit for approval the IDEATE Volunteer Application.
- Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan’s Law) website (http://www.meganslaw.ca.gov).
- Present a Tuberculosis clearance card (valid for 4 years).
- Follow any applicable security protocol though the main office, including signing in/out.
- Complete any applicable logging of hours through the visitor management program in the main office.
- Display a volunteer identification badge when volunteering.
Non-professional volunteers must report suspected cases of child abuse or neglect to the school administrator or professional staff, who are mandated reporters. (Penal Code Section 11165.7).

Acceptance as a volunteer is based on factors including, but not limited to:

- A completed “School Volunteer Application Form” on file, including a signed Volunteer Statement and Agreement
- Live scan fingerprinting, with clearance from Department of Justice
- No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
- Tuberculosis (TB) Clearance (for volunteers with any student contact)
- Positive attitude and ability to work cooperatively with school personnel
- Good communication skills, moral character, dependability, and health
- The complete Volunteer Handbook and required forms are available on the website and at the school office.

PROCEDURES FOR CLASSROOM OBSERVATION

- Classroom observations must be planned in advance so as to not create conflict with the teacher and student schedule. Therefore, please arrange a mutually agreed upon date and time with the Director or designee and teacher by making a written request at least 48 hours in advance of the requested observation.
- Observations are limited to twice per month for no longer than sixty (60) minutes per visit in order to avoid distraction and/or disruption to the teacher and classroom schedule. However, under certain circumstances, such as evaluation, upcoming IEP meeting, crisis intervention etc., a parent/guardian or provider may request additional observations. Under these circumstances, the Director or designee will use his or her discretion to approve or decline such requests.
- Formal classroom observations do not include times when parents/guardians are invited to school for a special event or presentation, to serve as a volunteer, or to enjoy lunch with their student.
- The Director or designee reserves the right to decline any request for a classroom observation or to terminate a classroom observation if it is determined that such an observation would or has caused undue disruption in the educational process.
- For security reasons, all visitors are required to comply with any applicable security protocol and to sign out when leaving the school.
To protect the learning environment, only one parent/guardian or outside provider may be in the classroom during an observation. Any additional observer must be approved by the Director or designee and observers who are not a student's parent/guardian must have written consent from the observed student's parent/guardian describing the reason for the observation.

Out of respect for the teaching environment, parents/guardians may not bring younger siblings or other children while observing in the classroom and may not utilize any electronic equipment such as cell phones while in the classroom. Observers should not disrupt the learning environment by engaging students or the teacher in conversation. A follow-up meeting may be scheduled as needed to answer questions or concerns.

During any observation, the Director or designee or his/her designee may be present in the classroom as well.

Parents/guardians or outside providers that disagree with any decision of the Director or designee regarding classroom observations have the right to challenge the decision with the School Board at the next scheduled Board meeting. The Board’s decision shall be final.

No electronic listening or recording device (including video) may be used in a classroom without the teacher and Director or designee’s permission.

**SCHOOL DISRUPTION**

IDEATE has a duty to ensure that its educational environment is safe, non-intimidating, and not disrupted. The school has Volunteer and Classroom Observation Policies which govern the presence of all parents and other non-staff on our campus. Any person who wishes to come onto school grounds as a volunteer or visitor must adhere to these policies. It is imperative that visitors not disrupt the classroom, students, or general function of school personnel. Visitors, volunteers, or parents who are disruptive will be directed to leave the campus immediately, and consent to re-enter the school site may be withdrawn or restricted, pursuant to the school site administrator’s authority under the California Penal Code. See Cal. Penal Code §§ 626.4, 626.7, 626.8, 627.2. Depending on the severity of the disruption, parents or visitors may not be allowed to participate as a volunteer for future classroom activities or school field trips. IDEATE retains full discretion to make decisions regarding parent or other adult participation in IDEATE activities.
SCHOOL FEES POLICY

IDEATE High Academy has adopted the following policies and procedures regarding student fees.

1. Students enrolled in IDEATE High Academy shall not be required to pay a “pupil fee” for participation in any curricular or extracurricular activity which is “an integral component of public education.”

2. “Curricular or extracurricular activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

3. “Pupil fee” is defined as a fee, deposit or charge imposed on pupils, or a pupil’s parents or guardians, including but not limited to:
   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
   - 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.

4. IDEATE High Academy does not use a “fee waiver” policy to make pupil fees permissible.

5. IDEATE High Academy does not intend to establish a two-tier educational system by requiring a minimal educational standard and also offering a second higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the schools do not provide.

6. IDEATE High Academy does not offer course or credit privileges related to educational activities in exchange for money or donations of goods or services from a pupil or pupil’s parents or guardians, nor shall the school remove such credit or privileges for failure to make a donation.

7. Voluntary donations of funds or property or participation in fundraising activities are encouraged and allowed, but such fund raising is completely voluntary.

8. Purely recreational activities outside of the normal school day may be subject to mandatory fees (e.g. attending dances, drama performances). Such activities will never have a bearing upon the pupil’s credit or academic standing and are not considered to be an integral part of the educational program. Programs and items provided by external organizations outside of
IDEATE's instructional hours are not considered to be an integral part of the educational program and may still charge program fees.

Within its School Fees Policy, IDEATE may still charge fees for the following:

- payment for the replacement cost of books or supplies loaned to the student that the student fails to return, or that is willfully cut, defaced, or otherwise injured, fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, or athletic activities, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds,
- charges for the rental or lease of personal property needed for school events, such as caps and gowns for graduation ceremonies
- fees for school camp programs, so long as no student is denied the opportunity to participate because of nonpayment of the fee
- reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school’s curriculum
- fees for out-of-school child care services provided as a convenience for our families provided that no child is excluded due to inability to pay.

RESOLVING CONCERNS
IDEATE attempts to establish an open and caring environment. In the event that a concern occurs, students and parents are encouraged to attempt to resolve the issue directly with that staff member. If the issue can't be resolved, the next step is to contact IDEATE administration. If the issue still is unresolved, students/parents may submit a formal complaint in writing. More information on Uniform Complaint Procedures and forms follows.

UNIFORM COMPLAINT PROCEDURES (UCP)
The IDEATE High Academy ("IDEATE") is making this information available to students, employees, parents or guardians of its students, appropriate private school officials or representatives, and other interested parties for the investigation and resolution of UCP complaints to meet the requirements of 5 CCR Section 4621 and 4622.

The IDEATE High Academy has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to
address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

The IDEATE High Academy shall investigate and seek to resolve these complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our governing board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Child Care and Developmental Programs, Child Nutrition Programs, Student Fees and Special Education Programs.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Jenni Taylor Owen, Director
Address: 840 14th St., San Diego, CA 92101
Telephone Number: (619) 788–4668

Complaints related to pupil fees for participation in educational activities may also be presented to the school’s Director.

Complaints alleging discrimination, harassment, intimidation or bullying must be filed within six (6) months from the date the alleged act occurred or the date the complainant first obtained knowledge of the facts of the alleged act, unless the time for filing is extended by the Compliance Officer or his or her designee.

Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The IDEATE person responsible for investigating the complaint shall conduct and
complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal IDEATE's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving IDEATE's Decision. The appeal must include a copy of the complaint filed with IDEATE and a copy of IDEATE’s Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of IDEATE'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.

A copy of the IDEATE High Academy UCP policy and complaint procedures is available free of charge.
HANDBOOK SIGNATURE PAGE

Please sign and return to the IDEATE High Academy office. This page must be returned by the end of the first week of school. My signature below indicates that I understand my responsibility for reading and following the Parent/Student Handbook. I will do my best to make sure that my child or children follow all the rules and policies described in the manual. I understand that not following the policies outlined in the manual may result in loss of privileges or outright suspension and/or expulsion from IDEATE. Whenever I have questions, I will not hesitate to visit or call the school for more information or to resolve matters as appropriate.

__________________________________________  ____________________
Signature of Parent or Guardian                  Date

______________________________________________  _____________________
Student Name                                      Grade
Suicide Prevention Policy
Adopted September 28, 2017

The Governing Board of Urban Discovery Academy (UDA) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Chief Executive Officer or designee shall develop preventive strategies and intervention procedures.

The policy has been developed in consultation with UDA and community stakeholders, UDA-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

Prevention and Instruction
Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

UDA's programs shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Chief Executive Officer or designee may offer parents/guardians education or information that describes UDA's social-emotional development programming, the severity of the youth suicide problem, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

Staff Development
Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the discretion of the Director or Chief Executive Officer, under the direction of a School Counselor and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of
depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stress or loss, family instability, and other factors

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

4. School and community resources and services

5. School procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

6. Materials approved by UDA for training shall include how to identify appropriate mental health services, both at the UDA site and within the larger community, and when and how to refer youth and their families to those services.

7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Intervention and Emergency Procedures
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the Director and School Counselor. The Director or designee shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

When a suicide attempt or threat is reported, the Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
   
   a. Securing immediate medical treatment if a suicide attempt has occurred;
   
   b. Securing Psychological Emergency Response Team (PERT), law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
   
   c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the Counselor, Advisor, Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. After a referral is made, school shall verify with the parent/guardian that the follow up treatment has been accessed. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, Director or designee shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, school may contact Child Protective Services.

6. Provide access to Counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident.

7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on an UDA school campus, the Director or designee shall follow the crisis intervention procedures contained in school’s safety plan. After consultation with the Director or designee and the student’s parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from School Counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged to notify a teacher, Director, Counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Whenever schools establish a peer counseling system to provide support for students, Peer Counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

**UDA Employees Acting Within Scope**

Schools shall ensure that employees act only within the authorization and scope of the employee’s credential or license. Nothing in this Policy shall be construed as authorizing or encouraging an UDA school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.
Instruction

Instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Resources

CDE Suggested Publications:
Comprehensive Suicide Prevention Toolkit for Schools
Fact Sheets on Suicide: Adolescents and Young Adults
Youth Suicide Prevention School-Based Guide
School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school reentry for students after an attempted suicide.

CDE Suggested Resources
American Association of Suicidology
Provides general guidelines for a school-based suicide prevention program, outlining the necessary components of a comprehensive school-based program including a sample curriculum. This Web site also contains information about evidence-based programs for suicide prevention.

American Foundation for Suicide Prevention (AFSP)
The AFSP is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education and advocacy, and to reaching out to people with mental disorders and those impacted by suicide.
California Healthy Kids Resource Center
Contains peer-reviewed research-based programs, videos, and books on suicide prevention and intervention. To access these materials, click on "Health Education Library" and use the keyword "suicide." These materials can be borrowed from the resource center for four weeks with free delivery anywhere in California.

California Mental Health Services Authority (CalMHSA)
The CalMHSA is an independent administration and fiscal government agency focused on the efficient delivery of California mental health projects. Member counties work together to develop, fund and implement mental health services, projects and educational programs at the state, regional and local levels.

Center for Mental Health in Schools-Mental Health Project
The Center for Mental Health in Schools-Mental Health Project at the University of California, Los Angeles is a thorough resource for school interventions aimed at preventing suicide. It includes training on causes of suicide, data and statistics, assessing suicide risk, intervention planning and training, suicide aftermath assistance and prevention of copycat suicides, as well as other resources and contacts.

Dougy Center
The Dougy Center, National Center for Grieving Children and Families provides support and training locally, nationally, and internationally to individuals and organizations seeking to assist children and teens in grief from loss, including suicide.

Jason Foundation, Inc.
The Jason Foundation, Inc. is a nationally recognized leader in youth suicide awareness and prevention. The Web site contains a wide range of informative, educational materials and programs available to parents, teachers, youth workers, and others who are concerned about youth suicide.

Know the Signs
Know the Signs is a statewide suicide prevention social marketing campaign built on three key messages: Know the Signs. Find the Words. Reach Out. This campaign is intended to educate Californians on how to recognize the warning signs of suicide, how to find the words to have a direct conversation with someone in crisis and where to find professional help and resources.

Kognito
At-Risk for Middle School Educators and At-Risk for High School Educators are research-proven online gatekeeper training simulations designed to prepare teachers, administrators and staff to recognize when a student is exhibiting signs of psychological distress, and manage a conversation with the student with the goal of connecting them to the appropriate support.

Mental Health Services Act
The passage of Proposition 63 (now known as the Mental Health Services Act) provides the first opportunity in many years for the California Department of Mental Health to provide
increased funding, personnel and other resources to support county mental health programs and monitor progress toward statewide goals for children, transition age youth, adults, older adults and families.

**My3App**

My3App is a mobile application designed to help those who may be having thoughts of suicide, or who have a history of suicidal behavior stay safe when they are experiencing thoughts of suicide.

**National Center for Suicide Prevention Training**

The National Center for Suicide Prevention Training provides educational resources to assist public officials, service providers, and community-based coalitions develop effective suicide prevention programs and policies. It includes facilitated and self-paced on-line workshops that provide training on suicide prevention.

**National Strategy for Suicide Prevention**

The National Strategy for Suicide Prevention provides a framework for suicide prevention efforts across the county. Building on the work of the Surgeon General's Call to Action, this resource provides data about suicide, as well as information about suicide prevention efforts throughout the nation. Information about California's suicide prevention activities can be found by clicking on “Federal, State and private activities” and selecting from the drop down menu under "Prevention Programs."

**National Alliance on Mental Illness (NAMI) California**

NAMI California is a grass roots organization of families and individuals whose lives have been affected by serious mental illness. NAMI provides leadership in legislation, policy development, education and support throughout California.

**National Institute on Mental Health (NIMH)**

NIMH envisions a world in which mental illnesses are prevented and cured. The mission of NIMH is to transform the understanding and treatment of mental illness through basic and clinical research, paving the way for prevention, recovery, and cure.

**Signs of Suicide (SOS) - Youth Programs**

The Screening for Mental Health's SOS Suicide Prevention Program is a school-based suicide prevention program targeting. The program educates teens in recognizing the signs of suicide and outlines action steps for dealing with this mental health emergency. The National Association of Schools Psychologists and many other national associations endorse SOS.

**The Society for the Prevention of Teen Suicide**

This resource provides practical information about youth suicide prevention that is relevant to schools, parents, and students. This national, nonprofit organization increases awareness about both the problem of youth suicide and increases accessibility to user-friendly resources available to prevent it.

**Surgeon General's Call to Action, 1999**

This report promotes awareness and intervention for suicide and its risk factor and includes a
section dedicated to suicide issues and facts among young people.

**Suicide Prevention Hotline**
This free and confidential telephone service is open 24 hours a day with Counselors available to talk about thoughts of suicide or concerns about someone who may be suicidal.

**Trevor Project - Ask for Help**
This public service announcement campaign features empowering, first-person accounts of youth reaching out to friends, parents or Counselors to promote the idea that it's ok to ask for help when you need it.

**Walk in Our Shoes**
This campaign utilizes real stories from teens and young adults to teach youth about mental health challenges and mental wellness. The multifaceted campaign uses positive, authentic, and appropriate stories told through an interactive Web site, school-based theatrical performance, and a statewide public education campaign.

**Yellow Ribbon Suicide Prevention Program**
Part of the Light for Life Foundation, a nonprofit organization dedicated to awareness, education, and collaboration for suicide prevention. There is a cost for Yellow Ribbon Suicide Prevention Training and to form local chapters.

**Youth Suicide Prevention Programs: A Resource Guide**
The Center for Disease Control and Prevention's guide which includes eight different suicide prevention strategies including school gatekeeper training, community gatekeeper training, general suicide education, screening programs, peer support programs, crisis centers and hotlines, suicide restriction methods, and postvention. Although it was created in 1992, the site remains relevant.
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Welcome Letter from the Director

Dear School Volunteer:

On behalf of Urban Discovery Academy ("UDA"), I would like to extend our appreciation for your dedication and support to our school and our mission. I invite you to read this handbook about your role in the school community.

Volunteers play an important and valuable role at our school. Students, teachers, staff, parents and community all benefit from the work of individuals like you who give of your time and talents. We know that you will benefit from this experience as well.

This handbook is directed at all volunteers who wish to devote a portion of his or her time to our school and students. We want you to get the most out of your volunteer experience and as such we want to make sure you are an informed volunteer.

Volunteers help in many different ways: tutoring, classroom assistants, playground supervision, library assistants, office assistants, field trip chaperones, site maintenance and beautification, hospitality groups, and special project team members. We appreciate your hard work and dedication. On behalf of the teachers, staff, and students, we say “Thank You!”

If we can ever be of assistance to you, please do not hesitate to contact me.

Sincerely,

UDA/IDEATE Administration
Definition of Volunteers

Volunteers are individuals who donate their time, without financial compensation, to benefit the school community. Non-staff therapists, mental health professionals, and educational specialists working with one or more UDA students, who are compensated by parents or another organization, must also comply with this policy. Volunteer participation may occur in a classroom setting during the school day, outside the classroom on the school campus, or outside the school setting as part of an extracurricular activity. A person who comes to the school for a one-time special event, such as a guest speaker, presenter, observer, or visitor is considered a guest and does not need to complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, gender, sexual orientation, religion, age, disability, or any other protected status as defined by federal, state or local law.

Volunteer Opportunities may include, but are not limited to:

- Tutoring
- Mentoring
- Athletics
- Classroom assistance
- School/classroom events like career fairs and field trips
- Before/After-school programs
- Non-classroom (main office, library/media center, etc.) assistance
- Playground supervision
- Site maintenance and beautification
- Hospitality
- Special projects

As a public school, we must screen school volunteers. All UDA volunteers are required to complete a “School Volunteer Application Form,” and depending on the type of volunteer assignment, may need to have a criminal background check and fingerprinting, and may also be asked to submit the results of tuberculosis screening.
Volunteer Requirements

Here are the specific requirements that each type of volunteer must meet to serve at UDA.

Screening Requirements for volunteers:

1. Be fingerprinted by taking a completed Request for Livescan form to any DOJ-approved Livescan company with photo I.D. and payment. (In cases of financial hardship, UDA may subsidize the “rolling fee” cost of Livescan fingerprinting. Inquire at the school office.)
2. Wait one to two weeks; call UDA to ensure your fingerprints have been processed and you have received clearance.
3. Present some form of current government-issued photo identification (driver’s license, passport, military ID, other government identification).
4. Complete and submit for approval the UDA Volunteer Application.
5. Be checked by designated site personnel against the California Department of Justice, Sexual Offender (Megan’s Law) website (http://www.meganslaw.ca.gov).
6. Present a Tuberculosis clearance card. (Valid for 4 years.)
7. Sign in/out on the “Volunteer Sign-in Sheet” located at the main office.
8. Display a volunteer identification badge when volunteering.

Acceptance as a volunteer is based on factors including, but not limited to:

- A completed “School Volunteer Application Form” on file
- Live Scan fingerprinting, with clearance from Department of Justice
- No record of a serious or violent felony conviction (pursuant to Ed Code 45122.1) or requirement to register as a sex offender under California law (Penal Code 290)
- When requested, Tuberculosis (TB) Clearance (for volunteers with any student contact)
- Positive attitude and ability to work cooperatively with school personnel
- Good communication skills, moral character, dependability, and health.

The school reserves the right to restrict or disallow any person from volunteering or visiting the school campus. If the School Director finds reasonable cause to believe that any person has disrupted or intends to interfere with the orderly and peaceful operation of the school campus, or if a person’s presence disrupts the school or its pupils, s/he may direct the disruptive person to leave the campus and notify such person that consent to remain on campus has been withdrawn. (California Penal Code Sections 626.4, 626.7, and 626.8)
What to Expect When You Become a Volunteer

1. Each volunteer will engage in an orientation with the teacher or staff member before beginning to volunteer. The following will be discussed:
   a. Days and time to work in classrooms/on campus.
   b. Whether you will have specific tasks or will be asked to do tasks on an as-needed basis.
   c. Procedures for you and staff member to be in communication.
   d. Alternate plans for the days when the teacher or staff member is absent.
   e. How you will be told of the day's assignment (folder, note, etc.).
   f. What name the students will call you.
   g. What your role will be in classroom management.
   h. Teachers' own classroom management.
   i. Where to leave your personal belongings.
   j. Where the lounge and adult restrooms are located.

2. Be punctual. In the event that you must be absent, please notify the teacher or staff member as soon as possible.

3. **Sign in and out upon your arrival and departure.**

4. Wear your nametag or school badge throughout your stay on campus. This badge or nametag will help students, staff and other volunteers recognize that you are a volunteer or visitor on campus.

5. Get to know the school grounds.
   a. Know the location and phone number of the school office.
   b. Know the location of important rooms such as the office, restrooms, staff lounge, etc.
   c. Find out where to park.

6. If you are volunteering in a classroom, you will spend some time observing the class so that you can become familiar with classroom routines and find the location of supplies and materials within the classroom. Ask the teacher questions if you are unclear about anything.

7. If you are volunteering on the playground, you will spend some time observing students. A staff member will inform you of playground expectations. If you are unsure, ask a staff member.

8. No electronic listening or recording device, including video, may be used in a classroom without the teacher and School Director's permission.

9. Parents who come on the school campus as visitors to patronize the school store, café, or art studio, or to participate in parent education activities, must stay in the area they are visiting and not enter other parts of the school campus, with the exception of using the adult restrooms on campus.
Suggestions for a Successful Volunteer Experience

1. Remember that you are a role model for students and the school community.
2. Establish positive relationships with the students. Be friendly; let them know you are glad to be here! Be encouraging to students.
3. Learn the names of students as soon as possible.
4. Help students tackle their work but do not do their work for them. If they get off-track, help them get back on in a tactful manner.
5. Work at the student’s level. If the child is sitting, sit with her. Show your interest and involvement.
6. Speak in a positive manner to students; point out the things they have done right and the things they do well.
7. Remind students of appropriate behavior if they are disruptive. Remember though that corrective discipline is the responsibility of the teachers, counselors, and the School Director(s).
8. Feel free to ask questions about programs, policies, materials and supplies. Talk to the teacher about any difficulties at appropriate times, not in front of students or parents.
9. If you are experiencing a problem with your placement, try to resolve them first with the teacher or staff member with whom you are working. If you need more assistance with your problem, please contact the School Director.
School Volunteer Procedures/Checklist

Procedures for all volunteers are as follows:

☐ Fill out Volunteer Application Form

☐ Provide a valid state issued driver’s license/ID Card

☐ Read and sign Volunteer Agreement Form

☐ Read and sign Volunteer Confidentiality Agreement

☐ Depending on volunteer level, provide fingerprinting and a Criminal Background check with Live-Scan

☐ If you will have any contact with students, provide a Tuberculosis Clearance Card once every four (4) years

All volunteer work is done under the direction of an assigned teacher, site coordinator or Director. Volunteers must comply with the sign-in procedures at the school site.

Volunteers do not receive compensation or employee benefits from UDA School, except worker’s compensation as provided for non-professional volunteers in Labor Code Section 3364.5
Volunteer Application

(Please type or print)

School Name: ________________________________

Name: ____________________________

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Name/Other Names Used

Residence Address: ____________________________

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Home Telephone: (______) ____________________ Work Telephone: (______) ____________________

Emergency Contact Name and Phone: ____________________________ (________) ____________

Date of Birth: _____ / ____ / ______  Driver’s License: Yes ( ) No ( ) State: ______  DL#: ________

Length of residence in San Diego County? (If other county, please list county name also) ______________

Previous Address (If less than 5 years): ________________________________

Physical Limitations: Yes ( ) No ( ) Explain: ________________________________

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Relationship to any student(s) or staff members at school? Yes ( ) No ( ) Explain: ________________________________

Languages spoken: ____________________________________________________________

Please respond to the following: “I am interested in volunteering because ________________________________

________________________________________________________.

Do you have any felony convictions: Yes ( ) No ( ) If so, please list: ________________________________

Have you EVER been convicted of any sex offense for which you must register with any Law Enforcement Agency pursuant to Penal Code Section 290? Yes ( ) No ( )

I certify under penalty of perjury that the foregoing statements are true and complete, and I authorize UDA to complete a background check as a condition of school volunteer service.

I understand that I will not receive any compensation or salary and/or any other benefits from UDA during this assignment except Workers’ Compensation insurance coverage as permitted by law.

Signature: ____________________________  Date: ____________
Volunteer Guidelines and Agreement

1. Immediately upon arrival, I will **sign in** at the main office or the designated sign-in station. When leaving, I will **sign out**.

2. Volunteers will follow all policies, procedures and other rules established by the school and all applicable laws.

3. Volunteers must wear the appropriate identification badge.

4. Volunteers must follow the appropriate dress code applicable to staff.

5. Volunteers cannot smoke in any school facility or building or within 50 feet of a school building.

6. Volunteers will not lend money, and/or bring gifts, to students unless authorized by the School Director or designee.

7. Volunteers will not transport students unless they have been given express permission to do so by the School Director and have provided the appropriate insurance verification and filled out the appropriate forms.

8. Volunteers may not be alone with any student (other than their own child(ren)) in any vehicle. There must be at least two students in any vehicle driven by a volunteer.

9. Volunteers will not have access to student educational records. All volunteers will sign a confidentiality agreement.

10. Volunteers may not photograph or videotape students unless authorized by the School Director or designee.

11. Volunteers may not dress, provide personal hygiene assistance, supply medication or administer medication to students.

12. Volunteers should not exchange telephone numbers, home addresses, e-mail addresses or any other home directory information with students for any purpose unless it is required as part of your role as a volunteer.

13. Volunteers must use universal precautions to avoid contact with bodily fluids.

14. Volunteers should use only adult designated restrooms.

15. Volunteers can monitor student behavior; however, if a situation is serious, the volunteer should seek immediate assistance from school personnel.
16. Volunteers will not discriminate against or harass any person and will report all harassment or discrimination observed, in accordance with school policy.

17. Volunteers may not search students or student property.

18. Volunteers must make every reasonable effort to make sure that the school’s technology resources are used appropriately and responsibly.

19. Volunteers should become familiar with and agree to follow the school’s evacuation and lockdown procedures.

20. Volunteers may not direct a student to remove an emblem, insignia, or garment including a religious emblem, insignia, or garment. If the volunteer believes a student’s clothing is disruptive or promotes disruptive behavior, the volunteer will contact a staff member immediately.

21. The school administrator or designee will provide appropriate training for all volunteers.

22. Volunteers understand that the school will not be responsible for lost or damaged personal items brought to school by the volunteer.

23. Volunteers understand that the school reserves the right to decline their volunteer services at any time.

24. Volunteers may not be in possession of or under the influence of, alcoholic beverages and/or illegal drugs, or in possession of firearms or other weapons while serving in a volunteer capacity.

25. Volunteers may not use obscene or discriminatory language at school or at any school event.

26. Non-professional volunteers must report suspected cases of child abuse or neglect to the school administrator or professional staff, who are mandated reporters. (Penal Code Section 11165.7). Volunteers working at UDA School within their professional capacity or scope of employment, such as non-staff therapists, mental health professionals, and educational specialists, are mandated reporters pursuant to Penal Code section 11166(a) and must report directly to the appropriate agency.

I, ________________________________, have read and agree to abide by the above guidelines.

Volunteer Signature: ______________________________ Date: ______________
Volunteer Confidentiality Agreement

All school volunteers are expected to maintain confidentiality while working at the school. All things that are seen and heard at school about employees or children and their families should be considered privileged information. Trust must be established and maintained in order for our volunteer program to be successful. Volunteers can strengthen the bond between themselves and the school by following these guidelines:

- Treat all student and employee information as personal and confidential regardless of the source.
- Communicate relevant information about students to the respective classroom teacher or School Director.
- Seek clarification of unusual situations that occur in the school from the person(s) involved and avoid discussing such matters with non-school personnel.
- Retain a sense of perspective regarding comments heard and actions observed.
- Understand that not all information can and will be shared with volunteers, due to legal considerations.
- Deal impartially with students regardless of background, intelligence, physical or emotional maturity.
- Do not discuss student progress or behavior with the parent. All relevant information should be referred to the teacher or the School Director. Direct all inquiries about students to the professional staff.
- Speak constructively of all school staff; however, report difficulties involving the welfare of students or the school to the School Director.
- Do not discuss confidential information with anyone. This information includes, but is not limited to:
  - Scholastic and health records
  - Test scores and grades
  - Discipline and classroom behavior
  - Character traits of children
  - Supports and services a student may receive
- All volunteers are required to sign this statement of confidentiality.

**Discipline**: Discipline of students is solely the responsibility of the teacher in charge. Volunteers should under no circumstances discipline students. Should students misbehave in your presence, you should report this immediately to the teacher in charge. The teacher will then determine the necessary course of action. Also note that we expect students to treat volunteers with the same level of respect given to other school personnel. If you feel that students are not being respectful towards you, do not hesitate to discuss the matter with the teacher or School Director.

While all student information should be treated confidentially and sharing student information with others may be a violation of the law, do not make a promise
to a student that you will keep confidential any information that pertains to the welfare of the student. Although the student is free to share confidential information with you, there are certain things you are required by law to tell the School Director or other school administrator. Any personal information learned from a student, should be held in strictest confidence except:

1. If a student confides that he or she is the victim of sexual, emotional, chemical or physical abuse.
2. If a student confides that he or she is involved in any illegal activity.
3. If a student confides that he or she is considering homicide or suicide.

Should one of these exceptions arise, you are required by law to immediately notify the School Director or another administrator. Remember, the information is extremely personal and capable of damaging lives, so do not share it with anyone (including other school staff members) except the School Director, school administrator or other appropriate authorities. If you have questions, please ask the School Director or school administrator. Any student needs communicated to the volunteer should be referred to the appropriate staff person.

Volunteer Statement:

I, ___________________________, understand that in the course of my association with UDA School, I am responsible for maintaining the confidentiality of all employee and student information (both written and verbal) that may become known to me during the course of my volunteer activities.

I further understand that in the performance of my volunteering, I am not to discuss academic or other confidential information regarding students or employees with anyone, including the parents of any student. Any breach of confidentiality will be carefully reviewed and if substantiated may result in termination of any and all volunteer involvement with the school and may be reported to the proper authorities.

I acknowledge that I have read and understand this statement of confidentiality.

Volunteer Signature: ___________________________  Date: _______________
Procedures for Previous Volunteers

All returning volunteers must complete a new Volunteer Application each school year and will need to sign the following “Previous Volunteer Certification” form.

All returning volunteers must also be checked annually by designated site personnel against the California Department of Justice, Sexual Offender (Megan's Law) website (http://www.meganslaw.ca.gov).

The school reserves the right to also ask for TB clearance from previous volunteers. Upon request, a volunteer would then need to present a Tuberculosis clearance card. (Valid for 4 years.)

Previous Volunteer Certification

I, _________________________________, certify that since my initial fingerprint clearance with UDA School dated _____________________, I have not subsequently been charged with, or convicted of a violent or serious felony as defined in California Education Code 45122.1.

For the purposes of this code section, a violent felony is any of those listed in subsection C of Penal Code Section 667.5, and a serious felony is any felony listed in subdivision C of Penal Code Section 1192.7.

Volunteer Signature: __________________________  Date: ________________

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1 All volunteers must undergo the fingerprint clearance process. Fingerprint clearance will be kept on file at the school office and valid for nine (9) years with the intent being that a volunteer will have one fingerprint clearance that is valid during his/her student’s K-8 educational years. Each year, volunteers who have previously received fingerprint clearance will sign a “Previous Volunteer Certification” form certifying that they have not subsequently been charged with, or convicted of a violent or serious felony as defined in California Education Code 45122.1. For the purposes of the code section, a violent felony is any of those listed in subsection C of Penal Code Section 667.5, and a serious felony is any felony listed in subdivision C of Penal Code Section 1192.7.
Employee Handbook
Personnel Policies and Procedures

As of August 2017

Updated from the revised August 2016 edition
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INTRODUCTORY STATEMENT

Welcome to Urban Discovery Academy! As an employee of UDA, we hope you will find your employment to be both rewarding and challenging. Because the quality of our employees is the key to our success, we carefully select our employees. In turn, we expect employees to contribute to the success of the School.

This employment handbook applies to all employees of Urban Discovery Academy and is intended to provide guidelines and summary information about the organization's personnel policies, benefits, and rules of conduct. The handbook sets forth the terms and conditions of employment for all employees of the School.

It is important that you read, understand, and become familiar with the handbook and comply with the standards that have been established. Please talk with your Director or Chief Executive Officer if you have any questions or need additional information.

It is obviously not possible to anticipate every situation that may arise in the workplace or to provide information that answers every possible question. As a result, Urban Discovery Academy (UDA) reserves the right to modify, supplement, rescind or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. Some employees of the school may be covered by employment agreements. If terms contained in a specific employment agreement conflict with the policies and procedures contained in the handbook, the employee shall adhere to his or her employment agreement.

If there is a conflict between the provisions, benefits, and policies in this employment handbook and those set forth in a written Employment Contract between UDA and the Employee, the Employment Contract shall prevail. By joining or continuing employment with UDA, each employee agrees to follow the official policies and practices, which may be in force at any given time.

The School is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment decisions are based on an individual's qualifications as they relate to the job under consideration. The School's policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations.
The School is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the School and prohibits unlawful discrimination by any employee of the School, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual’s request.

If you believe you have been subjected to unlawful discrimination, please follow the complaint procedure outlined below.

VISION

The vision of Urban Discovery Academy is to help create a downtown village that is not only physically beautiful but also a beautiful place to raise and educate children. Urban Discovery Academy will attract involved families who might otherwise go outside of the city or district for educational options. This will be a school community that is inter-connected with the community at large, with the support of civic leaders, businesses and resident organizations who believe our charter will enhance and enrich our vibrant downtown.

A central goal of Urban Discovery Academy is to build a vibrant learning community, where students are actively engaged in their community, both as learners and contributors. A culture of cooperation and regular communication between home and school, and a school environment that values each student and demands high expectations and quality work, will be created. In this community model, students will be expected to help each other excel, both within each classroom and across grade levels. Students and teachers will also engage with community partners to solve real world problems, extending learning beyond the classroom walls.

Urban Discovery Academy will create a culture of parent involvement with high expectations of our students’ families. The school's professional staff will also be held to the highest expectations. This formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.
MISSION
The mission of Urban Discovery Academy is to provide a rigorous education that develops the whole child as a scholar, athlete, artist, and democratic member of society.

The mission of Ideate High Academy is to provide a rich, design-thinking based curriculum for creative high school pupils incorporating student-centered learning, interdisciplinary challenges, college preparation, internships, empathic social responsibility, and innovative thinking for the 21st century.

ACADEMIC PHILOSOPHY
Urban Discovery Academy provides students with a high-quality, education that is tailored to individual needs and inspires student inquiry. Through a triad of support, parents, teachers and students establish a community of learners that encourages exploration and growth. We believe it is our responsibility to ensure learning is meaningful, hands-on, and exciting. We use project-based-learning and design-thinking as our primary teaching methodologies. Project-based learning and design-thinking together utilize critical thinking and an iterative process to solve real-world problems. Classroom activities are designed to answer questions or solve problems which reflect the work people do in the everyday world outside the classroom. Students use technology and inquiry to engage with issues and questions that are relevant to their lives, thus deepening learning. A well-designed project provokes students to encounter (and struggle with) central concepts and principles across disciplines. Classroom projects and student exhibitions are used to assess student's subject matter competence compared to traditional testing.

Like project based learning, UDA's general programmatic approach teaches the whole child while still maintaining our rigorous academics. At the K-8 level, each student participates in rich enrichment programming, including the visual and performing arts, STEAM, physical education and Spanish. At the high school level, all students will meet A-G coursework, and participate in in college-preparation work and arts-integrated electives, including Advisory programming and design coursework. We believe that our focus on the arts helps children develop the necessary skill set to be creative problem solvers in the 21st Century. Urban Discovery Academy and Ideate High Academy encourage teachers and students to explore the community around us, by incorporating frequent field trips into the curriculum and working with community partners to create real-world experiences. We aim to help students learn important life-skills such as civility, trustworthiness, respect, responsibility, fairness, caring and citizenship.
AT-WILL EMPLOYMENT
UDA expects the employee/employer relationship to be beneficial to both parties. At the same time, all employees should remember that the employment relationship exists by mutual agreement. Consequently, either party can terminate the employment relationship “at will,” at any time, with or without notice and with or without cause. This manual, therefore, does not constitute an agreement for continued employment or any employment of any length. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the UDA Chief Executive Officer.

EMPLOYMENT OF RELATIVES
Relatives of employees will receive the same consideration as any other applicant for a job opening and will not be accorded preferential treatment in employment matters. Relatives may not be employed in situations where one relative is the direct supervisor of the other.

EMPLOYEE CERTIFICATION
All employees are required to provide fingerprint clearance through the San Diego County Office of Education prior to employment. In addition, all employees must produce a cleared Tuberculosis (TB) Test by skin test or x-ray upon hire and every four years thereafter for skin tests. X-rays do not have to be resubmitted unless symptoms are present. Alternatively, employees may submit a risk assessment conducted within 60 days of hire which reveals that no risk factors have been identified. Current TB test results must be on file in the HR office. Should the employee fail to produce TB clearance before the current one expires, he or she will be suspended from work without pay and will only be allowed to return to work after bringing TB clearance paperwork to the office.

To the extent required by law, teachers and other certificated personnel will be required to hold a valid and unexpired credential, certificate, permit or other document equivalent to that which a teacher or professional in other public schools would be required to hold under the provisions of “Highly-Qualified Status” of the “No Child Left Behind” Act (NCLB). As stipulated in NCLB, the credential held must match the position for which the professional is employed. As provided by law, the school may exercise flexibility with regard to assignments for those teaching non-core, non-college preparatory courses, which do not fit under Highly Qualified provisions of the NCLB. However, those teachers must still hold a valid California teaching credential. Employees are required to provide copies of all academic records, credentials, and degrees, including “highly qualified” documentation. If the teacher is not “highly qualified,” a letter outlining the process the teacher will pursue to obtain that status must be included in the file.
PERSONNEL RECORDS

Employee files and benefit records are considered confidential. It is important that we always have current information about you. **Please let us know immediately if you change your name, address, phone number, or marital status, etc. or if there are updates regarding your credential or education status.** If, for some reason, you need to change your name and/or Social Security number, you will be asked to provide original documentation authorizing the change in the form of a new social security card. If you wish to change your withholding status for tax purposes, please ask to complete a new W-4 form.

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Chief Executive Officer or designee. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

PERFORMANCE EVALUATIONS

Performance feedback is an important part of each person's growth. Feedback will be given on an ongoing basis; however, a formal evaluation will generally be conducted at least once a year by the Director or other supervisor. The purpose of the performance evaluation is to let you know how well you are doing. Written performance evaluations may include commendation for good work as well as specific recommendations for improvement. You will have the opportunity to discuss your performance evaluation with your Director or supervisor. This is a good time to ask questions and clarify important points. A satisfactory performance evaluation does not guarantee a salary increase, nor does it alter, modify, or amend the “at will” employment relationship between you and UDA. Failure to evaluate will not prevent an employee from being terminated.

TARDINESS AND ABSENCE

If you are unable to report to work for any reason, you are responsible for personally contacting the administrative team, to advise the office of your absence before the work day begins.

If you are absent three or more consecutive days due to illness of you or a family member, you may be required to provide written documentation from a doctor. Depending on the circumstances, the doctor’s note may need to indicate that you are
able to resume normal work duties, in order to be allowed to return to work. Upon returning to work from an illness, you are responsible for providing your supervisor with an Absence Approval form.

If you are planning a personal/vacation days(s), you are responsible for submitting an Absence Approval form at least 2 weeks in advance. At this time, your supervisor may grant or deny the time requested. You should not assume the days off have been granted; rather, you should confirm with your supervisor before making any specific arrangements. Personnel are discouraged from taking personal days adjacent to school holidays.

Employees who are tardy or absent more often than acceptable, or show a consistent pattern or tardiness or absence, may be subject to disciplinary action up to and including possible termination. If you do not call in or report to work for three consecutive workdays, you may be considered to have voluntarily quit.

SUBSTITUTE TEACHERS

If it is necessary to have a substitute when using personal leave, arrangements must be made by the teacher whenever possible. Only substitutes from the approved sub list should be contacted. Whenever possible, advanced notice is required. If a substitute is scheduled in advance, it is the teacher’s responsibility to confirm with their substitute at least 24 hours in advance. Teachers are required to have available in their classrooms a substitute folder that includes a seating chart, class list, detailed lesson plans, daily class schedule, and emergency procedures. Please submit two emergency lesson plans to the UDA office/administration during Teacher Week, before school starts.

EXPECTATIONS FOR STAFF MEMBERS

Learner Outcomes
The following outcomes are what we strive to help our students achieve as a cohesive staff:

- **Scholar**: Students research, analyze, and evaluate to solve problems.
- **Athlete**: Students demonstrate positive sportsmanship and teamwork.
- **Artist**: Students express myself positively and creatively.
- **Innovator**: Students question, listen, think, explore and create.
- **Communicator**: Students reflect, communicate, and articulate in different ways.
- **Collaborator**: Students work well with others and use resources effectively.
- **Contributor**: Students care for their schoolmates and community.

Our Approach
In order for our students to achieve these outcomes, we:

- design challenging, real-world work that elicits passion and excitement about learning,
empathize with one another by listening actively and deeply, and talking kindly, respectfully and authentically,
develop strong relationships and a sense of belonging in the community,
take the time to solve problems collaboratively, peacefully and safely,
act independently and responsibly, with a sense of competency and agency,
develop new learning and resilience through struggle, invention and reflection,
emphasize celebrations and strengths, as well as address challenges,
develop a shared “power with” collaborative approach to our adult-student relationships, and
cultivate opportunities to meaningfully interact and contribute to our campus and East Village community.

Urban Discovery Academy faculty and staff teach self-control and community throughout the school day. We believe that academic achievement and social and emotional learning are deeply connected. UDA students learn to be self-aware and self-regulate their emotions, listen to and empathize with others, solve problems with peers, agree and disagree respectfully, critique each other’s work, and collaborate well with a team. We teach these skills throughout our school day and have high expectations for student learning and behavior.

In order for students to understand our expectations, faculty and staff communicate through warm, nurturing and positive interactions, develop classroom rules with students collaboratively, actively teach classroom and school rituals and routines, explicitly teach social and emotional skills appropriate for each grade level, and teach students to solve social problems independently.

TEACHER RESPONSIBILITIES

Real-World, Authentic Curriculum
- Work collaboratively with colleagues to develop interdisciplinary, project-based curriculum based on UDA’s mission, learner outcomes and state standards.
- Design and implement team-planned curricular units and daily lessons which utilize inquiry, driving questions, creativity and student-choice to drive learning.
- Plan and conduct activities to balance instruction, demonstration, and work time and provides students with opportunities to observe, question, investigate and innovate.
- Prepare objectives and outlines for courses of study, following common core and other state curriculum frameworks.

Meaningful Assessment
- Prepare and evaluate tests, projects, other ongoing assignments and related performance rubrics to evaluate students’ progress.
• Utilize formative and summative assessment practices to evaluate students' academic and social growth, maintain an up to date student portfolio, and prepare progress reports and report cards.
• Establish clear objectives for all lessons, units, and projects. Clearly communicate objectives and expectations to students.
• Assign and grade class work and homework which is meaningful and applied, and helps students deepen learning related to specific classroom objectives.
• Administer standardized ability and achievement tests (i.e. MAP and Smarter Balanced) in accordance with testing protocols.
• Analyze and interpret ongoing assessment data to determine student strengths and needs, set and monitor individualized goals for students, and refine instruction.

**Individualized Instruction**

• Serve as a facilitator or coach for student learning, promoting collaborative learning strategies and leading student inquiry of differentiated lessons and projects.
• Utilize effective management strategies to maximize learning time in the classroom for all students.
• Adapt teaching methods and instructional materials to meet students' varying needs and interests.
• Instruct students individually and in groups, using various teaching methods such as discussions, demonstrations and hands-on learning opportunities.
• Collaborate with special education faculty to adequately provide appropriate modifications and accommodations for special education students.
• Ensure English Learner students are provided individualized instruction according to ELD standards and specific language development needs.

**Positive School Culture**

• Plan and supervise class projects, field trips, guest speakers or other experiential activities, to help students actively “discover” their learning.
• Instruct students in citizenship, support socio-emotional growth, and promote a safe and respectful classroom community.
• Establish and maintain standards of student behavior needed to achieve an optimal learning environment. Apply consistent consequences and maintain communication with parents about behavior.
• Enforce administrative policies and rules. Maintain accurate and complete student academic and behavioral records as required by laws and school policies.
• Diligently follow site safety protocol and mandated reporting procedures to ensure ongoing safety for all students.
• Supervise students in out-of-classroom activities during the school day, possibly including lunch/recess and dropoff/pickup procedures or rotations.
Collaboration and Professional Growth

• Proactively communicate with parents or guardians, teachers, counselors, and administrators through email, phone calls, conferencing and other means, to assess and help students solve health, behavior and learning problems.
• Attend and positively participate in faculty meetings and other professional training.
• Work collaboratively with ALL faculty, staff, parents, and school partners.
• Demonstrate an ongoing commitment to professional growth by thoughtfully participating in the classroom evaluation process, peer observations and other internal and external professional development activities.
• Participate on school committees and/or in the planning and implementation of “extra duties” which enhance schoolwide culture.
• Attend parent events, student exhibitions and other activities that may take place during evening hours or weekends.
• Report any concerns directly to the director or other suitable means for resolution.
• Perform other unrelated services and duties as may be assigned.

WORK RULES AND PERFORMANCE STANDARDS

You are responsible for understanding and following UDA standards, work rules and legal considerations. Employees who do not comply to such standards and work rules may be subject to disciplinary action, up to and including possible termination. It is not possible to provide a complete list of every work rule or performance standard. As a result, the following are presented only as examples of scenarios which may lead to or cause disciplinary action or employee termination.

Job Performance

• Below average work quality or quantity.
• Poor attitude or lack of cooperation; excessive negative gossip.
• Unexcused or excessive absenteeism or tardiness.
• Failure to follow instructions or school policies or procedures.
• Working overtime without supervisor authorization.
• Lack of interest in or cooperation with schoolwide initiatives.

Misconduct

• Falsification of employment records, employment information, or other School records.
• Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another’s.
• Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.

• Provoking a fight or fighting during working hours or on School property.

• Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.

• Carrying firearms or any other dangerous weapons on School premises at any time.

• Consuming, possessing, or being under the influence of alcohol and/or drugs during working hours or at any time on School property or job sites.

• Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management.

• Unreported absence on scheduled workdays.

• Unauthorized use of School equipment, time, materials, facilities, or the School name.

• Sleeping or malingering on the job.

• Failure to observe working schedules, including the required rest and meal periods.

• Engaging in criminal conduct whether or not related to job performance.

• Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.

• Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)

• Failure to timely notify your supervisor when you are unable to report to work.

• Failure of an employee to obtain permission to leave work for any reason during normal working hours.

• Abuse of sick leave.

• Making or accepting personal telephone calls during working hours.
except in emergencies.

- Failure to provide a physician's certificate when requested or required to do so.

- Wearing extreme, unprofessional or inappropriate styles of dress or hair while working.

- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.

- Violation of any safety, health, security or School rule.

- Working overtime without authorization or refusing to work assigned overtime (non-exempt employees).

Employees are expected to exercise good judgment and common sense in determining appropriate conduct. Violation of school policies or standards of conduct may result in any of the following: verbal or written warning, being placed on temporary suspension with or without pay, termination, or other appropriate corrective action.

LEGAL CONSIDERATIONS FOR TEACHERS

- The Urban Discovery Academy charter document is our most important legal document. Each teacher and staff member should be intimately knowledgeable regarding the charter, especially Elements 2 and 3, which apply to the educational plan and measurement of the educational plan. The charter is a contract, which presumes a “duty of care.”

- Each staff member should have read and be familiar with the school safety plan and all procedures, which come into play in an emergency. Be aware of the potential hazards associated with any activity and act accordingly to protect students from potential dangers.

- Teachers and other educational staff are mandated child abuse reporters. Child abuse reporters must report all suspected physical abuse and neglect, sexual abuse, and emotional maltreatment (unjustifiable punishment and willful cruelty) immediately and to Child Protective Services or the Police Department within 24 hours.

- All staff and volunteers who work on a regular basis at the school are required to have current fingerprint and TB documentation in order to work with students.

- Every child must be attended by a teacher or approved supervisor in the classroom. No child should ever be left unattended in the classroom.
during instructional hours. No child should be standing or sitting outside the classroom at any time. If a teacher needs to leave the classroom, an instructional person should be responsible for the class since there are instructional minutes. Teachers should avoid being alone with a student in the classroom.

- Teachers are responsible for supervising and keeping all students safe at all times, this includes, recess, field trips, and any other place students are present. Teachers and staff are responsible for following all school protocol when on school field trips. Crosswalks must be used every time a child crosses the street to or from campus, or on field trips. Teachers and staff are responsible for taking their cell phones with them on any off-campus trips. Phones should ONLY BE USED in an emergency and should NOT be used to call, text, or email while supervising the students.

- Physical or verbal adult violence or threat of violence by an adult is never tolerated on a school campus. In such a case, the police should be called immediately.

- Document, document, document. Facts regarding any problems with students and incidents with adults should be documented immediately and saved in case you are called upon to support your position before a supervisor or in a court of law. Document objectively.

- Be certain that student records are used to inform and enhance teaching. Make certain that strict confidentiality is maintained.

- Be certain procedures and rules for field trips and athletic activities are followed.

- Teachers may not transport students in their private vehicles except in emergencies or for field trips when planned transportation becomes unavailable. In this case permission forms and insurance regulations under field trip guidelines must also be followed.

- Teachers and adults may not use student restrooms.

- Any print or electronic medium regarding a student's names or initials may be used against you in a court of law.

- No electronic or paper messages may go out to staff without the expressed permission of the Director.

- Teachers and Directors should not intervene in parent or guardian custody disagreements, nor should they write letters in support of any parent or guardian in a custody or potential custody dispute.

- Any parent or guardian or adult who appears on a campus with "legal papers" to remove a child other than the adults on the authorized emergency cards should be referred to the police.
• Staff members should refrain from the use of essential oils or any other potential allergens in classrooms and/or common areas.

• Ultimately, besides maintaining professionalism, love, and integrity, the best way to avoid legal entanglements is to maintain a positive, objective, and supportive relationship with students, parents, and other staff members.

PROFESSIONAL BEHAVIOR AND COMMUNICATION

Staff members should always conduct their relationship with members of the staff and parents in a manner that is professional and with integrity, paying attention to the fact that unprofessional behavior and behavior absent of moral integrity, even outside of the school environment, often has repercussions for the workplace.

Confidentiality

• Conversations of gossip about another staff member’s salary, medical history, employment status, or disciplinary matter are not to be shared with others.

• Conversations about student behavior or academic work are to be shared only with that student’s parents, the Director, or another teacher or staff member who is working with that student.

• Care must be taken to discuss confidential matters with the appropriate parties in private and not in the presence of the public or other staff members.

• Information in a student’s cumulative folders and records (CUM) is available to the child’s parents, teachers, Special Education Staff, and administrators only. These folders are to be removed from the office by the Director, school nurse, or Special Education staff only and must be checked out with the school administrative team using the CUM log. Teachers may not check out CUMs. All CUM folders must be kept under locked key.

• All medical information is confidential and protected by law.

Conflict Resolution

Questions, concerns or conflicts should be addressed directly to the person or persons involved. Communication problems between faculty members, parents, board members and staff should be resolved directly with the persons involved and as soon as they occur. Staff members should attempt to solve conflicts with other staff members directly before bringing the problem to their Director or Chief Executive Officer. When issues occur that appear to be irresolvable, an appointment should be scheduled with the Director or appropriate supervisor.

Parents who bring problems to the Director about a teacher should be initially referred back to the teacher for communication about this problem. Parents who bring problems to a teacher about the Director should be referred to the Director. Parents who bring problems regarding other staff members should be referred
directly to the Director or Assistant Director, or Chief Executive Officer when appropriate.

**Gossip**

Gossip weakens and destroys the fabric of interpersonal relationships. The communication between staff should be that which encourages, supports and uplifts each other. Gossip will not be tolerated from any employee and may be grounds for termination of employment. Gossip is defined as any communication, written or oral; to a third party that negatively affects one’s professional or personal reputation and which has no business-related purpose.

**PERSONAL APPEARANCE/STANDARDS OF DRESS**

The Board of Directors believes that teachers and other Urban Discovery Academy staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, the Director must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- Skirts and dresses should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
• For safety purposes, earrings must not dangle more than one (1) inch below the ear.

• Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

• Appropriate shoes must be worn at all times.

• The Director or Chief Executive Officer will be the final arbiter of what constitutes appropriate dress and attire.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

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

Acceptable and Unacceptable Behavior

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

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

• Giving gifts to an individual student that are of a personal and intimate nature

• Kissing of ANY kind

• Any type of unnecessary physical contact with a student in a private
situation

• Intentionally being alone with a student away from school
• Making, or participating in, sexually inappropriate comments
• Sexual jokes, or jokes/comments with sexual overtones or double-entendres
• Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
• Listening to or telling stories that are sexually oriented
• Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
• Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
• Giving students a ride to/from school or school activities without parental permission
• Being alone in a room with a student at school with the door closed
• Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
• Remarks about the physical attributes or physiological development of anyone
• Excessive attention toward a particular student
• Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors

• Obtaining parent’s written consent for any after-school activity on or off campus (exclusive of tutorials).
• Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
• Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
• Keeping the door open when alone with a student.
• Keeping reasonable and appropriate space between you and the student.
• Stopping and correcting students if they cross your own personal boundaries.
• Keeping parents informed when a significant issue develops about a student.
• Keeping after-class discussions with a student professional and brief.
• Asking for advice from senior-staff or administration if you find yourself in a difficult situation related to “boundaries.”
• Involving your direct supervisor about situations that have the potential to become more severe.
• Making detailed notes about an incident that could evolve into a more serious situation later.
• Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
• Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
• Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
• Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-fives, and handshakes are appropriate.
• Keeping your professional conduct a high priority during all moments of student contact.
• Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

**Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Director or Chief Executive Officer promptly. **A reasonable suspicion means something more than a mere suspicion but less than absolute knowledge. It is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to**
protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

**Investigating**

The Chief Executive Officer or designee will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the <POSITION TITLE> shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

**Consequences**

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

California Penal Code Section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

**CONFIDENTIAL INFORMATION**

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, personnel information and financial information. You shall not, either during your employment with the School or any time in the future,
directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;

- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Upon termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School.

**CONFLICTS OF INTEREST**

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee’s ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Chief Executive Officer or designee so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

Urban Discovery Academy expects employees to devote their best efforts to the interests of our school. Urban Discovery Academy recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at Urban Discovery Academy or create a conflict of interest with your statutory duty of loyalty.
to the School. The School prohibits employees from working with another School or external organization that competes with Urban Discovery Academy whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Chief Executive Officer or designee to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

**Outside Employment**

If you are a full-time employee we expect that you devote your full professional effort to your position at Urban Discovery Academy. If you wish to participate in outside work activities you are required to obtain written approval from the Chief Executive Officer prior to starting those activities. Approval will be granted unless the activity conflicts with Urban Discovery Academy’s interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at Urban Discovery Academy.
- Involve organizations that are doing or seek to do business with Urban Discovery Academy including actual or potential vendors.
- Violate provisions of law or Urban Discovery Academy policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to Urban Discovery Academy must be given priority. Full time employees are hired and continue employment with the understanding that Urban Discovery Academy is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

**TERMINATION**

**Voluntary Termination**

A voluntary termination is a termination that is initiated by the employee. As an “at-will” employee, you are under no obligation to provide notice, and while some advance notice would be welcomed by UDA, such notice, if provided, is not binding on either party and does not modify the “at-will” policy in any way.
Involuntary Termination
An involuntary termination is a termination that is initiated by UDA for reasons other than changing business conditions.

Layoff
A layoff is a termination of employment that results from changing business conditions that necessitate a reduction in staff. Whenever Urban Discovery Academy determines, in its sole discretion, a layoff should occur, the following factors may be among those considered: seniority, versatility, qualifications, skill, ability, performance, efficiency, loyalty, attitude and dependability.

PAY PRACTICES

EMPLOYMENT CLASSIFICATIONS
Urban Discovery Academy classifies employees in a number of different ways as follows. Your employment contract will define your employment classification. All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. Because all employees are hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

Full Time Employees
Full-time employees are those employees who are regularly scheduled for at least 30-40 hours per week or more during a 12 month period (non-academic) or 10 month period (academic). Generally, full-time employees are eligible for School benefits, such as health care plans and sick leave. Eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a full-time employee is eligible for some but not all of these benefits.

Part Time Employees
An employee who is scheduled to work and regularly works less than a 30 hour week is considered a regular part-time employee. Generally, part-time employees are not eligible for benefits, such as health care plans, vacation, holidays, and sick leave. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a part-time employee is eligible for one or more of these benefits.

Regular Employees
Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.
On-Call Employees
On-Call employees work intermittently upon request.

Exempt Employees
Pursuant to the federal Fair Labor Standards Act and applicable state laws, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay. Exempt employees are expected to report for work and perform their jobs in a regular and timely manner.

Non-Exempt Employees
Pursuant to the Fair Labor Standards Act and applicable state laws, non-exempt employees are entitled to overtime pay in accordance with applicable law. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Certificated and Classified Staff
Certificated staff are those employees whose position requires a certificate, credential, license, permit or other form of state or federal approval. Classified staff are not required to hold such a document as a condition of employment.

10-Month Employees
- 10-Month employees are typically scheduled to work a minimum of 188 contracted days during the school year (including instructional and staff development days).
- 10-Month employees have their pay divided between August 30th and June 30th of a given calendar year.
- 10-Month employees have the option of deferring pay from each pay check from August 30th – June 30th to the summer months: including July 15th, July 30th and August 15th.
- 10-Month employees are off work on all school calendared holidays and student breaks and summertime and are not paid additionally for this time.

12-Month Employees
- 12-Month employees work on all instructional and professional development days, and throughout the summer months.
- 12-Month employees have their pay divided between July 15th and June 30th of a given calendar year.
- 12-Month employees accrue up to 10 vacation days per year, to be take in one-week increments each July, as approved by the Chief Executive Officer.
JOB DUTIES
Your supervisor or job description will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the School. Your cooperation and assistance in performing such additional work is expected.

The School reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

PAYMENT OF WAGES
Employees are paid semi-monthly, on the 15th and end of each month. Pay periods for hourly employees end several days before the actual payday each pay period. If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the front office immediately. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

OVERTIME
All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime pay.

WORK SCHEDULES
Being on time for work is a professional responsibility. Please notify the school office if you are going to be late or absent. Teachers and full-time staff are expected to be on campus from 7:15 a.m.-4:00 p.m., unless otherwise indicated. Other schedules will be specifically referred to in the employment agreement and/or job description, or approved by the Director or direct supervisor. Additional time may be necessary for all employees for faculty meetings, special events, and staff development. Teachers are required to lead an additional school wide program, event, or committee every year. The Director will approve the additional event.

MEAL AND REST PERIODS
Meal Periods
All non-exempt employees are provided the opportunity to take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must
commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. A second meal period of not less than 30 minutes is also required whenever a non-exempt employee works more than 10 hours in a workday. You must commence your second meal period before you complete your tenth hour of work. Meal periods are unpaid.

Rest Periods
All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy, you must notify Human Resources or the Director in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with the School’s policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

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

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

TIMEKEEPING
To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means they must clock in and out
whenever they begin, cease, or resume working during the course of a workday. While you need not clock out and in during your rest periods, you must clock out and in during your meal periods. Under no circumstances may one employee clock in or out for another employee. Exempt employees may also be expected to record their days worked and report absences from work due to personal needs or illness. If instructed by your supervisor, you will be expected to record time worked on a timesheet for each pay period. Recording inaccurate time on your timesheet or recording time on another employee’s time sheet is a violation of the School policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working “off the clock” or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

MEDICAL INSURANCE

Eligible employees may participate in the School's medical insurance plan. Subject to applicable law, there is no guarantee that the School will continue to maintain a medical insurance plan or that the terms and conditions of any such plan will not be changed at any time. Further, in order to continue participation in any such plan, employees may be required to pay a part of the premium. Eligible dependents and spouses of the employee may be eligible to enroll in the medical insurance plan pursuant to the specific terms and conditions of the plan, which ultimately govern all aspects of the employee's eligibility for the participation in the plan.

An “eligible employee” and “an eligible dependent or spouse” are defined by applicable law, including, but not limited to, the Patient Protection and Affordable Care Act and applicable regulations. Please consult the plan documents or Human Resources if you have questions regarding your eligibility.

CESSATION OF BENEFITS UPON TERMINATION

Regular insurance benefits cease on the last day of the month in which employment is terminated. Insurance benefits will be in effect during the summer months for returning employees.

BEREAVEMENT PAY

Full-time employees are eligible for up to 3 days away from work with pay to arrange for and/or attend the funeral of an immediate family member. “Immediate family” includes grandparent, parent, siblings, spouse, domestic partner, children, nieces and nephews. If additional time is requested and approved by the Director/Chief Executive Officer, the employee may take vacation (if accrued) or unpaid leave.
WORKER’S COMPENSATION

All employees are automatically covered by Worker’s Compensation Insurance at the time they are hired. If you are injured or become ill on the job, report your accident or illness immediately to your Director or Chief Executive Officer. A failure or delay in reporting a work-related illness or injury could cause a delay or denial in payment of your medical bills. If there is a medical emergency, please call 911 or go to the nearest emergency room. Otherwise, the Chief Executive Officer or Human Resources designee, will assist you in locating an approved physician within the Medical Provider Network, which may or may not be the same as your personal physician. Except for emergencies, medical visits need to be pre-authorized.

In addition to notification, you must fill out the appropriate forms provided by Human Resources within 24 hours of the injury (unless physically unable to do so). Delay in reporting the injury may result in delayed payment of Worker’s Compensation benefits. Reporting of incidents must happen in a timely manner regardless of the severity of the injury, even if the incident seems minor or inconsequential.

All employees are expected to return to work immediately upon medical release by their treating physician. If you have missed work due to a job-related injury, you must provide this written release from your treating physician stating that you are able to return to work. Any restrictions placed on your activities may have to be assessed by the Chief Executive Officer or Human Resources designee at the school prior to approving your return. Employees may not return to work without such approval. Modified duty (a temporary accommodation or change in duties) may be provided if feasible.

RETIREMENT

Certificated Employees will be entitled to participate in the California State Teachers Retirement System (CalSTRS). Employees will be automatically enrolled. CalSTRS reporting will be made through the San Diego Unified School District according to established guidelines from CalSTRS at an employee rate of 8.88% and employer matched rate of 8.15% (subject to change). Certificated employees will not pay into State Social Security.

 Classified employees will be entitled to participate in the California State Public Employee’s Retirement System (CalPERS). Employees will be automatically enrolled. CalPERS reporting will also be made through the San Diego Unified School District according to established guidelines from CalPERS at an employee rate of 7% and employer matched rate of 10.707% (subject to change).

UDA provides the opportunity to enroll in voluntary additional retirement savings plans. All employees have the option of enrolling in a 403(b) at any time during employment. UDA will provide referrals to preferred vendors. Contribution
amounts and participation is at your discretion. Contributions are made through approved payroll deductions.

**PAID SICK LEAVE**

**Regular Full-Time Employees**

Regular full-time employees shall earn one day of paid sick leave (PSL) each month worked, subject to a maximum accrual of 8 days in a single school year. Director or Chief Executive Officer approval is required for any days taken in advance of accrual in a given year. PSL days will not continue to accrue for the remainder of the school year once a total of 8 days has accrued. Accrued unused PSL may be accumulated from year to year, subject to the total maximum accrual amount of 8 PSL days. Moreover, regular full-time employees are entitled to use no more than a maximum of 8 days of PSL in any single school year.

**All Other Employees**

All other employees will be allotted five Paid Sick Leave days (or 40 hours, whichever is greater) on the first day of each school year. If an employee is hired mid-year, he or she will receive five PSL days (or 40 hours, whichever is greater) on his or her first day of employment for use during the remainder of the employee’s first school year of employment. PSL days are not accrued on an as-worked basis but rather are allotted to eligible employees on upon the employee’s first day of employment each year for the following school year. PSL days are “use it or lose it” and, as such, do not carry over from year to year.

**PSL Eligibility and Notification Requirements**

Sick leave may be used to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee’s family member. For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law. Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

PSL may be taken in minimum increments of two hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Eligible employees may elect, but are not required, to receive pay in lieu of unused sick leave at the end of each school year at the rate of $60 for each day of unused
sick leave. Accrued unused time will only be paid out in whole day increments (8 hours for full-time employees and 4 hours for part-time employees) and will not be prorated. Any unused PSL time remaining at the end of the school year in less than whole day increments will be carried over and available for use on the first day of the following school year. Accrued unused sick leave will also be paid out at the same rate upon termination.

If you are absent three (3) or more days because of illness, you may be required to provide written documentation from a doctor. Additionally, depending on circumstances, you may need written verification from the doctor that you are able to resume normal work duties before you will be allowed to return to work.

Absent an emergency, employees who are unable to report to work due to personal or dependent illness or injury must contact their supervisor prior to their normal starting time and indicate the anticipated duration of the time away from work due to illness, if possible. As with all of its policies and procedures, the School reserves the right to modify, alter, or otherwise eradicate this policy at its sole and absolute discretion to the extent allowed by law.

At the start of the school year, Teachers must put together a sick leave/emergency folder with lesson plans and materials for 3 days, in case of an absence.

PERSONAL DAYS (REGULAR FULL-TIME EMPLOYEES)

All regular full-time employees are eligible to receive and use two personal days each school year. Eligible employees shall be allotted two personal days (or 16 hours) at the beginning of each school year (July 1) or on the employee's first day of employment. If an eligible employee starts after the start of the school year, personal days will be allocated on a pro-rata basis. The allotment of personal days is subject to a maximum accrual cap of three (3) days. Once the allotted amount reaches the maximum amount permitted (i.e., 3 days), further allotment of personal days is suspended until the employee has reduced the balance below this limit. If the employee later uses enough personal days to fall below the maximum, the employee will receive an additional allotment at the beginning of the following school year up to the cap.

All employees must have supervisory approval before taking a personal day, which must be requested at least ten business days in advance of the beginning of the anticipated time off. Personal days shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although the School will attempt to accommodate the employee’s time off request under this policy to the greatest extent possible, there is no guarantee that any given request will be granted, and the School reserves the right to deny a request based on operational needs of the School.
Employees who terminate their employment for any reason will be paid for any accrued but unused time in accordance with this policy. Personal days are paid at the employee’s final rate of pay at the time of the employee’s separation.

As with all of its policies and procedures, the School reserves the right to modify, alter, terminate or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law. Please consult Human Resources with questions regarding this policy.

**PAID HOLIDAYS**

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees, and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed below. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

The following are UDA holidays for which hourly employees receive regular pay:

- Two Days during Spring Break
- Two Days during Thanksgiving Break
- Five days during Winter Break

**VACATION**

Teachers, part-time employees and temporary employees do not earn paid vacation. All other regular 12-month full-time employees (as defined in this handbook) earn two weeks (10 days) of paid vacation leave per year. Eligible employees begin to earn and accrue vacation starting on the first day of employment on an as-worked basis, at an accrual rate of one day earned per month worked. Vacation will not accrue during any unpaid leave of absence. Vacation time may not be taken before it is accrued. For 12-month employees who accrue vacation time, this time may only be taken during the summer break and may only be taken in one-week increments or less. It is up to the discretion of the immediate Chief Executive
Officer to make exceptions to this rule. UDA reserves the right to require eligible employees to take their vacation.

There is a maximum three week cap on vacation accrual. Once the employee’s vacation time accrual reaches the maximum, further accrual of vacation time is suspended until the employee has reduced the vacation time balance below this limit. If the employee later uses enough vacation time to fall below the maximum, the employee will resume earning paid vacation time from that date forward up to the cap. No vacation time will be earned for the period in which the employee’s vacation time was at the maximum.

All employees must have supervisory approval before taking vacation, which must be requested at least ten business days in advance of the beginning of the anticipated vacation period. Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although the School will attempt to accommodate vacation request to the greatest extent possible, there is no guarantee that any given vacation request will be granted, and the School reserves the right to deny a vacation request based on operational needs of the School.

Employees who terminate their employment for any reason will be paid for any accrued but unused vacation time in accordance with this policy. Vacation time is paid at the employee’s final rate of pay at the time of the employee’s separation.

As with all of its policies and procedures, the School reserves the right to modify, alter, terminate or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law. Please consult Human Resources with questions regarding this policy.

PERSONAL LEAVE OF ABSENCE

A leave of absence without pay may be granted for a compelling personal reason that is not medically-related. Requests for personal leaves will be granted at the sole discretion of the Director or Chief Executive Officer, based on the facts and circumstances surrounding each individual request.

FAMILY MEDICAL LEAVE (“FMLA”)/CALIFORNIA FAMILY RIGHTS ACT (“CFRA”)

Use of FMLA includes CFRA wherever mentioned and allowed by state or federal law. State and federal family and medical leave laws provide up to 12 workweeks of unpaid family/medical leave within a 12-month period under the following conditions:

- The employee has more than 12 months of continuous service;
• The employee has worked at least 1250 hours during the previous 12-month period before the need for the leave.

Leave may be taken for one of the following reasons:

• The birth of employee’s child, or placement of a child with the employee for adoption or foster care (FMLA/CFRA)

• To care for the employee’s spouse, child, or parent who has a serious health condition (FMLA/CFRA)

• For a serious health condition that makes the employee unable to perform his or her job (FMLA/CFRA)

• For any “qualifying exigency” (as defined by federal regulation) because the employee is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation (FMLA only)

• An employee who is the spouse, son, daughter, parent or next of kin of a covered service member shall be entitled to a total of 26 workweeks of leave during a 12-month period to care for the service member (FMLA only)

Calculating the 12-month Period

For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, the School uses a rolling backward 12-month period. Under most circumstances, leave under FMLA and CFRA will run concurrently in all cases where the law allows and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period.

For a qualifying exigency or leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Pregnancy, Childbirth or Related Conditions (ALSO SEE PDL POLICY)

FMLA will run concurrently with PDL. Once the pregnant employee is no longer disabled, she may apply for leave under the California Family Rights Act, for purposes of baby bonding.

Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. California Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of
two weeks. However, the School will grant a request for a California Family Rights Act leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

Leave for Employee’s Own Health Condition

Please contact the Chief Executive Officer or designee as soon as you realize the need for family medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the School at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School.

If the employee cannot provide 30-days' notice, the School must be informed as soon as is practical.

The School requires the employee to provide medical certification within 15 days of any request for family medical leave under state and federal law. The school may require recertification from the health care provider if additional leave is required. If the employee does not provide medical certification in a timely manner to substantiate the need for FMLA, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered FMLA and therefore not subject to the protections afforded by FMLA/CFRA.

Leave to Care for a Family Member

If the leave is needed to care for a sick child, spouse, or parent, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider;
- Confirmation that the serious health condition warrants the participation of the employee.

When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks family/medical leave for this reason. If an employee cites his/her own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:
• Date of commencement of the serious health condition;
• Probable duration of the condition;
• Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

The School will require certification by the employee’s health care provider that the employee is fit to return to his or her job. Failure to provide certification by the health care provider of the employee’s fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

Leave Related to Military Service
A leave taken due to a “qualifying exigency” related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a service member shall be supported by a certification by the service member’s health care provider.

Health and Benefit Plans
An employee taking family medical leave will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave for a maximum of 12 workweeks (26 workweeks if the leave is to care for a covered service member) at the same level and under the same conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins under FMLA/CFRA. The employee must continue to make all his or her contribution payments to the school as agreed upon. In some instances, the School may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following FMLA leave.

Employees on FMLA who are not eligible for continued paid coverage may continue their group health insurance coverage through the School in conjunction with the federal COBRA guidelines by making monthly payments to the School for the amount of the applicable premium.

Employees should contact Human Resources for further information.

Substitution of Paid Leave
Accrued sick leave must be substituted for unpaid leave in the event of an employee’s own serious health condition, to care for an eligible family member, or for the birth, adoption, or foster care of a child. Accrued vacation or PTO must be
substituted for unpaid leave in the event of an employee’s need to care for an eligible family member, or for the birth, adoption or foster care of a child. Substitution of accrued paid leave does not extend the length of the leave.

Reinstatement

Under most circumstances, upon return from family medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. In addition, an employee has no greater right to reinstatement than if he or she had not been continuously employed rather than on leave. An employee’s use of family medical leave will not result in the loss of any employment benefit that the employee earned before using FMLA.

Time Accrual

Employees on Family and Medical Leave Act/California Family Rights Act leave will not continue to accrue sick, vacation and/or PTO leave during unpaid FMLA/CFRA. Holidays will not be paid while on FMLA/CFRA.

If you have any questions regarding FMLA/CFRA, please contact Human Resources. Outside employment is not allowed while on FMLA/CFRA or PDL leave.

PREGNANCY DISABILITY POLICY

You may take up to 17-1/3 weeks (693 hours for a full-time employee, prorated for part-time employees) of medically necessary pregnancy disability leave for pregnancy, childbirth or a related medical condition under California State law and (if eligible and you have not exhausted your entitlement) an additional 12 workweeks for non-pregnancy disability-related family medical leave under the California Family Rights Act (CFRA) for the purpose of baby-bonding. The first 12 workweeks of pregnancy disability run concurrently with the federal FMLA, if eligible. Any remaining FMLA leave will run concurrently with CFRA leave. The amount of leave will be pro-rated based on number of hours worked (i.e. a part-time employee working 20 hours per week would be entitled to 346.6 hours of leave).

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise the Director or Chief Executive Officer as early as possible.

The individual should make an appointment with the Director and Chief Executive Officer to discuss the following conditions:
• Employees who need to take pregnancy disability must inform the school when a leave is expected to begin and how long it will likely last. Employees will be required to complete a “Request for Leave” form and provide medical certification. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin;

• Employees must consult with the Director regarding the scheduling of any planned medical treatment in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the employee’s health care provider. If 30 days advance notice is not possible, notice must be given as soon as practical;

• Upon the request of an employee and recommendation of the employee’s health care provider, the employee’s work assignment may be changed if necessary to protect the health and safety of the employee and her child;

• Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached;

• Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons;

• Pregnancy disability leave usually begins when ordered by the employee’s health care provider. The employee must provide the School with medical certification from a health care provider within. The certification indicating disability should contain:
  o The date on which the employee became disabled due to pregnancy;
  o The probable duration of the period or periods of disability; and
  o A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons;

Returning from pregnancy leave will be allowed only when the employee provides a release to return to work from her health care provider.

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, PDL is unpaid. An employee will be required to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave. The substitution of sick pay and/or vacation/PTO pay for pregnancy disability leave does not extend
the total duration of the leave to which the employee is entitled and which is supported by medical certification.

Duration of the leave will be determined by the advice of the employee’s health care provider, but employees disabled by pregnancy may take up to four months (17-1/3 weeks/693 hours). Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee’s pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of one (1) hour.

Unless Urban Discovery Academy and the employee have already agreed upon the employee’s return to work date, an employee who has taken a pregnancy disability leave or transfer must notify the Human Resources contact at least 30 days prior to her anticipated return to work or, as applicable, before her transfer back to her former position. An employee who timely returns to work at the expiration of her pregnancy disability leave will be reinstated to her former position, or a comparable position, whenever possible and consistent with applicable law. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

Urban Discovery Academy will maintain its portion of group health insurance coverage that the employee was provided before the leave commenced on the same terms as if the employee had continued to work up to the maximum leave allotment allowed under the Pregnancy Disability Leave law (693 hours) and for the first 12 weeks of CFRA “Baby-Bonding Leave”. Urban Discovery Academy may recover premiums it paid to maintain health coverage if the employee does not return to work following pregnancy disability leave. Employees are still responsible to pay for their own portion of group health benefits premium. See Human Resources to review the amount that employee will need to reimburse the school while on pregnancy disability leave.

Employees on pregnancy disability leave will accrue leave benefits, such as sick leave, vacation and/or PTO only when employer-paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual. No leave benefits shall accrue when the employee is in unpaid status.

CFRA/Baby Bonding leave is covered by the California Family Rights Act (CFRA). If the employee has not exhausted the full 12 weeks of her FMLA entitlement, a portion of the baby bonding leave may be protected under FMLA as well. The employee must complete a request for baby bonding leave. See Human Resources for the proper form to use to request this leave. Prior to commencing baby bonding leave, the employee will be required to submit a certification from her health care provider.
showing that the employee is no longer disabled by pregnancy or childbirth, to Human Resources.

Return from Leave
If the FMLA and/or CFRA leave is requested as the result of an employee’s non-work-related injury or illness, the employee returning from leave must furnish a health care provider’s written certification of his or her fitness to perform the essential functions of his or her job, with or without reasonable accommodation. An employee who fails to return to work immediately after his or her family and medical leave ends and does not contact the school to request an extension will be deemed to have voluntarily resigned.

Reinstatement
Upon return from a FMLA and/or CFRA leave, the employee will be reinstated to the same position held prior to the leave of absence, provided that the total leave period did not exceed 12 weeks, or 26 weeks if to care for a covered service member.

Extension of Leave
Requests to extend FMLA and/or CFRA leave must be made in writing and accompanied by an explanation of the need for an extension period from the employee’s health care provider.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

UNPAID LEAVE OF ABSENCE (MEDICAL)
In an effort to comply with its duty to accommodate employees with qualifying disabilities, the School will provide leaves of absence without pay when an employee is temporarily unable to work due to a mental or physical disability, certified in writing by his or her health care provider, unless such leave would cause an undue hardship to the School. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay. Employees granted unpaid medical leave have no right to guaranteed reinstatement.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

JURY DUTY
Employees may be asked to request a one-time postponement of jury duty until the summer months, if possible. If an hourly (non-exempt) employee must serve jury
duty while school is in session, they are entitled to 2 PAID DAYS. Upon completion of jury duty, a Verification of Attendance Form, available from Jury Services at the Courthouse, must be presented to the Director or Chief Executive Officer. Exempt employees will receive their regular salary unless they do not work any hours during the course of a work week. Employees may elect to use any accrued vacation/personal time during jury duty for any unpaid portion of their leave under this policy.

MILITARY LEAVE

All employees who leave the School for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

You may use accrued vacation time or personal days during military leave. Time spent on military leave counts for purposes of determining “length of service.” However, you will not accrue vacation or sick leave or receive holiday pay during military leave.

TIME OFF FOR VOTING

The School encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then the School will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the Election Day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter’s receipt on the first working day following the election to qualify for paid time off.

EMERGENCY DUTY/TRAINING LEAVE

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your
supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation or personal days if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

SUSPENDED PUPIL/CHILD LEAVE

California law requires employers to provide time off for parents required to visit a child’s school when the child has served a period of suspension from school. To be eligible for time off to attend a child’s school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school’s letter, which requests the employee’s appearance at the school, to his or her supervisor at least two days before the requested time off. Employees may use accrued unused vacation or accrued unused personal days while attending a child’s school under these circumstances. If not, suspended pupil/child leave will be unpaid.

LEAVE FOR CRIME VICTIMS AND THEIR FAMILY MEMBERS

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor or Human Resources with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid. You may choose to use your accrued unused vacation or personal days, but this is not required.

MILITARY SPOUSE LEAVE

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.
If you are eligible for such leave, please submit a written request for leave to Human Resources within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

Non-exempt employees must use accrued unused vacation time or personal days in order to receive compensation for this time off. If no vacation time is available, the employee may take this time off without pay. An exempt employee is required to charge any absence of four or more hours under this policy to his or her vacation/personal day bank, if any.

Otherwise, exempt employees will be compensated to the extent required by applicable law.

SCHOOL AND DAYCARE LEAVE

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency. You may take no more than eight hours off for this purpose in any one calendar month. Unless this leave is taken as a result of a school or child care provider emergency, you should schedule this time off with your supervisor in advance. You may be asked to provide documentation from the school or day care facility to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid. You may choose to use your accrued unused vacation or personal days, but this is not required.

LEAVE FOR DOMESTIC VIOLENCE AND SEXUAL ASSAULT VICTIMS

If you are a victim of domestic violence or sexual assault, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

1. To obtain a temporary or permanent restraining order or other court assistance;
2. To seek medical attention for injuries caused by domestic violence or sexual assault;
3. To obtain services from a shelter, program, or rape crisis center as a result of domestic violence or sexual assault;
4. To obtain psychological counseling related to an experience of domestic violence or sexual assault; or
5. To participate in safety planning and take other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued unused vacation time or personal days if you wish to receive compensation for this otherwise unpaid time off.

You may also take unpaid time off to recover from domestic abuse or sexual assault pursuant to the School’s family and medical leave policy.

The School does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence or sexual assault. If you believe you have been the victim of any such act, please contact your supervisor, Human Resources Department, or any another manager, as appropriate. The School will maintain the confidentiality of requests for time off due to domestic violence or sexual assault to the extent possible and as allowed by law.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued unused vacation/personal days if you want compensation for this time off. If you do not have accrued vacation/personal days available, you will be permitted to take the time off without pay.

ALCOHOL AND DRUG REHABILITATION LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an alcohol or drug rehabilitation program. However, you may utilize accrued unused vacation or personal days if you want compensation for this time off. If you do not have accrued vacation/personal days available, you will be permitted to take the time off without pay.

This policy in no way restricts the School’s right to discipline an employee, up to and including termination of employment, for violation of the School’s Drug and Alcohol Abuse Policy.
CIVIL AIR PATROL LEAVE

Pursuant to California law, the School will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation/personal days.

LEAVE FOR BONE MARROW AND ORGAN DONORS

Pursuant to California law, the School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; the School will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. The School requires that bone marrow donors use up to five days of available accrued sick or vacation time during the course of the leave. Organ donors must use up to ten days of available accrued sick or vacation time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide the School with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, the School will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give the School as much notice as possible of the intended dates upon which the leave would begin and end.

GENERAL POLICIES AND PROCEDURES

A.M. Procedure

Each teacher and staff member must sign in at the front office when he or she arrives on campus at least 30 minutes before the school day begins. Teachers should be ready for students in the classroom or other designated class meeting area at least 15 minutes before scheduled class times.
P.M. Procedure:
At the end of the school day, teachers are to bring their class to the assigned pick up area. Teachers are responsible at the end of the school day, club, field trip, or special event for all students until they are picked up. If a student is not picked up, it is the responsibility of the teacher to notify the parent/guardian or other designated contact and to work with front office personnel to find a resolution.

ATTENDANCE
Each teacher is responsible for taking attendance every morning. Attendance is to be submitted to the office no later than 9:00 a.m. or twenty minutes into each class period.

CARE OF CHILDREN IN CASE OF INJURY OR ILLNESS
First Aid supplies are kept in each classroom, and minor first aid may be administered by the teacher. Depending on the nature of the illness/injury, a child should be accompanied to the office by a teacher or another adult or child for additional care as necessary.

1. An administrator or administrative designee will be on site and accessible at all times. He or she should be aware that he or she is the administrator in charge. If he or she should leave campus he or she has the responsibility to verbally let another administrator or designee know they are in charge.

2. The front office personnel should have clear and immediate access to the administrator or administrative designee wherever he or she may be on campus.

3. That administrator or designee will make the appropriate response decision and follow-up with notification of parents/guardian and/or emergency professional personnel.

4. A follow-up incident report should be immediately filled out detailing all communication and procedures.

5. If the administrator of the day or administrative designee is not the Director for that particular student or employee, he or she has the responsibility to communicate the incident to the Director or Chief Executive Officer in a timely fashion.

PURCHASES AND CHECK REQUESTS
School purchases must be planned well in advance to ensure office and back office personnel have adequate time to process purchase orders and check requests. Please seek approval of the Director for these expenses in advance, and allow at least two weeks of processing time on check requests and processing of purchase orders. For purchase orders, keep in mind that UDA works with specific approved vendors, who sometimes have lengthy shipping processes; plan accordingly, as
ordering and shipping times could take a couple of days and could take a couple of months.

EXPENSE REIMBURSEMENT

All reimbursable expenses must be authorized by the Director or Chief Executive Officer or designee before the expense is incurred. You must submit an expense report/voucher accompanied by original receipts to be reimbursed to the Accounts Payable designee. Please submit your expense report/voucher as you incur authorized reimbursable expenses, or no more than 30 days following the incurrence. Depending on the circumstances, receipts not submitted within 30 days of the expense incurrence may not necessarily be reimbursed. Properly submitted and approved expense forms will be paid within 2 to 3 weeks.

FACULTY MEETINGS

Faculty, grade level, or team meetings are held according to the discretion of the Director. The purpose of these meetings is inspiration, communication, curriculum discussion, in-service, professional development tasks, and sharing of information. It is the responsibility of all faculty members to attend these meetings. Regular faculty meetings will take place throughout Teacher Weeks (the days before the start of school each year) and scheduled Wednesday afternoons or other times during the school calendar. Additional faculty meetings may be scheduled as necessary. Please note: it is important to attempt to schedule personal business and medical appointments around these meetings, as the team depends on the availability of each member to make progress on school business.

FIELD TRIPS

Classroom teachers are responsible for making their own field trip arrangements. Using public transportation or parent volunteer drivers may be utilized. Field trips are encouraged as part of the school curriculum. It is expected that classrooms go on field trips at least once a month (as appropriate) and be in direct relationship to curriculum.

1. Initial Planning: Field trips should be planned at least four weeks in advance and must be approved by the Director ahead of time. It is important to plan trips and garner approval at least four weeks in advance.

2. Field Trip Permission Slip Approval: The Field Trip Permission Slip must be filled out and approved by the Director for each trip. Teachers must add the field trip information to the UDA Staff Calendar and file the form in the Field Trip Binder in the front office upon approval.

3. Permission Slips: All students must have submitted signed permission slips before the trip. Teachers should verify permission slips and medical or other special needs, file with the office, and have copies or contact
information and medical or other information available for use on the trip. It is the teacher’s responsibility to provide all families with permission slips. Please do not refer parents to the front office to retrieve a copy of the permission slip.

4. Sack Lunches/Boxed Hot Lunches: It is the teacher’s responsibility to communicate to the parents whether or not students will need to bring sack lunches/snacks or not. If the teacher wishes to arrange for the hot lunch catering company to deliver boxed lunches for students going on the field trip, it is the teacher’s responsibility to communicate this request to the catering company directly at least one week prior to the field trip date. Teachers should also follow up with the catering company a couple of days in advance to confirm that the company will be preparing and bringing the lunches prior to the field trip. The front office will supply the catering company’s contact information should a teacher require it.

5. Transportation: Teachers or any other employee are not to transport students in their private vehicles. Teachers or staff may only use their vehicles for field trips if a situation arises in extreme cases when parents have failed to follow through with transportation, an administrator/Director has been notified, and other vehicle policies are followed.

6. All staff members coordinating parents or other volunteers are responsible for verifying school approval of volunteers. Staff members must verify TB test and Livescan clearance before making arrangements with volunteers. Staff members must also ensure volunteer drives have appropriate paperwork on file in the UDA office (see next section).

7. Trolley or Public Bus: Notification of public transport must be on file in the field trip binder, including route information and scheduled times and locations of travel.

8. Plans for students not attending: Arrangements for students not attending must be made with another teacher. The front office must be notified of where non-attending student(s) will be throughout the day and times of the trip.

9. Please remember that all office staff need to know where all students are at all times in case of an emergency.

10. Please let all teachers, staff or consultants who work with your kids know when and where you will be and when students will miss a scheduled special class or meeting time.

11. Teachers or staff supervising field trips must have the following items with them at all times: cellular phone, first aid kit, signed permission slips, medication for any children who may require, and enough supervising staff and/or parent volunteers.
12. The organizing teacher must have all chaperone’s cell phone numbers with them at all times, along with emergency contact numbers for all students and staff.

13. Any irregular occurrences, concerning activities and/or medical situations must be reported to the Director immediately, and an Incident Report Form filed, as appropriate.

**DRIVERS FOR FIELD TRIPS**

All parent volunteers are to follow visitor and volunteer requirements, as set forth in the UDA Student-Parent Handbook. All staff members coordinating parents or other volunteers are responsible for verifying school approval of volunteers. Staff members **must** verify TB test and livescan clearance before making arrangements with volunteers and/or parent chaperones or drivers. Staff members must also ensure volunteer drives have appropriate paperwork on file in the UDA office. All UDA field trip drivers must have turned in copies of current insurance policy and driver’s licenses to the front office at least (1) week in advance of the scheduled field trip. It is recommended that related paperwork be submitted at the beginning of the school year if a parent anticipates being available for field trips, to ensure field trip transportation plans may be executed upon trip departure. Coordinating teachers must verify all drivers have forms turned in to the front office and are approved drivers at least (1) week before the scheduled field trip. Teachers must ensure that drivers have seat belts/booster seats/car seats for all children in the car.

**FIRE DRILLS/DISASTER PREPAREDNESS**

Fire and/or other disaster drills will be held once a month. Disaster preparedness drills will be held at least once yearly. Emergency preparedness preparations will be coordinated through the administrative office, but it is the responsibility of each staff member to ensure they are familiar with expected emergency plans, routes, roles and other emergency operations.

**FUNDRAISING**

Per UDA fiscal policy, no request for funds should go to parents, teachers, or other members of the community unless first cleared through the Director. Any funds or gifts-in-kind which come into the school, solicited or unsolicited should be reported to the Director. All money handling must go through the front office, NOT to individual teachers or staff members. Please refer to the UDA fiscal policy for specifics regarding money handling policies and procedures. As a common courtesy, any contributor of money, gifts-in-kind, or special gifts to teachers should receive a thank-you note from both the school and the teachers.
HOMEWORK

Urban Discovery Academy focuses on making learning fun, meaningful, relevant and project-based. It is the intent at UDA to develop a homework policy that truly promotes higher order thinking skills and not simply rote memorization. Homework should be clearly thought out before any is given. If homework is given to students it needs to be meaningful, relevant, engaging, and supportive of UDA’s learner outcomes. When possible, homework should place an emphasis on project-based learning and critical-thinking. Daily reading should be encouraged in all grades. Teachers should be mindful of the challenges parents face with homework in the household, and consider very brief assignments for home in addition to nightly reading (such as 15 minutes or less for grades K, 1, 2; less than 20 minutes a night for grades 3, 4, 5; and grade level team coordination to ensure appropriate distribution of assignments in middle school).

SECURITY

Maintaining the security of UDA is every employee’s responsibility. Develop habits that ensure security. Below are general measures you should follow:

- Always keep cash and other valuables, including school equipment or personal belongings/technology, properly secured.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them, should the need arise.
- When you leave the UDA premises, make sure that all entrances are properly locked and secured. Personal items and valuable school equipment, such as laptops, should not be left unsecured in classrooms, offices, or common areas. Urban Discovery Academy will not be held responsible for stolen or lost personal items.
- All visitors MUST sign in and out at the front office. It is each staff member’s responsibility to ask parents or visitors on campus if they have signed in at the front office. Do not allow parents or visitors in your room or on school grounds unless they have a visible visitor’s badge.
- Employees MUST report any unusual activity or visitors to the front office immediately.

HEALTH AND SAFETY

Every employee is responsible for the safety of himself or herself as well as others in the workplace. To achieve our goal of maintaining a safe workplace, everyone must be safety conscious at all times. In compliance with California law and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives.
MATERIAL DISTRIBUTION

Any person from within OR out of the organization who wishes to distribute materials to employees, parents, or students must have clearance from the designated Director.

PROHIBITION OF DISCRIMINATION

Equal Employment Opportunity
The School is an equal employment opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment decisions are based on an individual’s qualifications as they relate to the job under consideration. The School’s policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, denial of family and medical care leave, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. All such discrimination is unlawful.

The School is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the School and prohibits unlawful discrimination by any employee of the School, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation he or she needs to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual’s request.

If you believe you have been subjected to unlawful discrimination, please follow the complaint procedure outlined below.

ANTI-HARASSMENT / DISCRIMINATION / RETALIATION PREVENTION POLICY

Urban Discovery Academy is an equal opportunity employer and is committed to
providing a work environment free of harassment, discrimination, retaliation and disrespectful, bullying, or other unprofessional conduct based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver’s license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

It also prohibits discrimination, harassment, disrespectful, bullying or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates Urban Discovery Academy’s anti-harassment/discrimination and retaliation policy.

Harassment Prevention
Urban Discovery Academy's policy prohibiting harassment applies to all persons involved in the operation of the school. Urban Discovery Academy prohibits harassment, disrespectful, bullying or unprofessional conduct by any employee of the school, including supervisors, managers and co-workers as well as parents, vendors, independent contractors, unpaid interns, volunteers, persons providing services pursuant to a contract and any other persons with whom you come into contact while working.

Prohibited harassment, disrespectful, bullying or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, comments, posts or messages;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is
prohibited by state and/or federal law or by school policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. Prohibited harassment is not just sexual harassment but harassment based on any protected category.

**No Discrimination**

Urban Discovery Academy is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the school's operations. The school prohibits unlawful discrimination against any job applicant, employee, volunteer, unpaid intern or independent contractor by any employee of the school, including supervisors and coworkers.

Pay discrimination between employees of the opposite sex performing substantially similar work, as defined by the California Fair Pay Act and federal law, is prohibited. Pay differentials may be valid in certain situations as defined by law. Employees will not be retaliated against for inquiring about or discussing wages. However, the school is not obligated to disclose the wages of other employees.

**No Retaliation**

Urban Discovery Academy will not retaliate against you for filing a complaint or participating in any workplace investigation and will not tolerate or permit retaliation by management, employees or co-workers.

**Reasonable Accommodation**

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will
make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Complaint Process
If you believe that you have been the subject of harassment, discrimination, retaliation or other prohibited conduct, report your complaint to your supervisor or to: [any other school administrator, the HR Manager, the EEO or Title IX officer, the CEO or Executive Director, the business manager, or any other designated person] as soon as possible after the incident. You can bring your complaint to any of these individuals. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the [e.g., HR manager, Title IX Officer, Business Manager, Executive Director, other designated ombudsperson]. Please provide all known details of the incident or incidents, names of individuals involved and names of any witnesses. It is preferred that you report your complaint in writing, but this is not mandatory.

The School encourages all individuals to report any incidents of harassment, discrimination, retaliation or other prohibited conduct forbidden by this policy as soon as possible so that your complaint can be resolved in a fair and timely manner.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the [e.g., HR manager, Title IX Officer, Business Manager, Executive Director, other designated person] of the school so Urban Discovery Academy can resolve the complaint.

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, Urban Discovery Academy cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.
Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by Urban Discovery Academy to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

OPEN DOOR POLICY

At some time or another, you may have a suggestion, complaint, or question about the School, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions, complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to Human Resources or the Director of the School, preferably in writing, who will address your concerns.

WORKPLACE VIOLENCE

Urban Discovery Academy seeks to ensure that employees work in an environment that is free from violence. Therefore, UDA will not tolerate any workplace violence, threats, intimidation, or harassment by anyone inside or outside the school, or by an employee or contractor against anyone outside the school. Some examples of prohibited conduct include but are not limited to: assault or battery; threats to commit such acts; statements or demonstrations that one is capable of committing such acts, such as striking, breaking, or throwing objects; carrying weapons; or stalking.

Persons confronted with violence or threats of violence are to disengage themselves and retreat from the situation where possible, unless doing so would expose
themselves to increased danger (excluding situations involving restraining or correcting students, where applicable).

Any person who suspects that he/she or another employee, may become the recipient of violence in the workplace is to report the matter immediately to their Director/supervisor, even if the source of the potential violence is outside the school, such as a domestic or social relation, or even a stranger. UDA will assist employees who are victims of domestic violence and will take measures to create a safe working environment for them. To the extent feasible, the School will maintain the confidentiality of the reporting employee. However, the School may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). The School will not tolerate retaliation against any employee who reports workplace violence.

UDA will investigate all reports and complaints of violence and take appropriate corrective action. Violations of this policy, by any individual, may result in disciplinary action, up to and including termination and/or legal action as appropriate.

**DRUG & ALCOHOL ABUSE POLICY**

UDA believes our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. UDA is therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. UDA hopes all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

The School prohibits the following:

1. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in any and all UDA workplaces.
2. The unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of a controlled substance (including medicinal marijuana) on School premises, while on School business and/or during working hours is prohibited.
3. The unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of alcohol on School premises, while on School business and/or during working hours;
4. Storing in a locker, desk, automobile, or other repository on School premises any controlled substance or alcohol whose use is unauthorized, or any illegal drug or drug paraphernalia;
5. Being under the influence of an unauthorized controlled substance, illegal drug, or alcohol on School premises, while on School business and/or during working hours;
6. Refusing to submit to an inspection when requested by management;
7. Failing to adhere to the requirements of any drug or alcohol treatment or counseling program in which the employee is enrolled;
8. Conviction under any criminal drug statute for a violation occurring in the workplace;
9. Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

Violation of paragraphs (1) through (9) by any employee will result in appropriate discipline such as written reprimand, suspension without pay, or termination at the School’s sole discretion.

Employees must notify the School Administrator(s) of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction. Within thirty (30) days of receiving such notice, the school shall:

1. Take appropriate disciplinary action as specified in paragraph (2) and/or
2. Depending on the circumstances, require such employees to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purpose by Federal, State, or local health, law enforcement, or other appropriate agency.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served or while entertaining clients and prospective clients of the School. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

UDA may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at UDA. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.
Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, UDA may report such illegal drug activities to an appropriate law enforcement agency.

CHILD ABUSE REPORTING

Section 11166 of the Penal Code requires anyone who works with or cares for children to be a mandated child abuse reporter. All UDA employees fall into this category. If any employee has knowledge of or reasonably suspects that a child has been the victim of child abuse, he or she is to report the known or suspected instance of child abuse to a child protective agency immediately and send a written report of it within 36 hours.

As pursuant to Penal Code 11172(a), no mandated reporter shall be held liable either civilly or criminally for reporting child abuse or neglect as required unless it can be proven false and the person knew it was false or made the report with reckless disregard of its truth or falsity.

Reporting Procedures
The mandated reporter should contact the following agencies:

- San Diego Children’s Services Bureau Child Abuse Hotline at (858) 560-2191 or 1-800-344-6000.
- San Diego Police Department (911) in an emergency. Law enforcement should be called when there is a need for an immediate response and/or when there is a reason to believe a crime was committed.

We encourage you to make your Director/supervisor aware of the situation. However, although you are free to seek the advice of a Director/supervisor or counselor, this does not absolve you of your obligation to report.

GUIDELINES FOR BUSINESS OR ORGANIZING INDIVIDUALS OR GROUPS ON CAMPUS

Individuals or groups having business or organizing interests can have access to UDA during non-instructional hours on the campus. Instructional hours are from 7:30a.m. to 5:00p.m. They may have access to place materials in faculty mailboxes and must coordinate this with the front office staff in order not to disrupt business in the front offices. They may have access to meeting places during non-instructional hours. These meetings are to be scheduled through the appropriate Director in order to avoid scheduling conflicts and to monitor security on campus. Individuals or groups are to sign in and out at the front desk just as any visitor is obliged to do.
USE OF PERSONAL CELL PHONES

Employees are not permitted to use personal cell phones during any type of parent, and/or student interaction. This includes, but is not limited to teaching, guided reading instruction, lunch, recess, and break supervision. Cell phones should be turned on silent during such interactions. Personal cell phone numbers should not be distributed to parents or students.

COMPUTER USE, EMAIL AND INTERNET POLICY

Every employee is responsible for using the Urban Discovery Academy’s computer system, including, without limitation, its electronic mail (Email) system and the Internet, properly and in accordance with this policy. Any questions about this policy should be addressed to the Chief Executive Officer or designee.

The computers that you use at work and the Email system are the property of Urban Discovery Academy and have been provided for use in conducting Urban Discovery Academy business. All communications and information transmitted by, received from, created, or stored in its computer system (whether through word processing programs, Email, the Internet or otherwise) are Urban Discovery Academy records and property of Urban Discovery Academy. The computer system is to be used for school purposes only. Employees may, however, use Urban Discovery Academy technology resources for the following incidental personal uses so long as such use does not interfere with the employee’s duties, is not done for pecuniary gain, does not conflict with Urban Discovery Academy business, and does not violate any Urban Discovery Academy policies:

- To send and receive necessary and occasional personal communications;
- To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

Although Urban Discovery Academy does not wish to examine personal information, from time to time, Urban Discovery Academy may need to access its technology resources. Urban Discovery Academy has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its Email and word processing systems),
monitoring sites visited by employees on the Internet, monitoring chat and news
groups, reviewing material downloaded or uploaded by users to the Internet, and
reviewing Email sent and received by users. Further, Urban Discovery Academy
may exercise its right to monitor its computer system for any reason and without the
permission of any employee. Employee use of Urban Discovery Academy's
computer system constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the computer system (or any aspect
thereof), the confidentiality of any message stored in, created, received, or sent
from Urban Discovery Academy's computers is not assured. Use of passwords or
other security measures does not in any way diminish Urban Discovery Academy's
right to monitor and access materials on its system, or create any privacy rights of
employees in the messages and files on the system. Any password used by
employees must be revealed to Urban Discovery Academy for any reason that
Urban Discovery Academy, in its discretion, deems appropriate. Further, employees
should be aware that deletion of any Email messages or files would not truly
eliminate the messages from the system. All Email messages and other files may be
stored on a central back-up system in the normal course of data management.

Employees should have no expectation of privacy in anything they create, store,
send or receive on the computer system.

Notwithstanding the foregoing, even though Urban Discovery Academy has the right
to retrieve, read and delete any information created, sent, received or stored on its
computer system, Email messages should still be treated as confidential by other
employees and accessed only by the intended recipient. Employees are not
authorized to retrieve or read any Email messages that are not sent to them or by
them. Any exception to this policy must receive the prior approval of Chief
Executive Officer or designee.

**Professional Use of Computer System Required**

Employees are reminded to be courteous to other users of the system and always to
conduct themselves in a professional manner. Emails, in particular, are sometimes
misdirected or forwarded and may be viewed by persons other than the intended
recipient. Users should write Email communications with no less care, judgment and
responsibility than they would use for letters or internal memoranda written on
Urban Discovery Academy letterhead. Because Email and computer files may be
subject to discovery in litigation, employees are expected to avoid making
statements in Email or computer files that would not reflect favorably on the
employee or Urban Discovery Academy if disclosed in litigation or otherwise.
Offensive and Inappropriate Material

Urban Discovery Academy’s policy against discrimination and harassment, sexual or otherwise, applies fully to Urban Discovery Academy’s computer system, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Urban Discovery Academy’s computers. Employees encountering or receiving this kind of material should immediately report the incident to the Director or Chief Executive Officer.

Urban Discovery Academy may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Urban Discovery Academy networks. Notwithstanding the foregoing, Urban Discovery Academy is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Urban Discovery Academy’s blocking software.

Solicitations

Urban Discovery Academy’s computer system (including, without limitation, its Email system) may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Chief Executive Officer or designee is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Director or Chief Executive Officer.
Games and Entertainment Software

Employees may not use Urban Discovery Academy Internet connection to download games or other entertainment software, or to play games over the Internet, unless the games are specific to classroom curriculum or educational development.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to Urban Discovery Academy's "Confidential Information" policy, contained herein, for a general description of what Urban Discovery Academy deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

Urban Discovery Academy's computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Chief Executive Officer or designee. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any Urban Discovery Academy-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of Urban Discovery Academy, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of Urban Discovery Academy."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the
Internet through a computer attached to Urban Discovery Academy’s network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Urban Discovery Academy’s network.

Files obtained from sources outside Urban Discovery Academy including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage Urban Discovery Academy’s computer network.

Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-Urban Discovery Academy sources, without first scanning the material with Urban Discovery Academy-approved virus checking software. If you suspect that a virus has been introduced into Urban Discovery Academy’s network, notify technology personnel immediately.

**Violations of this Policy**

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

**Amendment and Modification of this Policy**

Urban Discovery Academy reserves the right to modify this policy at any time, with or without notice. Urban Discovery Academy may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

**Acknowledgement**

Employees acknowledge this policy by signing the receipt of this handbook.

**SOCIAL MEDIA POLICY**

Urban Discovery Academy has adopted the following policy with regard to teacher behavior on social networking sites as it pertains to both teacher and student initiated communication. If you wish to use networking protocols as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform.

Teachers shall not accept students or the students’ parents as friends on any personal social networking sites and are to decline any student or parent-initiated friend requests. Teachers are not to initiate “friendships” with students or parents and must delete any students or parents already on their “friends” list immediately.

With regard to social networking content, teachers may not use commentary
deemed to be defamatory, obscene, proprietary, or libelous with regard to any school-related business or policy, employee, student, or parent. Additionally, teachers will exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Teachers will weigh whether a particular posting puts his/her effectiveness as a teacher at risk. Urban Discovery Academy encourages teachers to post only what they want the world to see. Imagine that students, their parents, or administers will visit your site as most information is available to the general public even after it is removed from the site. Teachers may not discuss students nor post images that include students.

Due to security risks, teachers must be cautious when installing the external applications that work with the social networking site. At a minimum, educators should have all privacy settings set to “Only Friends”. The settings “Friends of Friends” and “Networks and Friends” open your content to a large group of unknown people, including students.

**Personal or Professional Blogs**

If you are developing a website or writing a blog that will mention Urban Discovery Academy you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of Urban Discovery Academy.

Unless given permission by the Chief Executive Officer or designee, you are not authorized to speak on behalf of Urban Discovery Academy or to represent that you do so. If you are developing a site or writing a blog that will mention Urban Discovery Academy, as a courtesy to the organization, please let the Chief Executive Officer know in advance of publication. The Chief Executive Officer may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to Urban Discovery Academy. This includes, but is not limited to, information about curriculum, school dynamics, school programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what Urban Discovery Academy considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with the Chief Executive Officer or designee.

When writing a blog or participating in any other social networking site, teachers will be required to speak respectfully about Urban Discovery Academy and our current and potential employees, students, parents, and competitors. Do not engage in name-calling or behavior that will reflect negatively on the organization's reputation. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by Urban Discovery Academy and can result in disciplinary action, up to, and including
termination.

All employees who engage in social networking are legally liable for anything he/she writes or presents online. Employees can be disciplined by Urban Discovery Academy for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by Urban Discovery Academy's employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Teachers may not comment on a student's blog or a student’s other social networking commentaries.

Teachers or staff may not use trade names, or logos belonging to the school without express written permission of the Chief Executive Officer or designee.

Failure to comply with Urban Discovery Academy’s social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

Urban Discovery Academy attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Disclaimers
This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

LAPTOP COMPUTERS

Each full time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of Urban Discovery Academy. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in
unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged laptops when the loss or damage is due to a violation of this policy or the willful misconduct or negligence of the employee.

Employees acknowledge and understand that Urban Discovery Academy is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return his or her laptop upon request by the school for regular maintenance.

MEDIA COMMUNICATION

Employees are not permitted to communicate directly with the media in representation of Urban Discovery Academy, unless otherwise indicated by the Chief Executive Officer or designee. Any requests from the media shall be directed to the Chief Executive Officer or designee. All media releases and media advertising must be approved by the Chief Executive Officer or designee.
ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I have received a copy of Urban Discovery Academy’s 2017-2018 Employee Handbook. I will carefully read and understand its contents and agree to follow the policies stated therein. I agree that the School and I both have the right to terminate my employment at any time, with or without notice, and with or without cause. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of the School. I understand that I am an at-will employee. I understand that these conditions of my employment may not be modified orally and may only be modified in a writing signed by the Chief Executive Officer of the School and me.

I understand that nothing in the Handbook is intended, nor should be construed, as a limitation of my right and the School’s right to terminate the employment relationship at any time, with or without notice, and with or without cause, or the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that nothing in the Handbook is intended, nor should be construed, to create an implied or express contract of employment contrary to this express at-will agreement or to the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that the School reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my at-will status and the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. The foregoing constitutes the entire terms of the agreement between me and the School regarding the duration and at-will nature of my employment and the School’s absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion.

___________________________________  ___________________________________
Employee Signature                Employee Name

___________________________________
Date

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Confirmation of Receipt of Anti-Harassment, Discrimination and Retaliation Prevention Policy

I have received my copy of Urban Discovery Academy’s Anti-Harassment, Discrimination and Retaliation Prevention Policy. I understand and agree that it is my responsibility to read and familiarize myself with this policy.

I understand that Urban Discovery Academy is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

Employee’s Signature: ___________________________ Date: __________

Employee’s Printed Name: ________________________________
Uniform Complaint Procedure

Urban Discovery Academy
840 14th Street
San Diego, CA 92101
Phone: (619) 788 – 4668
Date UCP Policies and Procedures approved by Governing Board: 24 August 2017

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (“UCP”) complaint regarding an alleged violation by the Urban Discovery Academy (“UDA”) of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The Urban Discovery Academy uses the UCP policy to process complaints concerning particular programs or activities for which we receive state or federal funding, which may include Adult Education, Consolidated Categorical Aid Programs, Child Care and Developmental Programs, Child Nutrition Programs and Special Education Programs.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, 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 program or activity conducted by UDA, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

• Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
• Health and safety complaints regarding a Child Development Program shall be referred
to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

- Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH).
- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity. Complaints related to pupil fees for educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections 49010 et seq. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Urban Discovery Academy shall assist the complainant in the filing of the complaint.

**The Responsibilities of Urban Discovery Academy**

Urban Discovery Academy has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if UDA finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by UDA to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate. We submitted our UCP policies and procedures to our governing board for approval and adoption (see the top of this document for final adoption date).
The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations ("Compliance Officer") is:

Name or title: Jenni Owen – Chief Executive Officer
Unit or office: Urban Discovery Academy
Address: 840 14th Street, San Diego, CA 92101
Phone: (619) 788 – 4668

We ensure that the person above, who is responsible for compliance and/or investigations, or his/her designee, is knowledgeable about the laws/programs that he/she is assigned to investigate and shall seek legal counsel as needed. Complaints of noncompliance with laws relating to pupil fees may also be filed with the Board President.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body’s decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document is available free of charge by contacting school administration.

**Step 1: Filing a Complaint with the Urban Discovery Academy**
Any individual, public agency or organization may file a written complaint with the Compliance Officer or his or her designee alleging a matter which, if true, would constitute a violation by UDA of federal or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal of UDA under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our Compliance Officer or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our Compliance Officer or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our Compliance Officer shall respond immediately upon receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

**Step 2: Potential Mediation**

Within seven (7) days of receiving the complaint, the Compliance Officer may choose to informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process. Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, 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 problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the school’s 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

**Step 3: Investigation of Complaint**

Within thirty (30) days of receiving the complaint, the Compliance Officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with
information pertinent to the complaint.

A complainant's refusal to provide UDA's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, UDA shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in 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. (5 CCR 4631)

**Step 4: Response**

Within forty (40) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of UDA's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within 60 calendar days of the charter school initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

**Step 5: Final Written Decision**

UDA's decision shall be in writing and sent to the complainant. (5 CCR 4621)
UDA's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include: (5 CCR 4631)
1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) calendar days to the CDE, and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits and other charges is found to have merit, the charter school shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Ed. Code, § 49013)

**Appeals to the California Department of Education**

If dissatisfied with UDA's decision, the complainant may appeal in writing to the CDE. The complainant shall file his/her appeal within fifteen (15) calendar days of receiving the charter school's decision and the appeal shall specify the basis for the appeal of UDA's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and UDA's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed UDA's decision, the Compliance Officer or designee shall forward the following documents to the CDE: (5 CCR 4633)

a. 1. A copy of the original complaint;
b. 2. A copy of the decision;
c. 3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision;
d. 4. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
e. 5. A report of any action taken to resolve the complaint;
f. 6. A copy of UDA's complaint procedures; and
g. 7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in 5 CCR 4650 exists, including when UDA has not
taken action within 60 calendar days of the date the complaint was filed with UDA. A direct
complaint to the CDE must identify the basis for direct filing of the complaint, which must
include clear and convincing evidence that supports such a basis.

**Civil Law Remedies**

Complainant may pursue available civil law remedies outside UDA’s complaint procedures.
Complainants may seek assistance from mediation centers or public/private interest attorneys.
Civil law remedies that may be imposed by a court include, but are not limited to, injunctions
and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on
state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of
an appeal with the CDE before pursuing civil law remedies, provided UDA has appropriately
and in a timely manner apprised the complainant of his/her right to file a complaint in
accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to
discrimination based on federal law.
Uniform Complaint Form

Form Submitted By:

Name(s) ______________________________________________________________________
Address__________________________________________________________ Zip Code__________
Telephone: (Day)______________ (Evening) ________________ Email: __________________

Program(s) of Concern (check box or boxes that apply):

1. ____ A violation of federal or state law or regulation governing the following program(s):

☐ Child Nutrition (Education Code Sections 49490-49560)
☐ Child Care and Development (Education Code Sections 8200-8493)
☐ Consolidated Categorical Aid (Education Code Section 64000(a))
☐ Migrant Education (Education Code Sections 54440-54445)
☐ Special Education (Education Code Sections 56000-56885 and 59000-59300)
☐ Vocational Education (Education Code Sections 52300-52480)
☐ No Child Left Behind Act (school safety planning, 20 U.S.C. Section 7114(d)(7))
☐ Local Control and Accountability Plan (Education Code Section 52075)

OR

2. ____ Discrimination, harassment, intimidation and bullying in programs receiving state financial assistance based on one of the following actual or perceived characteristics:

☐ Ethnic group identification
☐ Sexual orientation
☐ Religion
☐ Race
☐ Age
☐ Ancestry
☐ Gender
☐ National origin
☐ Nationality
☐ Ethnicity
☐ Sex
☐ Physical or mental disability
☐ Color
☐ Actual or perceived sex
☐ Gender Expression
☐ Gender identity
☐ Disability
☐ Association with person/group listed above
Nature of Complaint (this should be a description in your own words of the grounds of your complaint, including all names, dates, and places necessary for a complete understanding of your complaint. Attach additional sheets, if necessary):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Communication: Have you spoken with any district personnel regarding this complaint?
   ____ Yes  ____ No
If so, what are their names? What was the result of the discussion?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Signature: ________________________________ Date: ____________________

PLEASE RETURN THIS FORM TO:
   Mike Seal
   840 14th Street
   San Diego, CA 92101
## Urban Discovery Academy
### Multi-year Projection
#### As of Aug FY2018

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<td>Services and Other Operating Expenditures</td>
<td>2,374,403</td>
<td>2,371,769</td>
<td>2,584,890</td>
<td>2,775,043</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>123,938</td>
<td>62,576</td>
<td>66,576</td>
<td>66,576</td>
<td></td>
</tr>
<tr>
<td>Other Outflows</td>
<td>2,459</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>5,885,129</td>
<td>6,555,343</td>
<td>7,436,381</td>
<td>8,303,583</td>
<td></td>
</tr>
<tr>
<td><strong>Operating Income</strong></td>
<td>296,309</td>
<td>121,364</td>
<td>241,199</td>
<td>415,380</td>
<td></td>
</tr>
<tr>
<td><strong>Fund Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Balance (Unaudited)</td>
<td>1,046,785</td>
<td>1,343,094</td>
<td>1,464,458</td>
<td>1,705,657</td>
<td></td>
</tr>
<tr>
<td>Audit Adjustment</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Balance (Audited)</td>
<td>1,046,785</td>
<td>1,343,094</td>
<td>1,464,458</td>
<td>1,705,657</td>
<td></td>
</tr>
<tr>
<td>Operating Income</td>
<td>296,309</td>
<td>121,364</td>
<td>241,199</td>
<td>415,380</td>
<td></td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>1,343,094</td>
<td>1,464,458</td>
<td>1,705,657</td>
<td>2,121,036</td>
<td></td>
</tr>
</tbody>
</table>

**Total Revenue Per ADA**
- Year 1: 10,564
- Year 2: 10,273
- Year 3: 10,572
- Year 4: 11,063

**Total Expenses Per ADA**
- Year 1: 10,058
- Year 2: 10,086
- Year 3: 10,240
- Year 4: 10,536

**Operating Income Per ADA**
- Year 1: 506
- Year 2: 187
- Year 3: 332
- Year 4: 527
## Urban Discovery Academy
### Multi-year Projection
### As of Aug FY2018

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td></td>
</tr>
</tbody>
</table>

### Key Assumptions

#### Enrollment Summary

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>232</td>
<td>232</td>
<td>232</td>
<td>232</td>
</tr>
<tr>
<td>4-6</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>7-8</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>9-12</td>
<td>82</td>
<td>150</td>
<td>230</td>
<td>295</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>614</td>
<td>682</td>
<td>762</td>
<td>827</td>
</tr>
</tbody>
</table>

#### ADA %

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
</tr>
<tr>
<td>4-6</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
</tr>
<tr>
<td>7-8</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
</tr>
<tr>
<td>9-12</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
</tr>
<tr>
<td>Average ADA %</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
<td>95.3%</td>
</tr>
</tbody>
</table>

#### ADA

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>221.1</td>
<td>221.1</td>
<td>221.1</td>
<td>221.1</td>
</tr>
<tr>
<td>4-6</td>
<td>171.5</td>
<td>171.5</td>
<td>171.5</td>
<td>171.5</td>
</tr>
<tr>
<td>7-8</td>
<td>114.4</td>
<td>114.4</td>
<td>114.4</td>
<td>114.4</td>
</tr>
<tr>
<td>9-12</td>
<td>78.1</td>
<td>143.0</td>
<td>219.2</td>
<td>281.1</td>
</tr>
<tr>
<td>Total ADA</td>
<td>585.1</td>
<td>649.9</td>
<td>726.2</td>
<td>788.1</td>
</tr>
</tbody>
</table>

#### Demographic Information

- CALPADS Enrollment (for unduplicated % calc) | 614 | 682 | 762 | 827 |
- # Unduplicated (CALPADS) | 178 | 195 | 218 | 237 |
- # Free & Reduced Lunch (CALPADS) | 149 | 162 | 180 | 194 |
- # ELL (CALPADS) | 48 | 52 | 57 | 61 |
- New Students | 133 | 60 | 80 | 65 |

#### School Information

- FTEs | 46 | 54 | 62 | 69 |
- Teachers | 30 | 33 | 36 | 39 |
- Certificated Pay Increases | 0% | 3% | 3% | 3% |
- Classified Pay Increases | 0% | 2% | 2% | 2% |
# Urban Discovery Academy
## Multi-year Projection
### As of Aug FY2018

### REVENUE

#### LCFF Entitlement

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Schools LCFF - State Aid</td>
<td>$1,358,419</td>
<td>$1,776,309</td>
<td>$2,234,177</td>
<td>$2,819,140</td>
</tr>
<tr>
<td>Education Protection Account Entitlement</td>
<td>$117,028</td>
<td>$129,989</td>
<td>$145,237</td>
<td>$157,626</td>
</tr>
<tr>
<td><strong>SUBTOTAL - LCFF Entitlement</strong></td>
<td>$4,636,314</td>
<td>$5,417,228</td>
<td>$6,302,183</td>
<td>$7,234,155</td>
</tr>
</tbody>
</table>

#### Federal Revenue

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education - Entitlement</td>
<td>$60,625</td>
<td>$77,750</td>
<td>$85,250</td>
<td>$95,250</td>
</tr>
<tr>
<td>Title I</td>
<td>$42,520</td>
<td>$42,791</td>
<td>$47,287</td>
<td>$53,067</td>
</tr>
<tr>
<td>Title II</td>
<td>$9,133</td>
<td>$7,935</td>
<td>$8,021</td>
<td>$8,132</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Federal Revenue</strong></td>
<td>$112,278</td>
<td>$128,475</td>
<td>$140,558</td>
<td>$156,449</td>
</tr>
</tbody>
</table>

#### Other State Revenue

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education - Entitlement (State)</td>
<td>$300,763</td>
<td>$334,072</td>
<td>$373,260</td>
<td>$405,099</td>
</tr>
<tr>
<td>Special Education Reimbursement (State)</td>
<td>$45,142</td>
<td>$50,975</td>
<td>$57,357</td>
<td>$63,340</td>
</tr>
<tr>
<td>School Facilities Apportionments</td>
<td>$444,574</td>
<td>$449,600</td>
<td>$490,071</td>
<td>$530,241</td>
</tr>
<tr>
<td>Mandated Cost Reimbursements</td>
<td>$77,273</td>
<td>$11,503</td>
<td>$14,357</td>
<td>$17,714</td>
</tr>
<tr>
<td>State Lottery Revenue</td>
<td>$113,518</td>
<td>$126,090</td>
<td>$140,880</td>
<td>$152,897</td>
</tr>
<tr>
<td>Prop 39 Clean Energy</td>
<td>$255,312</td>
<td>$972,239</td>
<td>$1,075,924</td>
<td>$1,169,292</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Other State Revenue</strong></td>
<td>$1,236,582</td>
<td>$972,239</td>
<td>$1,075,924</td>
<td>$1,169,292</td>
</tr>
</tbody>
</table>

#### Local Revenue

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leases and Rentals</td>
<td>$45,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Interest</td>
<td>$1,264</td>
<td>$1,264</td>
<td>$1,264</td>
<td>$1,264</td>
</tr>
<tr>
<td>Field Trips</td>
<td>$-</td>
<td>$7,500</td>
<td>$7,650</td>
<td>$7,803</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Local Revenue</strong></td>
<td>$46,264</td>
<td>$8,764</td>
<td>$8,914</td>
<td>$9,067</td>
</tr>
</tbody>
</table>
### Urban Discovery Academy
Multi-year Projection
As of Aug FY2018

<table>
<thead>
<tr>
<th>Fundraising and Grants</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8811 Fundraising - Foundation</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>Organization-wide annual fundraising goal, based on 16/17 actuals</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Fundraising and Grants</strong></td>
<td><strong>150,000</strong></td>
<td><strong>150,000</strong></td>
<td><strong>150,000</strong></td>
<td><strong>150,000</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>6,181,438</strong></td>
<td><strong>6,676,707</strong></td>
<td><strong>7,677,579</strong></td>
<td><strong>8,718,963</strong></td>
<td></td>
</tr>
</tbody>
</table>


## Urban Discovery Academy
### Multi-year Projection
**As of Aug FY2018**

### EXPENSES

#### Compensation & Benefits

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificated Salaries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers Salaries</td>
<td>1,442,942</td>
<td>1,717,261</td>
<td>1,923,689</td>
<td>2,136,929</td>
<td>17/18: 28.6 FTE; 18/19: 33.0 FTE (+1.0 K8, +3.4 HS); 19/20: 36.0 FTE (+3.0 HS); 20/21: 39.0 FTE (+3.0 HS)</td>
</tr>
<tr>
<td>Teacher - Unused Sick Day Payout</td>
<td>4,800</td>
<td>5,476</td>
<td>6,235</td>
<td>6,826</td>
<td>2 days per salaried FTE @ $60/day</td>
</tr>
<tr>
<td>Teacher - Substitute Pay</td>
<td>46,431</td>
<td>6,720</td>
<td>9,600</td>
<td>12,480</td>
<td>17/18: Short-term subs for leave coverage; 18/19-20/21: 8 days per HS teacher @ $120/day + 3% COLA</td>
</tr>
<tr>
<td>Certificated Pupil Support Salaries</td>
<td>279,588</td>
<td>399,981</td>
<td>528,446</td>
<td>604,544</td>
<td>17/18: 4.8 FTE; 18/19: 6.7 FTE (+1.2 K8 SPED, +0.7 HS SPED); 19/20: 8.8 FTE (+0.5 K8, +1.6 HS Counseling/SPED); 20/21: 9.9 FTE (+1.1 HS SPED)</td>
</tr>
<tr>
<td>Certificated Supervisor &amp; Administrator Salaries</td>
<td>334,517</td>
<td>363,294</td>
<td>382,406</td>
<td>484,682</td>
<td>17/18: 3.5 FTE; 18/19: 3.8 FTE (+0.3 CEO); 19/20: 3.9 FTE (+0.1 CEO); 20/21: 5.0 FTE (+1.0 HS Asst. Director)</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Certificated Salaries</strong></td>
<td>2,108,277</td>
<td>2,492,732</td>
<td>2,850,375</td>
<td>3,245,463</td>
<td></td>
</tr>
<tr>
<td><strong>Classified Salaries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Instructional Aide Salaries</td>
<td>161,798</td>
<td>231,922</td>
<td>298,614</td>
<td>346,962</td>
<td>17/18: 4.6 FTE; 18/19: 6.8 FTE (+1.3 K8 SPED, +0.8 HS SPED); 19/20: 9.0 FTE (+2.5 HS SPED); 20/21: 10.5 FTE (+2.5 HS SPED)</td>
</tr>
<tr>
<td>Classified Support Salaries</td>
<td>7,400</td>
<td>7,400</td>
<td>7,400</td>
<td>7,400</td>
<td>Athletic coaching stipends</td>
</tr>
<tr>
<td>Classified Clerical &amp; Office Salaries</td>
<td>166,001</td>
<td>209,321</td>
<td>213,507</td>
<td>217,778</td>
<td>17/18: 3.3 FTE; 18/19: 4.3 FTE (+0.3 K8, +0.7 HS)</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Classified Salaries</strong></td>
<td>335,199</td>
<td>448,643</td>
<td>519,521</td>
<td>572,140</td>
<td></td>
</tr>
<tr>
<td><strong>Employee Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERS</td>
<td>57,509</td>
<td>90,677</td>
<td>106,810</td>
<td>133,055</td>
<td>17/18: 15.53%; 18/19: 18.70%; 19/20: 21.60%; 20/21: 24.90%</td>
</tr>
<tr>
<td>OASDI-Medicare-Alternative</td>
<td>59,424</td>
<td>74,223</td>
<td>81,272</td>
<td>90,466</td>
<td>2.4% of payroll</td>
</tr>
<tr>
<td>Health &amp; Welfare Benefits</td>
<td>306,470</td>
<td>361,314</td>
<td>410,754</td>
<td>459,149</td>
<td>Assumes 10% annual rate increases</td>
</tr>
<tr>
<td>Unemployment Insurance</td>
<td>26,139</td>
<td>27,089</td>
<td>28,040</td>
<td>28,515</td>
<td>4.8% SUTA + 0.6% FUTA</td>
</tr>
<tr>
<td>Workers Comp Insurance</td>
<td>34,267</td>
<td>41,250</td>
<td>47,259</td>
<td>53,538</td>
<td>1.4% of payroll</td>
</tr>
<tr>
<td><strong>SUBTOTAL - Employee Benefits</strong></td>
<td>780,559</td>
<td>990,503</td>
<td>1,190,328</td>
<td>1,385,721</td>
<td></td>
</tr>
</tbody>
</table>
### Urban Discovery Academy

#### Multi-year Projection

As of Aug FY2018

<table>
<thead>
<tr>
<th>Books &amp; Supplies</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4100 Approved Textbooks &amp; Core Curricula Materials</td>
<td>8,300</td>
<td>12,936</td>
<td>11,150</td>
<td>12,699</td>
<td>Out year expenses increase by 2% COLA unless otherwise noted</td>
</tr>
<tr>
<td>4200 Books &amp; Other Reference Materials</td>
<td>4,500</td>
<td>4,590</td>
<td>4,682</td>
<td>4,775</td>
<td></td>
</tr>
<tr>
<td>4315 Custodial Supplies</td>
<td>11,000</td>
<td>13,430</td>
<td>16,473</td>
<td>19,455</td>
<td>Based on 16/17 actuals; 10% annual per-student increase</td>
</tr>
<tr>
<td>4320 Educational Software</td>
<td>13,992</td>
<td>18,000</td>
<td>20,240</td>
<td>22,985</td>
<td>$6k for student assessment + other; 17/18: $22.79/student, including $3k for HS math curriculum; 18/19: $26.39/student; 19/20: $26.56/student; 20/21: $27.79/student</td>
</tr>
<tr>
<td>4325 Instructional Materials &amp; Supplies</td>
<td>48,500</td>
<td>40,912</td>
<td>44,227</td>
<td>47,659</td>
<td>$500/K8 teacher + $500 for Student Support Services + $800/HS teacher + other; 17/18: Includes extra $10k for one-time program investment</td>
</tr>
<tr>
<td>4326 Art &amp; Music Supplies</td>
<td>3,000</td>
<td>3,060</td>
<td>3,121</td>
<td>3,184</td>
<td>Based on 16/17 budget</td>
</tr>
<tr>
<td>4330 Office Supplies</td>
<td>8,000</td>
<td>9,633</td>
<td>11,676</td>
<td>13,678</td>
<td>Based on 16/17 actuals; 8% annual per-student increase</td>
</tr>
<tr>
<td>4335 Student Athletic Equipment</td>
<td>5,400</td>
<td>5,508</td>
<td>5,618</td>
<td>5,731</td>
<td>17/18: $9.40/K8 student + $400 HS</td>
</tr>
<tr>
<td>4345 Other Supplies - First Aide, Safety, Awards</td>
<td>15,000</td>
<td>18,983</td>
<td>23,987</td>
<td>28,888</td>
<td>Based on 16/17 K8 actuals, less food (4710 &amp; 4720); 17/18: Includes $5k for HS; 18/19: Includes $8.8k for HS; 19/20: Includes $13.6k for HS; 20/21: Includes $18.3k for HS</td>
</tr>
<tr>
<td>4400 Noncapitalized Equipment</td>
<td>1,000</td>
<td>1,020</td>
<td>1,040</td>
<td>1,061</td>
<td>Based on 16/17 actuals (K8 only)</td>
</tr>
<tr>
<td>4410 Furniture</td>
<td>10,000</td>
<td>13,883</td>
<td>14,161</td>
<td>14,444</td>
<td>Estimated replacement costs at K8, based on 16/17 actuals; 17/18: Includes $5k for HS; 18/19: Includes $8.8k for HS</td>
</tr>
<tr>
<td>4420 Computer Hardware</td>
<td>7,000</td>
<td>17,100</td>
<td>35,202</td>
<td>50,306</td>
<td>Estimated replacement costs at K8, based on 16/17 actuals; 17/18: Includes $2k for HS; 18/19: Includes $12k for HS; 19/20: Includes $30k for HS; 20/21: Includes $45k for HS</td>
</tr>
<tr>
<td>4423 Computer Software</td>
<td>21,101</td>
<td>21,523</td>
<td>21,953</td>
<td>22,392</td>
<td>Enrollment software and data support</td>
</tr>
<tr>
<td>4710 Student Food Services</td>
<td>1,500</td>
<td>4,500</td>
<td>7,040</td>
<td>7,181</td>
<td>Emergency food supplies; 17/18: $2.44/student; 18/19: $6.60/student; 19/20: $9.24/student; 20/21: $8.68/student</td>
</tr>
<tr>
<td>4720 Other Food</td>
<td>2,000</td>
<td>4,040</td>
<td>4,121</td>
<td>4,203</td>
<td>For professional development and other meetings; 17/18: Only K8; 18/19: HS budget equals K8 budget</td>
</tr>
</tbody>
</table>

**SUBTOTAL - Books and Supplies**

160,293 189,119 224,691 258,642
## Urban Discovery Academy
### Multi-year Projection
#### As of Aug FY2018

<table>
<thead>
<tr>
<th>Services &amp; Other Operating Expenses</th>
<th>Year 1 2017-18</th>
<th>Year 2 2018-19</th>
<th>Year 3 2019-20</th>
<th>Year 4 2020-21</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>10,000</td>
<td>10,200</td>
<td>10,404</td>
<td>10,612</td>
<td>Based on 16/17 actuals and Title II funding</td>
</tr>
<tr>
<td>Dues &amp; Memberships</td>
<td>4,332</td>
<td>4,419</td>
<td>4,507</td>
<td>4,597</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Insurance</td>
<td>53,088</td>
<td>61,147</td>
<td>70,178</td>
<td>71,582</td>
<td>17/18: Per vendor contract</td>
</tr>
<tr>
<td>Utilities - All Utilities</td>
<td>170,167</td>
<td>175,950</td>
<td>179,469</td>
<td>183,058</td>
<td>Based on 16/17 actuals; 17/18: $45k for HS, partially offset by sublessee's share</td>
</tr>
<tr>
<td>Equipment Leases</td>
<td>33,170</td>
<td>33,834</td>
<td>34,510</td>
<td>35,200</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Space Rental/Lease</td>
<td>1,305,425</td>
<td>1,322,590</td>
<td>1,483,094</td>
<td>1,634,488</td>
<td>K8: Per sublease agreement (17/18: $67,920/mo; 18/19: $67,561/mo; 19/20: $67,588/mo; 20/21: $67,537/mo), ground leases ($16,971/mo, no COLA), auxiliary parking lot lease ($2k/mo, no COLA), and bond repair &amp; replacement fund (17/18: $1,719/mo; 18/19: $2,500/mo, 19/20-20/21: $500/mo); HS: 17/18-18/19: $20k/mo; 19/20-20/21: $2k/ADA</td>
</tr>
<tr>
<td>Repairs and Maintenance - Building</td>
<td>69,813</td>
<td>49,793</td>
<td>50,789</td>
<td>51,805</td>
<td>Based on 16/17 actuals + summer repairs; 17/18: Includes HVAC work for HS</td>
</tr>
<tr>
<td>Accounting Fees (Audit)</td>
<td>9,644</td>
<td>9,837</td>
<td>10,033</td>
<td>10,234</td>
<td>17/18: Per contract</td>
</tr>
<tr>
<td>Bank Fees</td>
<td>1,000</td>
<td>1,020</td>
<td>1,040</td>
<td>1,061</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Business Services</td>
<td>105,000</td>
<td>105,000</td>
<td>105,000</td>
<td>105,000</td>
<td>17/18: Per contract, no COLA</td>
</tr>
<tr>
<td>Consultants - Instructional</td>
<td>15,000</td>
<td>15,300</td>
<td>15,606</td>
<td>15,918</td>
<td>Based on estimated need; two-thirds for HS</td>
</tr>
<tr>
<td>Consultants - Non Instructional</td>
<td>59,000</td>
<td>55,080</td>
<td>56,182</td>
<td>57,305</td>
<td>Based on 16/17 actuals; 17/18: $5k for one-time need</td>
</tr>
<tr>
<td>District Oversight Fees</td>
<td>48,861</td>
<td>57,294</td>
<td>66,381</td>
<td>76,712</td>
<td>1% of LCFF</td>
</tr>
<tr>
<td>Fines and Penalties</td>
<td>2,153</td>
<td>2,196</td>
<td>2,240</td>
<td>2,285</td>
<td>17/18: Best estimate</td>
</tr>
<tr>
<td>Fundraising Expenses</td>
<td>8,500</td>
<td>8,670</td>
<td>8,843</td>
<td>9,020</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Interest - Loans Less than 1 Year</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17/18: Based on estimated line of credit utilization</td>
</tr>
<tr>
<td>Legal Fees</td>
<td>143,650</td>
<td>114,483</td>
<td>115,401</td>
<td>116,338</td>
<td>17/18-20/21: Based on 16/17 general legal fees + construction settlement schedule</td>
</tr>
<tr>
<td>Bond Annual Fees</td>
<td>12,750</td>
<td>14,325</td>
<td>14,325</td>
<td>14,325</td>
<td>Per bond agreement, no COLA</td>
</tr>
<tr>
<td>Marketing and Public Relations</td>
<td>13,240</td>
<td>13,505</td>
<td>13,775</td>
<td>14,050</td>
<td>Based on 16/17 actuals for K8; 17/18: $12.2k for HS</td>
</tr>
<tr>
<td>Taxes</td>
<td>1,500</td>
<td>1,530</td>
<td>1,561</td>
<td>1,592</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Payroll Fees</td>
<td>6,212</td>
<td>6,336</td>
<td>6,463</td>
<td>6,592</td>
<td>Based on 16/17 actuals + estimated increase</td>
</tr>
<tr>
<td>Prior Yr Exp (not accrued)</td>
<td>12,178</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17/18: Actuals; 18/19-20/21: Included in prior year budgets</td>
</tr>
<tr>
<td>Training &amp; Professional Development</td>
<td>11,000</td>
<td>21,220</td>
<td>21,644</td>
<td>22,077</td>
<td>17/18: Based on remaining Educator Effectiveness funds and Title II funding; 18/19: $10k for HS</td>
</tr>
<tr>
<td>Special Education Contract Instructors</td>
<td>94,688</td>
<td>100,999</td>
<td>115,916</td>
<td>118,235</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Special Education Encroachment</td>
<td>14,456</td>
<td>16,802</td>
<td>19,081</td>
<td>21,239</td>
<td>4% of SPED entitlements, per EDCOE SELPA</td>
</tr>
<tr>
<td>Sports</td>
<td>3,000</td>
<td>3,060</td>
<td>3,121</td>
<td>3,184</td>
<td>Based on 16/17 actuals</td>
</tr>
<tr>
<td>Advertisement/Recruitment Expense</td>
<td>2,000</td>
<td>2,040</td>
<td>2,081</td>
<td>2,122</td>
<td>Based on 16/17 actuals</td>
</tr>
</tbody>
</table>

Out year expenses increase by 2% COLA unless otherwise noted.
<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Year 1 2017-18</th>
<th>Year 2 2018-19</th>
<th>Year 3 2019-20</th>
<th>Year 4 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Activities</strong></td>
<td>67,000</td>
<td>74,260</td>
<td>80,545</td>
<td>91,856</td>
</tr>
<tr>
<td>Based on 16/17 actuals for K8; 17/18: $4k for HS; 18/19: $10k for HS;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19/20: $15k for HS; 20/21: $25k for HS</td>
<td></td>
<td></td>
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<tr>
<td><strong>Substitutes</strong></td>
<td>33,276</td>
<td>33,946</td>
<td>34,625</td>
<td>35,317</td>
</tr>
<tr>
<td>17/18: 8 days/teacher @ $160/day, per contract</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous Operating Expenses</strong></td>
<td>4,564</td>
<td>4,655</td>
<td>4,748</td>
<td>4,843</td>
</tr>
<tr>
<td>Based on 16/17 actuals, less sports (5874) and taxes (5853)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications - Telephone &amp; Internet</strong></td>
<td>48,483</td>
<td>51,000</td>
<td>52,020</td>
<td>53,060</td>
</tr>
<tr>
<td>Based on 16/17 actuals; 17/18: $13k for HS, partially offset by sublessee's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>share</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Postage and Delivery</strong></td>
<td>1,255</td>
<td>1,280</td>
<td>1,306</td>
<td>1,332</td>
</tr>
<tr>
<td>Based on 16/17 actuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL - Services &amp; Other Operating Exp.</strong></td>
<td>2,374,403</td>
<td>2,371,769</td>
<td>2,584,890</td>
<td>2,775,043</td>
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<tr>
<td><strong>Depreciation Expense</strong></td>
<td>123,938</td>
<td>62,576</td>
<td>66,576</td>
<td>66,576</td>
</tr>
<tr>
<td>17/18: Building improvement projects + Prop 39 project; 19/20: Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improvement project</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>SUBTOTAL - Depreciation Expense</strong></td>
<td>123,938</td>
<td>62,576</td>
<td>66,576</td>
<td>66,576</td>
</tr>
<tr>
<td><strong>Other Outflows</strong></td>
<td>2,459</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17/18: Last 10 capitalized equipment lease payments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL - Other Outflows</strong></td>
<td>2,459</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>5,885,129</td>
<td>6,555,343</td>
<td>7,436,381</td>
<td>8,303,583</td>
</tr>
</tbody>
</table>
## Monthly Cash Forecast

### As of Aug FY2018

<table>
<thead>
<tr>
<th></th>
<th>Jul</th>
<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>Forecast</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Cash</strong></td>
<td>726,165</td>
<td>539,595</td>
<td>100,569</td>
<td>344,776</td>
<td>307,565</td>
<td>286,010</td>
<td>228,574</td>
<td>46,082</td>
<td>15,732</td>
<td>279,257</td>
<td>628,282</td>
<td>432,763</td>
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<tr>
<td><strong>REVENUE</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>LCFF Entitlement</td>
<td>326,096</td>
<td>214,089</td>
<td>168,496</td>
<td>332,190</td>
<td>300,260</td>
<td>323,796</td>
<td>300,260</td>
<td>352,145</td>
<td>740,799</td>
<td>424,412</td>
<td>424,412</td>
<td>453,669</td>
<td>4,636,314</td>
<td>275,688</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>-</td>
<td>-</td>
<td>12,913</td>
<td>-</td>
<td>12,913</td>
<td>-</td>
<td>12,913</td>
<td>-</td>
<td>30,312</td>
<td>12,913</td>
<td>-</td>
<td>112,278</td>
<td>-</td>
<td>43,226</td>
</tr>
<tr>
<td>Other State Revenue</td>
<td>11,492</td>
<td>-</td>
<td>11,616</td>
<td>20,797</td>
<td>12,913</td>
<td>-</td>
<td>-</td>
<td>12,913</td>
<td>30,312</td>
<td>12,913</td>
<td>-</td>
<td>1,236,582</td>
<td>215,264</td>
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<tr>
<td>Other Local Revenue</td>
<td>416</td>
<td>10,288</td>
<td>19,459</td>
<td>20,797</td>
<td>12,913</td>
<td>-</td>
<td>-</td>
<td>12,913</td>
<td>30,312</td>
<td>12,913</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>338,005</td>
<td>224,632</td>
<td>199,571</td>
<td>362,449</td>
<td>573,798</td>
<td>320,519</td>
<td>454,486</td>
<td>775,310</td>
<td>855,375</td>
<td>562,781</td>
<td>635,964</td>
<td>6,181,438</td>
<td>534,178</td>
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<tr>
<td><strong>EXPENSES</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Classified Salaries</td>
<td>12,969</td>
<td>14,677</td>
<td>30,357</td>
<td>30,336</td>
<td>30,336</td>
<td>34,036</td>
<td>30,336</td>
<td>28,991</td>
<td>28,991</td>
<td>29,798</td>
<td>34,036</td>
<td>335,199</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>12,282</td>
<td>49,339</td>
<td>96,391</td>
<td>69,704</td>
<td>68,407</td>
<td>69,544</td>
<td>78,925</td>
<td>68,447</td>
<td>68,650</td>
<td>65,033</td>
<td>65,820</td>
<td>780,559</td>
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</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>6,846</td>
<td>12,475</td>
<td>27,840</td>
<td>16,591</td>
<td>13,516</td>
<td>14,849</td>
<td>10,775</td>
<td>10,709</td>
<td>9,964</td>
<td>8,421</td>
<td>10,223</td>
<td>18,083</td>
<td>-</td>
<td>160,293</td>
</tr>
<tr>
<td>Services &amp; Other Operating Expenses</td>
<td>178,303</td>
<td>221,835</td>
<td>149,795</td>
<td>189,671</td>
<td>189,141</td>
<td>191,540</td>
<td>190,757</td>
<td>216,983</td>
<td>211,400</td>
<td>211,744</td>
<td>228,163</td>
<td>2,374,403</td>
<td>4,433</td>
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<tr>
<td>Other Outflows</td>
<td>891</td>
<td>7,755</td>
<td>(7,445)</td>
<td>313</td>
<td>269</td>
<td>225</td>
<td>180</td>
<td>135</td>
<td>90</td>
<td>45</td>
<td>-</td>
<td>2,459</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Operating Cash Inflow (Outflow)</strong></td>
<td>103,848</td>
<td>(198,290)</td>
<td>(224,275)</td>
<td>(156,182)</td>
<td>60,047</td>
<td>(179,790)</td>
<td>(202,800)</td>
<td>(50,615)</td>
<td>243,306</td>
<td>328,850</td>
<td>30,015</td>
<td>12,449</td>
<td>296,309</td>
<td>529,745</td>
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<tr>
<td>Revenues - Prior Year Accruals</td>
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<td>-</td>
<td>323,305</td>
<td>120,582</td>
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</tr>
<tr>
<td>Other Assets</td>
<td>2,075</td>
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<td>50,199</td>
<td>-</td>
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<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>Fixed Assets</td>
<td>-</td>
<td>(9,856)</td>
<td>(8,350)</td>
<td>(14,600)</td>
<td>7,453</td>
<td>7,453</td>
<td>7,453</td>
<td>7,453</td>
<td>7,453</td>
<td>7,453</td>
<td>7,453</td>
<td>247,859</td>
<td>41,950</td>
<td>-</td>
</tr>
<tr>
<td>Expenses - Prior Year Accruals</td>
<td>(538)</td>
<td>(12,704)</td>
<td>(28,621)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accounts Payable - Current Year</td>
<td>(187,054)</td>
<td>(16,980)</td>
<td>(31,827)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Summerholdback for Teachers</td>
<td>(106,125)</td>
<td>(41,978)</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
<td>22,325</td>
</tr>
<tr>
<td>Loans Payable (Current)</td>
<td>-</td>
<td>(150,000)</td>
<td>150,000</td>
<td>-</td>
<td>(100,000)</td>
<td>100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Loans Payable (Long Term)</td>
<td>(9,454)</td>
<td>(9,293)</td>
<td>(9,336)</td>
<td>(9,380)</td>
<td>(9,425)</td>
<td>(9,469)</td>
<td>(9,514)</td>
<td>(9,559)</td>
<td>(9,604)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Liabilities</td>
<td>-</td>
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# Urban Discovery Academy

## Monthly Cash Forecast

As of Aug FY2018

### 2018-19 Actuals & Forecast

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### Operating Cash Inflow (Outflow)

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<th>(207,434)</th>
<th>(36,451)</th>
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<th>100,233</th>
<th>(12,536)</th>
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</table>

### Ending Cash

|                | 613,798      | 545,777      | 182,547      | 145,491      | 222,936      | 313,098      | 132,908      | 123,701      | 434,949      | 562,425      | 577,132      | 696,807      |

**2018-19 Actuals & Forecast**

- Actuals & Forecast
- Beginning Cash
- Revenue
- Expenses
- Ending Cash
## Urban Discovery Academy
### Monthly Cash Forecast
**As of Aug FY2018**

### Revenue

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<tr>
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### Expenses

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### Operating Cash Inflow (Outflow)

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### Ending Cash

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<td>767,847</td>
<td>376,260</td>
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### Notes
- Actuals & Forecast: 2019-20
- Remaining Balance: 2019-20
# Monthly Cash Forecast

As of Aug FY2018

## Revenue

- **Other State Revenue**: $15,300, $18,663, $18,663, $33,593, $33,593, $15,300, $15,300, $15,300, $47,625, $47,625, $62,925
- **Other Local Revenue**: $9,067, $316 - $316,428, $33,593, $33,593, $132,153, $39,961, $172,522, $75,181, $39,961, $1,169,292, $254,979
- **Fundraising & Grants**: $478,408, $346,208, $333,225, $551,560, $806,688, $540,570, $508,554, $732,051, $1,146,395, $900,120, $770,454, $907,696, $8,718,963, $697,033

## Expenses

- **Classified Salaries**: $18,148, $52,844, $52,844, $52,844, $56,544, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844
- **Employee Benefits**: $66,968, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844, $52,844
- **Other Outflows**: $66,576, $66,576, $66,576, $66,576

## Total Revenue & Expenses


## Balance Breakdown

- **Beginning Cash**: $988,176, $1,311,348, $1,731,387, $1,321,559, $1,257,111, $1,361,064, $1,178,360, $976,791, $793,454, $988,094, $1,194,430, $1,257,564
- **Ending Cash**: $1,311,348, $1,731,387, $1,321,559, $1,257,111, $1,361,064, $1,178,360, $976,791, $793,454, $988,094, $1,194,430, $1,257,564, $1,421,582
October 4, 2017

Office of Charter Schools
San Diego Unified School District
4100 Normal Street, Annex 15
San Diego, CA 92103

To Whom It May Concern:

I write in support of Urban Discovery Academy’s (UDA) charter renewal and the opportunity for them to continue to serve as a leader in education throughout the San Diego community. UDA is located in the heart of the urban core and is an important part of the revitalization of the East Village neighborhood. Our City’s downtown is a cultural center shaped by the tens of thousands of people living, working and visiting each day. UDA’s whole-child approach facilitates student growth through these diverse resources and exposure available through their downtown campus.

As the City Council representative to East Village, I am honored to have Urban Discovery Academy in my district. UDA is praised by community members for their contributions to San Diego and their dedication to quality education. I ask that you give UDA’s application for charter renewal full and fair consideration. Please do not hesitate to contact my office at (619) 236-6633 should you have any questions.

Sincerely,

Christopher Ward
Councilmember, Third District
October 4, 2017

SDUSD Office of Charter Schools
4100 Normal Street, Annex 15
San Diego, CA 92103

Subject: Support for Urban Discovery Academy

To Whom It May Concern,

I am writing to share my strong and unwavering support for Urban Discovery Academy and the value it brings to our urban core. UDA’s decision to locate in the heart of our Downtown demonstrated a commitment to the young people and families in San Diego’s urban communities, and is helping to revitalize the East Village neighborhood. UDA’s presence is helping to bring families to an area that was once no more than warehouses and vacant lots. Today it is one of the most up and coming communities in San Diego, and UDA is partly to thank. We are proud to have the school as a neighbor and thrilled that the school is such a beacon of quality education in San Diego.

Respectfully,

Daniel Reeves
Senior Vice President
Economic Development & Public Policy
Downtown San Diego Partnership
TO: OFFICE OF CHARTER SCHOOLS, SDUSD

RE: LETTER OF SUPPORT FOR URBAN DISCOVERY ACADEMY

I am writing to share my strong endorsement of Urban Discovery Academy ("UDA"), as a long-standing property owner and developer of many properties in the heart of downtown’s IDEA DISTRICT/East Village. The presence of UDA in the heart of the urban core is helping to revitalize the East Village and all of downtown San Diego. My family and I are ardent supporters of UDA as evidenced by our significant philanthropic contributions to further their mission. We are proud to have UDA as a neighbor and honored to support a school that is such a beacon of quality education in San Diego.

Sincerely,

Jeffrey H. Silberman, President

11440 West Bernardo Court, Suite 390, San Diego, CA 92127
(858) 613-1000 Fax (858) 613-1660
www.carletonmanagement.com
## 2018-19 Calendar

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<tr>
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<th>Tuesday</th>
<th>Wednesday</th>
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<td>22</td>
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<td>23</td>
<td>Back to School Night</td>
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<td>27</td>
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May 2, 2015

Ms. Jenni M. Taylor
Principal
Urban Discovery Academy
720 45th Street
San Diego, CA 92102

Dear Ms. Taylor:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2015 Commission Meeting. The Commissioners of the Accrediting Commission for Schools, Western Association of Schools and Colleges determined Urban Discovery Academy meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle One-day Visit through June 30, 2021.

Urban Discovery Academy is required to prepare a Mid-cycle Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up throughout the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Urban Discovery Academy’s continued compliance with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.
May 2, 2015  
Urban Discovery Academy  
Page 2

The Commission looks forward to Urban Discovery Academy’s anticipated success and continuing improvement in keeping with ACS WASC’s pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Valene Staley, Ed.D.  
Commission Chairperson

cc: Visiting Committee Chairperson  
Superintendent
April 28, 2017

Mrs. Jenni M. Owen
Director
Urban Discovery Academy
840 14th Street
San Diego, CA  92101

Dear Mrs. Owen:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2017 Commission Meeting. The ACS WASC Commissioners have determined Urban Discovery Academy (K - 9) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the substantive change report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to approve the substantive change and reaffirm the accreditation status for Urban Discovery Academy (K - 9) through June 30, 2021.

Accreditation status is conditioned upon Urban Discovery Academy’s continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Urban Discovery Academy’s anticipated success and continuing improvement in keeping with ACS WASC’s pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Damon Kerby
Commission Chairperson

cc:  Chairperson
Superintendent
School Advisory Council Bylaws
Revised and Approved on October 20, 2015

ARTICLE I
Name

The name of this Committee shall be the UDA School Advisory Council. Hereafter also referred to as "Council."

ARTICLE II
Purpose

The school advisory council shall serve as an advisory body to the Board of Trustees and provide recommendations in the following areas:

A. Development of educational goals and objectives;

B. Development of activities or programs that generate greater cooperation between the community and the school;

C. Ongoing evaluation of the educational programs of the school.

D. Other activities and objectives as recommended by the Council and approved by the Board of Trustees.

ARTICLE III
Responsibilities

The School Advisory Council is a resource to the Board of Trustees and the Director. The School Advisory Council, since it is advisory only, has some limitations. The Council may not dictate Board of Trustees’ policy. The Council must address issues rather than a particular person, whether they are administrators, teachers, students, citizens, or parents.
ARTICLE IV
Membership

Section I - Composition

The needs and resources of the School require that staff membership include broad representation of parents and school personnel.

A. The School Advisory Council shall be comprised as follows:
   1. The Director
   2. Two (2) classroom teachers elected by classroom teachers.
   3. One (1) classified staff member selected by the Director.
   4. Four (4) parents elected by parents of children who attend UDA.

B. Elections
   1. Elections for parent membership on the School Advisory Council shall be held in the fall semester, with new terms beginning in January of that school year.
   2. Elections for teachers will be held during the fall semester, with new terms beginning in January of that school year.

Section 2 - Term of Office

All elected members of the council shall serve for a two-year term with no limit on number of consecutive terms.

Section 3 - Voting Rights

The voting membership shall not exceed eight (8).

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted.

Section 4 - Termination of Membership

A member shall no longer hold membership should he or she no longer meet the membership requirements under which he or she was selected.

Any voting member who fails to attend three consecutive meetings without arranging for a substitute may be dropped from the Council by a simple majority vote of the members present at a regularly scheduled meeting. Each group (parent, staff) will be responsible for selecting a new member for the duration of the school year using an election process.

Voting of such action will occur at the third consecutive meeting missed.
Section 5 - Transfer of Membership

Elected membership in the School Advisory Council is not transferable or assignable.

Section 6 - Resignation

Resignations will be accepted upon written notice to the Chairperson. Each group (parent, teachers) will be responsible for selecting a new member for the duration of the school year using an election process.

ARTICLE V
Officers

Section 1 - Officers

The officers of the School Advisory Council shall be a Chairperson, Vice-Chairperson, Secretary, and such other officers as the Council may deem desirable.

Section 2 - Election of Officers

All parent/guardian officers shall be elected by ballot distributed to parents/guardians of UDA students. Teacher officers shall be elected by UDA staff and faculty through a ballot process.

Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

Section 3 - Removal

Any officer may be removed by a two-thirds vote of all members sitting on the Council whenever, in the judgment of the Council, the best interests of the Council would be served.

Section 4 - Vacancy

A vacancy in any office because of death, removal, disqualification, or otherwise shall, be filled by a special election at the next School Advisory Council meeting for the unexpired portion of the term.

Section 5 - Chairperson

The Chairperson shall preside at all meetings of the School Advisory Council and may sign all letters, reports, and other communications of the School Advisory
Council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Advisory Council from time to time.

Section 6 - Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the School Advisory Council.

Section 7 - Secretary

The secretary shall see to the keeping of the minutes of the meetings, both regular and special, and shall promptly transmit to each of the members, to the Board of Trustees, and to such other persons as the School Advisory Council may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the Council records; keep a register of the address and telephone number of each member of the Council which shall be furnished to the secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the Council.

ARTICLE VI
Meetings of the School Advisory Council

Section 1 - Regular Meetings

School Advisory Council shall meet regularly at least once every other month while school is in session.

Section 2 - Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Advisory Council.

Section 3 - Place of Meetings

The School Advisory Council shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.
Section 4 - Notice of Meetings

Appropriate public notice shall be given of regular meetings at least forty-eight hours in advance of the meeting. Any change in the established date, time, or locations must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by e-mail to each member not less than forty-eight hours prior to the date of such meeting.

Section 5 - Recommendation of the School Advisory Council

All recommendations of the School Advisory Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6 - Quorum

The presence of a majority of the community parent members and a majority of school staff members shall constitute a quorum necessary for the transaction of the business of the School Advisory Council.

Section 7 - Conduct of Meetings

All regular and special meetings of the Council shall be conducted in accordance with ROBERT'S RULES OF ORDER or in accordance with an appropriate adaptation thereof.

Section 8 - Public Participation

All regular and special meetings of the Council and of its standing or special committees shall be open to the public.

ARTICLE VII
Amendments

These Bylaws may be amended by a two-thirds majority vote of the Board of Trustees at any official meeting.

Definitions - Parents and/or legal guardians are defined as those who have a currently enrolled student at the time of the election. They are therefore eligible for election and duration of their term.