



Conservatory of Vocal/Instrumental Arts



*Because everyone
deserves the gift of
music"*



Submitted to the Oakland Unified School District,
By Dr. Valerie M. Abad and the Founding Board

File ID Number: 08-2310
Introduction Date: 10/8/08
Enactment Number: _____
Enactment Date: _____
By: _____

10/1/08
Dr. Sandy Stevenson-Carpenter
COVA Board President
3800 Mountain Blvd.
Oakland, CA 94619

Vince Matthews
State Administrator, OUSD
1025 2nd Avenue
Oakland, CA 94606

Dear State Administrator Matthews,

As board president of the Conservatory of Vocal/Instrumental Arts (COVA) Charter School, we respectfully request consideration of reinstatement of the original charter term recommended by the staff of 5 years, pursuant to the process and timelines specified in Education Code Section 47605, et seq.

At the time of our approval, Liane Zimny and the Charter review staff approved COVA's petition with the recommendation that COVA receive a 5 year term. However, during the board meeting when it came before State Administrator, Dr. Kimberly Statham, it was suddenly changed to a 2 year term, with the renewal date of 1/31/09. This effectively gave us 1 year of operation before beginning the renewal process. We were never apprised of the reason for the change. We recognize the difficulty for OUSD Charter staff to effectively evaluate COVA's progress within the first year of operation, and are therefore requesting the Charter approval be reinstated to the original staff recommendation of 5 years, ending June 2012.

Although we demonstrated the success of our program in our first year by receiving an API of 837, and demonstrating the tremendous progress of our students in music and performing arts, documented through photo and video, we understand that with only 50 students in our first year, and no trend "over time", the comprehensive process that the OUSD Charter team has developed for reviewing charter renewals would not be able to be applied to COVA due to lack of data from COVA, over time, upon which they can base a recommendation.

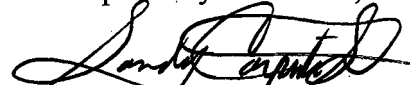
This request is based on the facts below:

1. At the time of approval, the staff report recommended a 5 year term.
2. There hasn't been adequate time to evaluate the efficacy of our program.
3. COVA has shown, in its first year, the potential to provide a quality academic and arts program to its students.
4. Enclosed are letters from parents supporting our program.
5. COVA has shown fiscal responsibility and ended 2007 -08 with more than the required reserve.

Enclosed are:

- A copy of the Charter re-stating the initial request of a five year term (page 69).
- The required signatures of 75% of the teachers needed for the 2009-10 school year.
- The required assurances.

Respectfully Submitted,


Dr. Sandy Stevenson-Carpenter

Conservatory of Vocal/Instrumental Arts (COVA)

October 8, 2008

List of new documents, changes and additions to the originally approved Charter 1/31/07

Changes and/or addition are shown in bold

Introduction:

New Signatures Page

Letters of support.

Updated 5 year budget

Update of Student Handbook for 2008-09 (replaces Appendix U)

Page 69 – “COVA seeks a 5 year term for this charter, commencing **June 30, 2007** and ending **June 30, 2012**.”

Page 52 – Application Process expanded to allow for performance audition in place of the written or oral statement. “A student statement, which may be either verbal or written, in the student’s home language, explaining his/her **interest in participating in the performing arts programs at COVA charter school, or a student performance audition.**”

Page 19 – We have found that for our population, the Houghton-Mifflin Reading series , Literature based reading, and Great Books are the most effective reading series, therefore, we make the following change to the Reading/Language Arts proposal: “**Reading: Reading/Language Arts: Several methods will be utilized to ensure that each student achieves mastery in all areas of reading/language arts. This will include the use of a State adopted phonetic based language arts series such as Houghton-Mifflin (K-5). All teachers will receive training to fully implement the language arts program. Literature will be emphasized in middle school grades through literature series, the Great Books series, and reading full text literature books from the California State recommended reading list at each grade level. COVA will use the REACH Reading Systems program to provide remedial support to the students needing remedial work. Also, COVA has an extensive plan to use the Great Books curriculum to augment with multi-cultural literature for Proficient and Advanced students.”**



Accrediting Commission For Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010

(650) 696-1060 • Fax (650) 696-1867

E-mail: mail@acswasc.org • Website: www.acswasc.org

DAVID E. BROWN, PH.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR

GEORGE BRONSON, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR
OPERATIONS

September 30, 2008

Dr. Valerie Abad
Director/Principal
Conservatory of Vocal/Instrumental Arts (COVA) Charter School
3800 Mountain Boulevard
Oakland, CA 94619

Dear Dr. Abad:

We have received your request for affiliation with the Accrediting Commission for Schools of the Western Association of Schools and Colleges. On your request form you have indicated that you wish to have your one-day visit scheduled during the 2008-2009 school year. We will keep your request for affiliation on file and begin making arrangements for a visit.

In order to ensure that we can schedule your visit this school year, you will need to return the enclosed *Initial Visit Application, School Description Form*. An instruction sheet on how to submit the description form and accompanying materials is enclosed. The application description form will provide us with useful information regarding your school, and it can also be useful to you to serve as a guideline to prepare for the initial visit.

If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

David E. Brown, Ph.D.
Executive Director

DEB:fr

Enc: WASC Initial Visit Application/School Description
WASC Initial Visit Procedure Manual



SEVENTH-DAY
ADVENTIST
CHURCH

**Northern
California
Conference**

401 Taylor Boulevard
P.O. Box 23165
Pleasant Hill, California
94523-0165
Telephone: 925/685-4300
Fax: 925/685-4380
ncc.adventist.org

Dr. Valerie Abad,
Executive Director
COVA Charter School

Dear Dr. Abad,

This letter is to inform you of our decision to accept your proposal of \$14,000.00 (fourteen thousand dollars) per month regarding your lease extension and expansion with Golden Gate Academy.

I look forward to working with you as we prepare the "Use Agreement" for the 2008-2009 school year. Please feel free to contact me at (925) 685-4300 should you have any questions. Thank you for your assistance as we work through this process.

Sincere Regards,

Virgil S. Childs
Coordinator/Director
Northern California Conference

Petition for the Establishment of the Conservatory of Vocal/Instrumental Arts Charter School

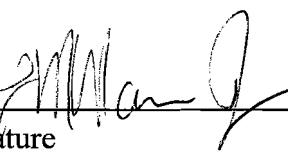
We, the undersigned, believe that the attached Charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval/Charter Extension of the Charter pursuant to Education Code Section 47605 to enable the creation of the COVA Charter School. The COVA Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below that they are:


More than 75% of teachers who are meaningfully interested in teaching in the charter school for the 2009 - 0210 school year.

By the Lead Petitioner:

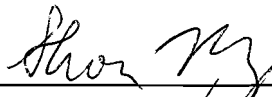
Dr. Valerie Abad		10/6/08	510-285-7511
Name	Signature	Date	Phone

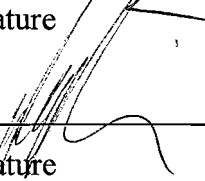
By the Petitioners:


F. Michael Marinus Jr		10/6/08	510 285-7511
Print Name	Signature	Date	Phone

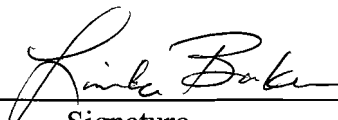
Catherine S. Irwin		10/6/08	510 666 1040
Print Name	Signature	Date	Phone

Robin Mombasse		10/6/08	650/714-7191
Print Name	Signature	Date	Phone

Shona Metzler		10/6/08	510-432-9857
Print Name	Signature	Date	Phone

Raymond Wooliever		10/6/08	(510) 653-2582
Print Name	Signature	Date	Phone

David Burge		10/6/08	(510) 269 3976
Print Name	Signature	Date	Phone

Linda Baker		10/6/08	510-285-7511
Print Name	Signature	Date	Phone

Print Name	Signature	Date	Phone
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COVA

Letters of Support



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

June 9, 2006

Randolph E. Ward, State Administrator
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

Dear Dr. Ward:

Subject: Conservatory of Vocal/Instrumental Arts (COVA) Charter Petition

At its meeting on May 22, 2006, the Advisory Commission on Charter Schools (ACCS) considered the appeal of the COVA petition. It is fair to say that a number of ACCS members found very positive aspects to this petition, even though on balance the group concurred with you (and the majority of the Alameda County Board of Education) that the petition needs further refinement before it is granted. Subsequently, the COVA petitioners withdrew (and did not proceed to the State Board of Education) in favor of refining the petition and returning for approval at the local level. In the course of the ACCS meeting, the petitioners received constructive criticism and strong encouragement to persevere and pursue the appeal process again if necessary.

In many respects, the COVA petition presents a compelling and meritorious case. With further refinement, we believe that the COVA Charter School may well reflect an excellent expansion of choice for public school students in Oakland. The ACCS and the California Department of Education (CDE) Charter Schools Division urge you to expedite consideration of the revised COVA petition, when it is resubmitted to the Oakland Unified School District in June or July. Moreover, if the revised COVA petition would be grantable save for minor or technical changes, we would respectfully request that you allow the petitioners to incorporate the changes as part of the approval process and not encounter additional delay.

Using the constructive suggestions made at the ACCS meeting and in the CDE petition review, we believe the COVA petitioners will be able to address all of the substantive concerns that have been expressed as the petition has progressed through the appeal process. We know that you are a strong supporter of choice for Oakland's students, and we are hopeful that a revised COVA charter will be yet another solid option for the district's students beginning in the fall of 2007.

Randolph E. Ward, State Administrator

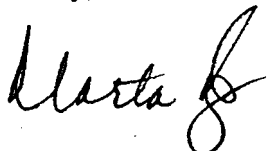
June 9, 2006

Page 2

In closing, we wish to thank you for making Liane Zimny, the district's Charter Schools Coordinator, available to brief the ACCS members on your consideration of the COVA petition. Her comments were very helpful in ensuring that the members understood the factors you found to be key to your decision to deny the COVA petition as it was presented to you.

If you or your staff have any questions concerning this matter, please contact Greg Geeting, Consultant, Charter Schools Division, at (916) 323-3906 or by e-mail at ggeeting@cde.ca.gov.

Sincerely,



Marta Reyes, Director
Charter Schools Division



Rae Belisle, Chair
Advisory Commission on Charter Schools

Cc: Jack O'Connell, State Superintendent of Public Instruction
Members, State Board of Education
Sheila Jordan, Alameda County Superintendent of Schools
Members, Alameda County Board of Education
Valerie Abad, Lead Petitioner

Ed SUPPORT SERVICES

To Whom It May Concern:

I am writing this letter to express my great appreciation for the Conservatory of Vocal and Instrumental Arts (COVA). Being and Behavioral and Educational Consultant that works in many schools and districts around the bay area, I am continually amazed by the type of educational experience that COVA offers its students. Not only are they receiving a rigorous academic program, but the students are also nourished with enrichment from the arts. The combined approach is creating well-rounded, positive and creative individuals that are an asset to society.

By placing focus on the arts, COVA is also a great bridge between many artists, organizations and companies and the COVA community, providing shared experiences in not only the arts but also in event planning, production, business, community activism and philanthropy.

COVA is a well thought out and successful charter school that any city would be lucky to call its own.

Tanya Scott, M.A., BCBA
Co-Director
Ed Support Services

Peter Hansell
Kristen Ford
Katarina Hansell
754 41st Street
Oakland, CA 94609

Vince Matthews,
State Administrator
Oakland School District

October 5, 2008

Mr. Matthews,

We are writing to support the COVA Conservatory of Vocal and Instrumental Arts charter school. This school has been fantastic for our family. Our daughter Katarina looks forward to going to school each day. She comes home singing and telling us stories about school almost every night. This type of excitement and love for school is very special and we would be crushed to see this opportunity disappear for our family.

I was raised in a musical family and I firmly believe that a musical education leads to excellence in math and science and enhances the abilities to practice, perform and excel in life. Although I have not proceeded with music for a career, my time in front of audiences has propelled me to confidently speak in public and perform on stage. I contribute this to my hundreds of musical performances that I gave as a child.

We have looked into private schools like the Crowden School in Berkeley. This school also has a commitment to the arts and music and is very exciting. Unfortunately this is a private school that is financially out of reach for our family. Does this mean that only the children of the wealthy should be allowed to have this type of education?

Our local Oakland neighborhood school is Santa Fe Elementary. Unfortunately, this is a very poorly rated school and we were apprehensive to send our child there. When we compare this possibility to what we get at COVA it is like night and day.

Please support COVA and keep quality educational opportunities alive for the children of Oakland.

Thank you for your time,

Peter Hansell

October 5, 2008

Vince Matthews
1025 2nd Ave.
Oakland, CA 94606

Dear Mr. Matthews,

As a parent of a new student to COVA, I am pleading with you to extend the charter. I have researched many schools and I found that COVA has so much to offer the children.

My daughter attended a private Montessori school for 3 years and for financial reasons, I had to pull her out. She attended Thornhill for 2 years and I just felt that she was not getting a quality education. Don't get me wrong, Thornhill is a great school with high API ratings but, like most schools, it is lacking in music and arts which I feel go hand and hand in the learning process. Not to mention that you have to live in the neighborhood to attend otherwise you have to go through a lottery process that is not guaranteed. This in itself is very frustrating for many parents faced with finding a school to fit their needs as well as their child's.

These are the important qualities of COVA, Dr. Abad's high expectations of quality education, the longer school day, the combined grade classrooms, the fact that this is a K-8, the music and instrumental instruction and the many choices of electives for the students. But, most important is the fact that learning is not limited to the guidelines established for a particular grade level. It is not very often that you find all of this in a public school. And I applaud the Oakland School District as well as Dr. Abad for coming together to open this school, this is what Oakland needed!

In light of the crime statistics and budget cuts for Oakland, please don't make our children suffer the consequences. COVA's longer school days keeps the students engaged and less likely to get into trouble and the music teaches them discipline and respect. This is the kind of structure that is needed for all of our schools. We as a society have to reach out to these children and establish higher learning facilities and after care programs to keep our children out of harms way. With the opening of this school, this is a start in the right direction.

Please take this to heart and extend the charter for COVA. Give our students the chance to prove themselves; this is our future generation of great leaders!

Sincerely,
Stephanie Fong

Dear Vince Matthews
State Administrator for Oakland District,

October 4, 2008

I believe that Oakland needs to have more schools like COVA and the programs that are offered there. My child goes to COVA and the benefits of her learning and singing music I can see is helping her to become more open and wanting to learn at school. I grew up with music and that helped me stay focused on my work for school and on learning techniques. I love the curriculum and the fact that my daughter is having two hours of music. I'm a musician myself and I appreciate the fact that COVA is teaching the discipline and techniques of music. All of the Oakland School's need quality, music programs for kids to keep busy and stay out of trouble on a daily basis. This is another way for children to strive for something, to get good at and focus on goals is by learning music, vocal and instrumental. And not to mention the kids are in music for two hours...that beats sitting in a Math, English or History class that may drag on for them. I'm impressed by the program COVA offers to my child and the Oakland community. In turn, these children will be leaders and make a positive impact on Oakland. The vision and mission I support and COVA is very valuable for my child's academic and overall development. I can't express more how much I appreciate and value the music program that is being taught at COVA for my child. Please support every effort and more that COVA has to offer to us, the Oakland Community.

Thank you for allowing me to voice the benefits and appreciation I have for COVA and the value the school brings to Oakland.

Oakland Resident,

Nathan B. Young (510)388-1042

Research regarding music says:

“Middle school and high school students who participated in instrumental music scored significantly higher than their non-band peers in standardized tests. University studies conducted in Georgia and Texas found significant correlations between the number of years of instrumental music instruction and academic achievement in math, science and language arts.”

University of Sarasota Study, Jeffrey Lynn Kluball; East Texas State University Study, Daryl Erick Trent

June 30 2008

To: Oakland Unified School Board
Fr: Karen J. Ridley
Re: COVA, Charter Extension

Dear Oakland School Board,

My daughter, Anansa Ridley, has attended COVA for the past school year. Prior to attending COVA, Anansa attended Longfellow Middle School in Berkeley. She is musically talented but, unfortunately, her talents went ignored at Longfellow. Since attending COVA, Anansa has focused her energy on more creative areas. She has performed in two school concerts, competed at the Solo/Ensemble Festival at Cal State East Bay and participated in other less formal school sponsored events. With these opportunities, Anansa has developed confidence and pride in her artistic abilities. She has also been able to improve her overall grade point average. I attribute her growth to the unorthodox approach to learning that COVA provides. Families need choices for the various needs of our children. COVA offers exciting opportunities that no other Bay Area school currently does. I am a strong advocate for thinking out of the box. I am an advocate for COVA's charter extension. My one regret about our experience is that COVA only goes to the eighth grade. If there are any questions I can answer, please don't hesitate to contact me at 510-845-7252.

April 7, 2008

To Whom It May Concern-

My name is Janine Hunt and I am a parent of a fourth grade boy at COVA, the Conservatory of Vocal/Instrumental Arts. I am writing this letter to share with you the value that this school has, not only for my family, but also, for the community at large. You see, my 9-year-old son Maxwell is a bright, creative and sensitive person that didn't quite fit the mold at his previous public elementary school. After 3 years of attendance, we decided to pull him from his school and home school him for a year. We were not sure how we could keep him home longer than that based on mine and my husbands work schedule. We were hoping a school would show itself as the "right place" for our son. Needless to say...it did!

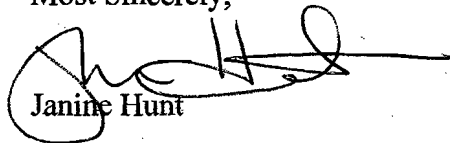
Upon entering COVA's grounds we were instantly met with open arms and a group of kids that were there for the same reason as Maxwell. We were also struck by the creative outline and schedule this very special school had. With the obvious excitement for academic excellence, the ability to pay attention to each child and his/her educational needs and an outstanding performing arts program, we thought we had died and gone to heaven. Having this school as a public option for those of us who simply cannot afford a private school and/or have been very disappointed with traditional public schools, COVA is a necessity, as well as, a joy for us.

I have become very acquainted with the children and parents of COVA, as I am the current volunteer coordinator. I chose to become an integral part of this school because I believe in our educators and have seen the love they have for what they do and for the incredible diverse population of children they teach. I believe in our Director, Dr. Valerie Abad, as I have witnessed her leadership skills and her ability to teach our children. I share her vision for what the children of Oakland deserve...a safe place to be artistic, musical and creative while attaining educational excellence.

It is imperative that COVA continue it's charter so that we may have one more option which helps to raise the bar of expectation from our schools and what they truly give to our children and community. Our future depends upon facilities like these, educators like these and children like these. I believe COVA encompasses what Oakland is missing and so desperately needs more of.

Thank you for your consideration.

Most Sincerely,


Janine Hunt

April 29, 2008

To Whom It May Concern:

Where can you find a school, either private or public, that will teach your child to play FOUR different instruments in one school year! COVA is the only school where this is part of daily instruction for all students. Music instruction increases academic achievement and self-confidence. I am so glad that this new charter school, with an emphasis on music, has been established and is thriving in Oakland. As a long-time Oakland resident, I am happy that my child can get a safe, quality education tailored to his individual needs, so close to home.

The small, family-like environment nurtures and supports my son. We feel proud of his new skills in music, and especially enjoyed seeing his progress and that of his peers, in the winter and spring concerts. Some students had only been playing for 6 weeks prior to the first concert, and their performance was amazing! At the spring concert, the drum line has only been practicing for a few months, but their diligence paid off with an outstanding performance. Guitar, hand bell choir, jazz and rock bands, theatre performances, violins – there is a wonderful variety of musical talent that is cultivated by experienced teachers.

I appreciate the academic and musical teaching skills of my son's teacher, who is a professional musician and an experienced middle school teacher. His calm, kind demeanor is a blessing to my son, who benefits so much from his instruction and his presence. He is open to new ideas and encourages students to do their best. In addition to Music classes, my son excels in Science and also enjoys Art and P.E. classes.

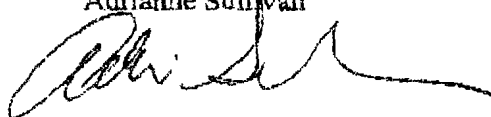
We hope that everything that can be done will be done, to ensure that this program is available to Oakland students next year and in the future. Students in Oakland especially need innovative programs to improve academic achievement and inspire students to excel. COVA is providing a unique program that should be applauded and supported.

Barbara Littleford
Mother of Cameron Wong

I am a pleased parent who is proud to say that my daughter Aaliyah Willis who is currently a 6th grade student attending Cova is doing very well academically. She has a love for music, dancing, singing, and now a love for acting (drama). I have been there to watch the struggle in the beginning of the school year to current. I have to say I wouldn't want or imagine my daughter attending school at any other school because Cova is a perfect fit for her. I have watched Dr. Abad tirelessly with great enthusiasm run the school. Her vision for the children of all races and backgrounds deserves recognition. Dr. Abad along with her wonderful staff have helped build the confidence, self-esteem, and discipline of all of these children. I am asking that the extension for this Charter school be granted because it is an exceptional school here in the City of Oakland. Any child that will attend this Charter school will surely benefit from their future, professional, and personal lives. I can not say enough about the wonderful transformation I've witnessed first hand from some of the kids who started out on the first day, and even a month ago who were acting out being disruptive in the class wanting attention to seeing these same children being so respectful towards one another. I feel honored and my daughter is privileged to attend such an awesome school. I do hope for great expectations from this meeting that an extension will be granted so that so many more children will reap the positive benefits that COVA is offering the children of Oakland. Oakland is always in the news with a bad wrap lets give them some good news to write about which is the new Charter school open to all that want something different for their children to experience.

I am a parent who supports Dr. Abad and COVA 100%

Sincerely,
Adrienne Sullivan



May 13, 2008

Dear Sir or Madam,

I am writing in support of an extension to the charter for the Conservatory of Vocal and Instrumental Arts.

This year at COVA has been a good one for our family. Through my involvement with the school, I have seen first-hand how the students have grown in their musical skills and their behavioral maturity. The discipline needed to study music has resulted in a group of children who are performance- and goal-oriented. They understand that you have to put in time and effort to achieve success.

My favorite things about COVA are:

- The feeling of family and community among the students. Kids from all grades mix together and have made close friendships. The arts classes have contributed to this, because the children mix in different groups across ages and work towards a common goal.

- The hiring of a math specialist, Mr. Boyd, who teaches some of the students as part of a pull-out program. I did not realize that my 4th and 7th grader were ready for algebra, and it is through his instruction that they have made great strides this year.

- The variety of enrichment classes offered at COVA. My children have been able to study Shakespeare, drumming, art, musical theatre, dance, handbells, piano, music theory, and more, from outstanding teachers.

COVA is unique among other schools in both its ambitions and its focus. I hope that you will grant the extension of COVA's charter so that it can continue to serve the needs of children in this area.

Very truly yours,



Jennifer Oberholzer

June 30 2008

To: Oakland Unified School Board
Fr: Karen J. Ridley
Re: COVA, Charter Extension

Dear Oakland School Board,

My daughter, Anansa Ridley, has attended COVA for the past school year. Prior to attending COVA, Anansa attended Longfellow Middle School in Berkeley. She is musically talented but, unfortunately, her talents went ignored at Longfellow. Since attending COVA, Anansa has focused her energy on more creative areas. She has performed in two school concerts, competed at the Solo/Ensemble Festival at Cal State East Bay and participated in other less formal school sponsored events. With these opportunities, Anansa has developed confidence and pride in her artistic abilities. She has also been able to improve her overall grade point average. I attribute her growth to the unorthodox approach to learning that COVA provides. Families need choices for the various needs of our children. COVA offers exciting opportunities that no other Bay Area school currently does. I am a strong advocate for thinking out of the box. I am an advocate for COVA's charter extension. My one regret about our experience is that COVA only goes to the eighth grade. If there are any questions I can answer, please don't hesitate to contact me at 510-845-7252.

5/18/2008

Dear Oakland Unified School District,

I believe that COVA has made a great difference in my child's learning process. He has made great progress overall.

One of the key factors that drew my attention to COVA and that I feel will benefit their student body is the attention and exposure towards Instrumental Arts. It provides a broader spectrum of learning that children in other schools may not have access to. I also feel that the timely attention placed on students who may be performing below average academically (i.e. after school tutoring program or special assistance during the school day) benefits each child that it aims to help.

There is also special attention placed on appropriate behavior. I feel that the children of COVA are quite well behaved in comparison to several other middle and junior high schools in the Oakland area.

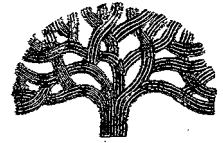
The children seem to share a close relationship and genuine care for one another and it shows during their performances.

Overall, I believe COVA was the best choice for my son's Junior High placement and I hope for him to continue at COVA through middleschool.

Sincerely,

Jane Butcher
Parent, 6th grader

CITY OF OAKLAND



1 FRANK H. OGAWA PLAZA • 3RD FLOOR • OAKLAND, CALIFORNIA 94612

Office of the Mayor
Jerry Brown
Mayor

(510) 238-3141
FAX: (510) 238-4731
TDD: (510) 839-6451

June 27, 2006

To Whom It May Concern:

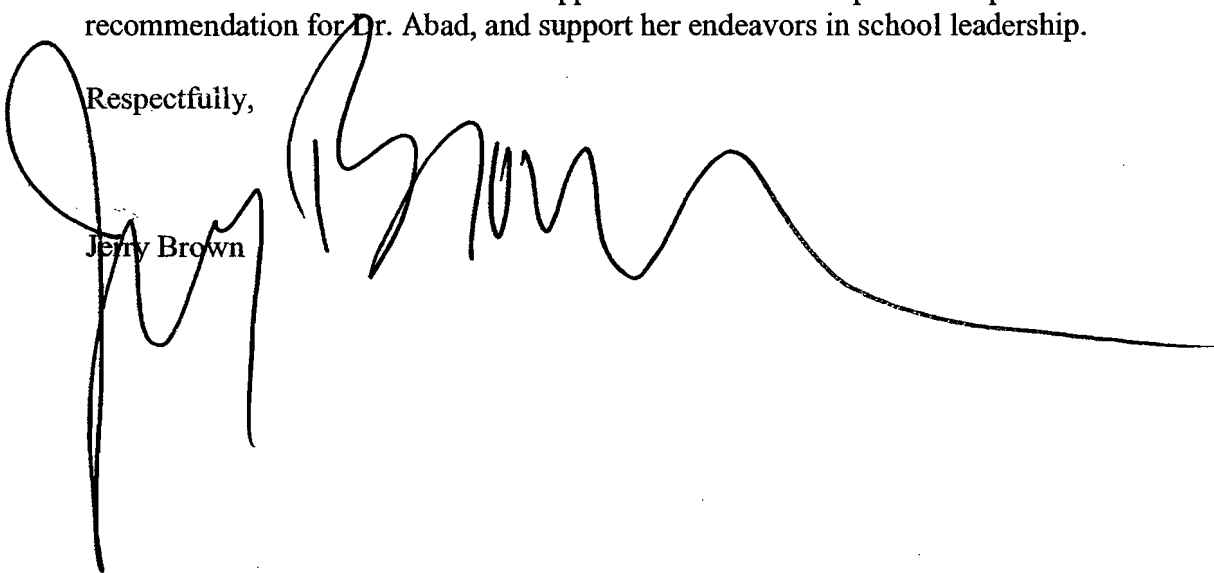
As a proponent of charter schools, and founder of the Oakland Military Institute College Preparatory Charter School (OMI) and the Oakland School for the Arts (OSA), I am cognizant of the value of charter schools to the youth of Oakland.

In my capacity as Board Chairman of OMI, I was pleased to have Dr. Valerie Abad serve as our transition principal for the 2003-2004 school year. The school test scores had declined, and the school needed leadership to increase student performance. Dr. Abad took on the challenge, and in one year the test scores increased and the school met API growth in all racial categories.

Dr. Abad showed the determination and dedication to meet the challenges of providing students with the environment and support to succeed. I am pleased to provide this recommendation for Dr. Abad, and support her endeavors in school leadership.

Respectfully,

Jerry Brown

A large, handwritten signature in black ink, which appears to be "Jerry Brown". The signature is written in a cursive, flowing style and extends across most of the width of the page below the printed name.



August 5, 2006
Dr. Beth Halbert, PsyD
(510) 507-9198
www.drbeth.com

State Administrator/Oakland School Board
1025 2nd Avenue
Oakland, CA 94606

Dear State Administrator and Board,

As a clinical psychologist, I work with teens and parents to develop effective methods of communication and establish compassionate and healthy parent-child relationships. Through parent-teen teleconferences and a weekly radio show, I have had an opportunity to reach thousands of parents and teens. I have found one of the most effective ways to help adolescents process the changes within themselves and their changing relationships with the adults around them is through music. This discovery of the power of music led me to author songs to facilitate communication which have been released on two CDs: "Dr. Beth's Songs Children Want Their Parents To Hear" and "Dr. Beth's Songs Parents Want Their Children To Hear". The success of the introduction of songs and music to universal issues between parents and children has confirmed the benefits music brings to a child's ability to process emotions and life experiences.

The philosophy and goals of the Conservatory of Vocal/Instrumental Arts (COVA) are core to the development of healthy emotional and educational growth. The COVA program addresses a critical need for a music-focused education for Oakland students and can provide life altering opportunities for at-risk youth. In my practice I had the opportunity to work with Dr. Valerie Abad and her staff at the Oakland Military Institute College Preparatory Charter School (OMI). Dr. Abad demonstrated effective leadership with students, parents, and staff. She always went the "extra mile" to ensure that the school environment reflected a safe environment where students were respected and guided to develop to their greatest potential. I whole heartedly support Dr. Abad and COVA's founders in the Charter application for COVA Charter School. Please feel free to contact me for more information.

Sincerely,

Dr. Beth Halbert, PsyD.

11740 Dublin Blvd.
Suite 206
Dublin CA 94568
Phone: 510-507-9198
Fax: 510-479-7016
drbeth@drbeth.com
www.drbeth.com

compassion, love & playfulness



Alameda Unified School District
Student Success -- Whatever It Takes!

Special Education
2200 Central Avenue, Room 201E
Alameda, CA 94501
(510) 337-7075 Fax (510) 864-2309

Linda Baker
1124 Westmoreland Circle
Walnut Creek, CA. 94596

State Administrator
Oakland Unified School District
Charter School Division
1025 Second Ave
Oakland, CA

To: State Administrator and Oakland School Board,

I am writing this letter in support of COVA Music Charter School proposed for Oakland, California for the school year beginning September 2007. As both a general education teacher and a special educator in Oakland for thirty-three years I have had numerous opportunities to work with students in many learning environments with many different learning styles. Over the years there has been a decrease in opportunities for public school students to participate in programs involving music and the arts. Music, art and drama provide great motivation for all students and are currently lacking in the school system today due to budget restraints.

As a Program Specialist I had the privilege of working with Valerie Abad, lead petitioner, as the principal of Oakland Military Charter School. Because of her extensive background in special education Mrs. Abad was extremely knowledgeable and supportive with implementation of appropriate curriculum interventions and was very easy to work with. Both high risk and special education students were encouraged and given extensive opportunities to excel.

Research has consistently shown the correlation of arts to improved academic success and this charter would provide Oakland students with a chance to incorporate their musical talents with improvement in basic curriculum. At this time there is no Oakland School that is able to offer this. The district has an overwhelming number of students who are struggling to master basic academic requirements with no exposure at all to music or the arts to motivate or give balance to their school day.

COVA can provide the students of Oakland an alternative way to channel their creative talents and improve academics through a variety of instructional techniques and methodologies, using varied learning modalities so that all students, regardless of their individual learning styles, will be able to make academic progress resulting in improved self-esteem and positive attitudes. There is no charter school in Oakland at this time for this age group that uses the arts as a discipline to engage, encourage and motivate students in all curriculum areas. Without these types of creative program options we will continue to struggle to keep students in school and have them graduate with the skills necessary for the job world.

Sincerely,
Linda Baker *Linda Baker*
Program Specialist
Alameda Unified School District
(510) 337-7191



Dolby Laboratories, Inc.
Dolby Laboratories Licensing Corporation
100 Potrero Avenue
San Francisco, CA 94103-4813
Tel. 415-558-0200
Fax 415-863-1373

January 4, 2005

Ms. Carol Barkley
California Department of Education
Charter School Division
1430 N. Street
Sacramento, CA 95814

Re: COVA music charter school in Oakland

Dear Ms. Barkley:

I started playing the clarinet in the fourth grade and for over 45 years have continued playing and having music enrich my life enormously. At Dolby we try and hire individuals who have an appreciation for music, or even better, some experience in performing music. While this background helps some more than others in performing their jobs, I firmly believe that studying music instills in individuals a sense of discipline, self-confidence, pride and many other attributes that are essential in today's business world.

Over the last few decades music education in our public schools has played second fiddle to other programs when tough decisions must be made to balance budgets. I served 13 years on school boards in the east bay (8 at the elementary level and 5 at the high school level) and understand the choices that must be made financially given inadequate state funding. Unfortunately, in most cases the very loud voices and publicity supporting programs such as sports gain more attention than the equally valid arguments supporting music, and the end result is that music education funding suffers.

A charter program such as COVA would be an excellent start to putting music higher on the education priority list. COVA's well-reasoned philosophy, mission statement, goals and objectives can ensure that music be an essential element in a well rounded education. COVA's existence would benefit all students, in particular inner-city youth with limited opportunities or resources for musical instruction.

I urge you and others to give COVA a chance to prove that music can make a difference.

Sincerely,

A handwritten signature in black ink, appearing to read "N. W. Jasper, Jr.", written over a horizontal line.

N. W. (Bill) Jasper, Jr.
President and CEO

American Indian Public Charter School
3637 MAGEE AVENUE OAKLAND, CA 94619
PHONE (510) 482-6000 FAX (510) 482-600

June 9, 2004

TO Whom It May Concern:

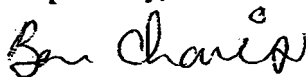
It is a privilege to write this letter of recommendation for Mrs. Valerie Abad as a perspective employee with your school system. I have known her for five years. During the 2002-2003 school year, Mrs. Abad successfully completed her administrative internship with me. I was very pleased with her dedication to complete each task that was assigned to her. In addition, she has the internal motivation to go beyond those duties that she was given.

She brings a diverse perspective to public education. Mrs. Abad's educational training has helped develop a sound academic foundation for her as an educator. She has worked with economically disadvantaged students, bilingual students, and special education students during her experience as an educator. She had positive academic results with each population.

In addition, she has completed numerous professional training sessions for educators throughout California. On numerous occasions during the past five years we have worked together to provide educational services to students with unique educational needs. Mrs. Abad is committed to serving the needs of her students and staff.

Mrs. Abad is very effective in the area of administrative management. She is well organized and keeps her staff focused on the goals and objectives at hand. It is my ethos that her willingness to accept challenges and creativity are qualities that will contribute to her success as an educator in your school system. It has been a pleasure to write this letter of support for Mrs. Valerie Abad as a perspective employee with your institution.

Respectfully,



Ben Chavis, Ph. D.
Director

8/6/06
Robin DeMartini
763 Mirador Court
Pleasanton, CA 94566
925-484-3089

State Administrator/School Board
Oakland Unified School District
1025 2nd Ave.
Oakland, CA 94606

Dear State Administrator/Oakland School Board,

I have been a music teacher at Holy Names University in Oakland for 30 years, and play professionally with an Irish band "Piagdog". Over the past 20 years, I have seen the music programs in the Oakland schools deteriorate for lack of funding and administration support. It's well known that students who study music and learn to play an instrument are more likely to do well in school and later in life. Music performance and study give students positive self-esteem and confidence.

Due to budget constraints, there is now little or no support for music in the Oakland public schools. I have also seen a decline in the interest of even those students who take private lessons. They simply lack the time and reason to practice their instrument. If there is no orchestra to attend on a daily basis, there is little reason to be prepared. While I feel this is a sad commentary on current school programs, I understand that this is due to lack of state funding. It is a tragedy for those students who cannot afford private lessons. They have limited opportunities to be exposed to the study of music or to learn to play an instrument.

The only school for children in the Oakland area specifically dedicated to music is The Crowden in Berkeley. With tuition approximately \$20,000.00 a year, it is not a viable solution for most Oakland students. Often, low-income families are not able to give their children the musical opportunities they deserve.

In summary, I believe it is important to provide varied opportunities for children to engage in their education. A charter music school is an important option for students wishing to develop and expand their musical skills and academic achievement.

Robin DeMartini

Robin DeMartini
Flute Instructor
Holy Names University Preparatory Music Department

State Administrator/Board of Education
Oakland Unified School District
1025 2nd Avenue
Oakland, CA 94606

August 6, 2006

Dear State Administrator/Board of Education:

My name is Jeffery Stephens. I'm writing a letter in support of the formation of COVA, a proposed charter school in Oakland, California. COVA will incorporate music playing and education into many aspects of its academic curriculum, a notion that I strongly support, based on personal experience.

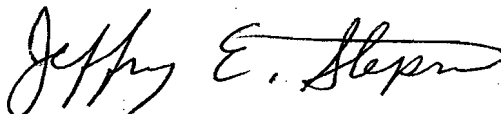
My son, Daniel Stephens, attended the Crowden School in Berkeley, California. The Crowden School is a private school for children in grades 4 – 8, that emphasizes music education and skills as a way to aid the personal and intellectual growth of its students. My son's experience, both playing and listening to music, has made him both a fine young musician (he plays the violin), and a top notch student.

Most of the children in my son's 6th Grade class at the Crowden School tested well above grade level in all of their subjects. Many of these 6th grade children tested at the 10th or 12th grade level in Mathematics and English, a level of achievement that has long been attributed at the Crowden School to the fact that the discipline required of young musicians also turns them into excellent students.

For a long time, our family has longed for a music-oriented charter school in Oakland. To my mind, there is no doubt that having students in the same building, singing the same tunes both musically and academically, creates a critical mass of energy and spirit that can greatly benefit the development of mind and body.

I urge you to strongly support the formation of this charter school.

Sincerely,



Jeffery Stephens
459 62nd Street
Oakland, CA 94609
(510) 652-1727
jefferye@ix.netcom.com

To: Ms. Carol Barkley
California Department of Education
Charter School Division
430 N Street
Sacramento, CA 95814

Dear Ms. Barkley:

January 4, 2005

My name is Erika Miranda. I am a professional violinist and have worked as a music teacher in the Bay Area for the past eight years. Prior to coming to California, I was Principal Second for English Festival Opera in London and established two concert series in Oxford, England as well as teaching violin and chamber music. I am writing to you in support of COVA, the music charter school in Oakland, California.

As I'm sure you know, there is a great deal of information available concerning the extraordinary intellectual and physical advantages for children who learn to play music. In this letter, I want to address the benefits that are often less discussed, but which are *invaluable*: that of reaching and drawing forth the full essence of a child (something every good musician and good teacher has experienced) thereby giving them access to emotional, spiritual, and mental resources that would have remained hidden or tremendously underdeveloped without it. Moreover, I want to describe my experience of how music can expand every child's potential—*regardless of musical talent*.

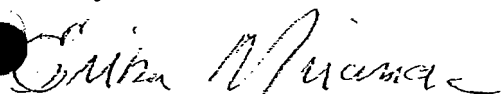
Learning to "speak" the language of music is the equivalent of drawing from the deepest reservoirs of one's being to awaken one's most profound internal truths. I grew up under extraordinarily difficult family circumstances that left me with few outlets for coping emotionally. Music allowed me to find and tap what I needed to deal with so much at such a vulnerable time. Furthermore, it gave me the emotional and spiritual strength to move beyond it. There is no doubt that I would be a completely different person if music hadn't connected me to those inner resources.

However, even though I knew instinctively that I had experienced so many profound effects, it wasn't until I started teaching that it registered how pervasive these benefits could be. Even when I first became a professional musician, I still mistakenly believed these benefits were gleaned only by the very musically-gifted. Teaching kids who possess vastly differing spectrums of talent, and still observing the same kind of transformation taking place within them, has been an extraordinary revelation. It has become very clear to me how fundamentally important music can be to every child for emotional growth and development *regardless of ability*. Time after time I have seen kids with self-doubt, low confidence or no self-esteem learn to trust and develop their instincts as they begin to comprehend and draw on their deepest self. Though many of my private pupils are winning competitions and awards now, my own reasons for wanting to teach is that I know that music will allow a powerful sense of their inner being to emerge and also give a voice to their chaotic and potentially overpowering emotions in a meaningful way.

For these reasons (in addition to all the other acknowledged benefits of music!), I believe this school would be an invaluable asset to the community as it would open this world to all students regardless of social/economic background. Having directed or participated in many music programs for kids in the Bay Area, Sacramento and in England. I well appreciate how rare an opportunity this would be for the families in Oakland.

My experience working with so many institutions has also taught me the importance of leadership and vision in a director and how profoundly that can determine the effectiveness of an institution. This project is a monumental undertaking. Therefore, I could not support the creation of a music charter school if it was lacking in the level of leadership required. It is a fortuitous and exciting event for the community that Ms. Abad has demonstrated the necessary vision, skills, experience and enthusiasm to bring such a dynamic project to fruition: A comprehensive understanding of the needs and potential of children; A recognition of music's potential to enrich and expand a child's experience of life both for them and their community; and equally important: A mastery of organizational efficacy. With all these elements in place, this project is one that will bring tremendous gifts to this area and will be an extraordinary legacy for future generations. Its value would be beyond measure and I hope you will give it your full support.

Sincerely,



Erika Miranda, Director
British & American Chamber Music Exchange



Updated 5-year Budget Projections

9/08

Prepared by Vogel and Associates

Conservatory of Vocal/Instrumental Arts Charter School

Budget Summary

This **Multi-Year Budget Summary** identifies the basis on which the School's budget and fiscal operations are based. It explains and outlines both the School's key **budget guidelines** as well as the specific **budget components**.

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Key Budget and Financial Variables						
School Enrollment	43	155	188	230	250	275
School ADA at P-2	41	147	179	219	238	261
Ratio of P-2 ADA to Enrollment	95.1%	95.0%	95.0%	95.0%	95.0%	95.0%
A. Revenues:						
Block Grant and Other State Funding (a)	\$ 467,756	\$ 1,091,874	\$ 1,201,324	\$ 1,425,180	\$ 1,530,123	\$ 1,645,360
Federal	-	-	-	-	-	-
Local	-	-	-	-	-	-
Total Revenues	\$ 467,756	\$ 1,091,874	\$ 1,201,324	\$ 1,425,180	\$ 1,530,123	\$ 1,645,360
B. Expenditures:						
Certificated Salaries	\$ 185,835	\$ 449,065	\$ 527,426	\$ 630,258	\$ 700,296	\$ 747,051
Classified Salaries	18,700	31,021	33,957	43,617	46,009	49,029
Employee Benefits	40,638	105,078	125,953	154,033	173,646	187,878
Subtotal Compensation Costs	245,173	585,165	687,336	827,909	919,951	983,958
Books & Supplies	139,206	57,063	48,194	59,928	70,382	77,982
Services & Operational Expenses	202,980	343,856	422,800	457,802	478,852	500,417
Capital Outlay	7,165	13,736	4,049	7,193	5,846	6,528
Other Outgo	-	20,333	10,520	7,890	5,260	2,630
Direct Support/Indirect Costs	-	-	-	-	-	-
Total Expenditures	\$ 594,523	\$ 1,020,153	\$ 1,172,899	\$ 1,360,721	\$ 1,480,292	\$ 1,571,515
Net Operations: Sub Total	\$ (126,767)	\$ 71,722	\$ 28,425	\$ 64,459	\$ 49,831	\$ 73,845
C. Other Financings/Sources/Uses						
Plus: Loans and Transfers In	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Less: Transfers Out and Other Uses	-	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)
Net: Total Other Financings	\$ 250,000	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)
Total Net Change	\$ 123,233	\$ 21,722	\$ (21,575)	\$ 14,459	\$ (159)	\$ 23,845
Beginning Balance	62,116	185,350	207,071	185,496	199,955	199,786
Ending Balance	\$ 185,350	\$ 207,071	\$ 185,496	\$ 199,955	\$ 199,786	\$ 223,631

(a) Includes payments made via District for in-lieu property tax funding

COVA is a Charter School that is a not-for-profit organization formed under the guidelines of a 501c(3) agency. The Conservatory of Vocal/Instrumental Arts Charter School is governed by a Board of Directors who set Policy for the School. As a governing body, the Board has fiduciary responsibility for the School. This fiduciary role is noted throughout the document when reference is made to the 'governing board.' The Board of Directors will act on major budget and fiscal issues, including the adoption of the Annual Budget Plan.

Budget preparation and budget projections for the Multi Year Plan period are particularly challenging with the continued ongoing uncertainty associated with the state budget process and the state's funding for public education. The Budget Plan for the Conservatory of Vocal/Instrumental Arts Charter School has thus been

developed on a fiscally conservative basis, with all key variables identified. As the state's budget plans are adopted annually, the School's budget plans will be updated and refined.

In addition, the Budget Plan contains Reserves for Economic Uncertainty to allow for changes to both the state budget plan and for mid-year budget adjustments that may be necessary because of a wide range of variable modifications, ranging from student enrollment fluctuations to unknown state apportionment mid-year state funding changes.

Critical Budget Variables

While the **Multi-Year Strategic Fiscal and Budget Plan** for the **Conservatory of Vocal/Instrumental Arts** is based on projected funding variables as of Spring 2008, one of the first components in the Critical Variables is the notation that there will be an immediate review and refinement of the Plan when the state budget is updated. This continual assessment is necessary because the multiple variables associated with California public school budgeting require frequent review. As a new school, we are demonstrating our recognition of this need.

Budget Guidelines for COVA, 2007–08 and Beyond

1. Program and Grade Level Offerings: COVA opened in the 2007–08 school year with student enrollment of approximately 50 pupils, spanning grades 3 through 8. In addition to the core subject areas of math, science, Language Arts, and social studies our focus on music and performance, will be integrated into our curriculum. COVA students will also participate in other academic classes such as foreign language and fine arts. All COVA students will participate in physical education.
2. A Budget Responsibility Matrix shall be utilized to identify key roles in budget development and budget management.
3. A Budget Calendar shall be developed and used as a Planning Guide.
4. Budget Assumptions shall be developed, reviewed and updated on a regular basis. Separate assumptions shall be delineated for each key budget variable:
 - ◆ Enrollment and Student Demographics
 - ◆ Average Daily Attendance
 - ◆ Beginning Balance
 - ◆ Revenue
 - ◆ Expenditures
 - ◆ Transfers
 - ◆ Ending Balance
 - ◆ Reserve(s)
 - ◆ Debt
 - ◆ Cash Flow
5. Funds shall be made available to provide competitive total compensation to all school employees.
6. Staffing ratios shall be maintained to support the highest quality instructional program for students.
7. A Minimum General Fund Reserve for Economic Uncertainty, of the **greater of \$50,000 or 5%**, shall be maintained. This Reserve Level is in excess of that specified by State Guidelines. The Governing Board reserves the right to maintain an ending balance in excess of 5%.
8. General Fund Categorical and Grant programs, with the exception of Special Education, shall be self-supporting.
9. State and Federal allowed direct support and indirect support charges shall be consistently applied to all funds and programs. Direct support and indirect support charges contribute to the School's costs associated with the 'cost of doing business' factors, such as payroll, personnel, purchasing, custodial, budget and other allied support services.
10. Budget Development and Budget Management shall support decentralized School and Program fiscal management.
11. Restricted Fund and program year-end balances shall be carried forward in accordance with terms and conditions of the grantor.

12. Categorical and grant programs shall not be forward funded by the School without specific Governing Board authorization based upon grantor letter of entitlement.
13. Provision shall be made to preserve the use and value of existing facilities and equipment through capital improvements and preventative maintenance.
14. When a new goal, project, or program is recommended for authorization, the major competing demands for funding and the specific funding source, and/or allocation or reallocation resources required shall be identified.
15. A School-wide budget augmentation process shall be developed to provide input for the allocation of additional resources.
16. One-time funding allocations or resources shall not be used for on-going expenditures.
17. The budget documents shall be summarized by expenditure and program area to allow for ready comparison among these areas and with previous years. Detailed budget information shall be available in order to examine the components of a specific program.
18. The budget document shall include the associated salary, employee benefit cost and full-time equivalent position allocations within each department or program area.
19. The budget document shall include a minimum three-year budget projection beyond the current year.
20. The following budgets shall be presented to the Governing Board for information, review and/or approval:
 - Preliminary Budget (early spring)
 - Updated Preliminary Budget (late spring)
 - Final Budget (before July 1)
 - Final Budget Update (within 45 days of the state budget adoption)
 - First Interim Report (within 45 days of October 31)
 - Second Interim Report (within 45 days of January 31)
 - Third Interim Report (within 45 days of March 31)
21. Budget transfers shall be presented to the Governing Board quarterly.
22. Enrollment, Attendance, Budget and Financial Reports shall be presented to the Governing Board quarterly.
23. Carry forward appropriations from prior year shall be presented to the Governing Board for approval no later than December 15th, the First Interim report date.
24. Short and Long Term Debt Obligations of the School shall be reviewed quarterly.
25. A 'User Friendly Budget' Document shall be developed and presented to the staff and to the community. This document shall contain budget and fiscal data in clear, understandable language for a lay audience to understand.

Note that the original School operations and Budget Plan for the 2007 08 school year had to be cut-back significantly because of the late date COVA's Petition was approved by the Oakland Unified School District. Expected student enrollment was compressed because of this late approval.

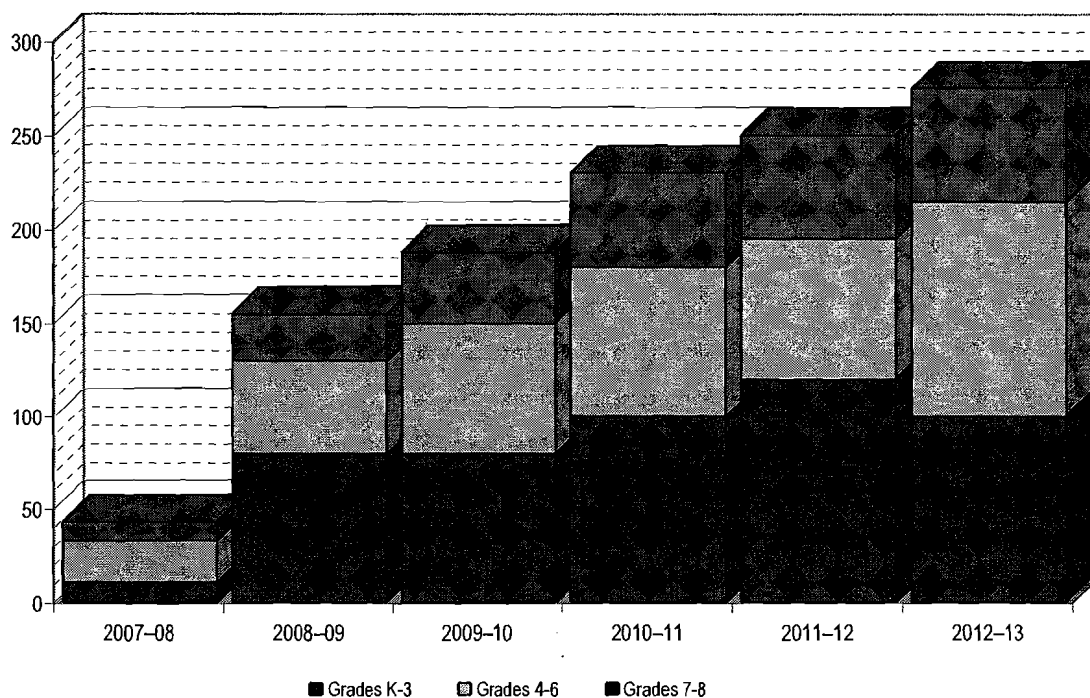
Budget Assumptions for COVA, 2007-08 and Beyond

Enrollment and Student Demographic Data

The School has developed preliminary Enrollment Projections for the first six years of operation, beginning 2007-08. The Enrollment Projections are the estimated annual student count, by grade. Along with the Enrollment Projections, Average Daily Attendance projections have been developed. The following Charts present this information for review and analysis.

CBEDS Enrollment Data from October 2007 are presented below along with a combined total projected enrollment for all programs.

Figure 1: Five Year Projected Student Enrollment by Grade Level Group



Projected Total Enrollment by Grade Level Group	Year 0 2007-08 Actual CBEDS	Year I 2008-09 Governor's Budget	Year II - 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Grades K-3	11	80	80	100	120	100
Grades 4-6	22	50	70	80	75	115
Grades 7-8	10	25	38	50	65	60
Total Projected Enrollment	43	155	188	230	250	275

Average Daily Attendance

As of the P-2 reporting period in April 2008, COVA has reported a 95.0% ratio between Enrollment and ADA. This value will be used as a target for future years' calculations.

One of the goals of COVA is to achieve a high correlation between enrollment and ADA and students will be provided independent study assignments when they are unable to attend class on campus. Charter Schools have the ability to place students on independent study on the first day of absence, and COVA has integrated that program in its operations from the first day of school, 2007.

Figure 2: Projected ADA for all COVA Students, 2007-08 through 2011-12

Projected Total ADA by Grade Level Group	Year 0 2007-08 Actual P-2 ADA	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Grades K-3	11	76	76	95	114	95
Grades 4-6	21	48	67	76	71	109
Grades 7-8	10	24	36	48	52	57
Total Projected ADA	41	147	179	219	238	261

Beginning and Ending Fund Balances

Figure 3: Ending Fund Balance Projection for 2007-08 through 2011-12

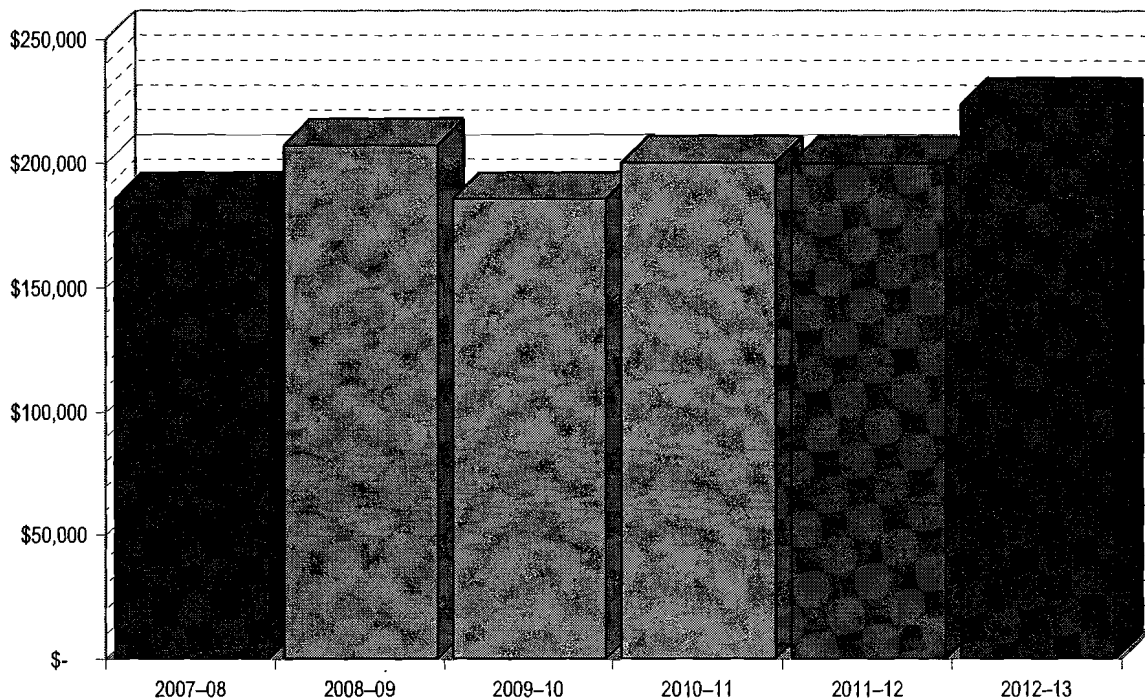


Figure 4: Projected Beginning and Ending Fund Balance, 2006-07 through 2011-12

Beginning and Ending Fund Balances	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Beginning Fund Balance (Net)	\$ 62,116	\$ 185,350	\$ 207,071	\$ 185,496	\$ 199,955	\$ 199,786
Plus:						
Current Year Net Operations	(126,767)	71,722	28,426	64,459	49,831	73,845
Current Year Net Sources/Uses	250,000	(50,000)	(50,000)	(50,000)	(50,000)	(50,000)
Net Change Fund Balance	\$ 123,233	\$ 21,722	\$ (21,575)	\$ 14,459	\$ (169)	\$ 23,845
Ending Fund Balance (Net)	\$ 185,350	\$ 207,071	\$ 185,496	\$ 199,955	\$ 199,786	\$ 223,631

The Ending Balance is further segregated into components, with the opportunity to have the greater of a \$50,000 or 5% Reserve for Economic Uncertainty, a level that exceeds state recommended guidelines of 3%, as well as to have a Reserve for Restricted Fund Balances, and an Unrestricted Fund Balance that may be used at the discretion of the School.

Despite having a healthy Ending Fund Balance, the School's Cash Position will be challenging in that the enrollment is growing, not by grade, but by enrollment increases in each grade, thus having state apportionments for the first months of the year based upon Prior Year ADA. Second, because of the

state's constrained cash position, it is probable that monthly apportionment deferrals may become the norm rather than the exception.

For the current budget projection, the following Ending Balance Components are indicated:

Figure 5: Ending Fund Balance Components for 2006-07 through 2011-12

Ending Fund Balance Components	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Reserve for Economic Uncertainty	-	50,000	50,000	54,429	59,212	62,861
Other Designations - Building Fund	-	-	-	-	-	-
Unappropriated Amount	185,350	157,071	135,496	145,526	140,575	160,771
Ending Fund Balance (Net)	\$ 185,350	\$ 207,071	\$ 185,496	\$ 199,955	\$ 199,786	\$ 223,631

Revenue Factors

COVA expects that nearly 100% of its revenue during the five-year planning period will derive from the state. In addition to general purpose and categorical block grant funds, COVA expects to participate in and receive funding from several other state programs, as outlined in the table below.

Summary of State Revenue Programs	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
General Purpose Block Grant Allocations	\$ 232,683	\$ 811,974	\$ 949,136	\$ 1,124,648	\$ 1,199,389	\$ 1,312,809
Categorical Block Grant Allocations	20,450	68,936	80,370	95,266	101,693	111,053
California Lottery, Projected Total Funding	5,849	21,138	25,629	31,464	34,214	37,627
CA Primary (K-3) Class Size Reduction	11,770	80,080	77,040	93,200	109,800	90,900
Economic Impact Aid	11,729	44,220	51,520	61,152	65,178	71,136
Subtotal, Other State Programs	10,276	15,526	17,630	19,450	19,849	21,835
CDE Public Charter School Startup Grant	175,000	50,000	-	-	-	-
Subtotal	\$ 467,756	\$ 1,091,874	\$ 1,201,324	\$ 1,425,180	\$ 1,530,123	\$ 1,645,360

Expenditure Factors

Certificated Salary Factors

Certificated Salaries	1000-1999					
Certificated Teacher Salaries	1100-1199					
Teachers - Regular Program	1100	85,500	277,200	342,070	428,160	486,540
Teachers - Independent Study	1100	-	-	-	-	-
Other Teacher Salaries						
Teachers - Music	11xx	-	40,000	41,200	42,400	43,700
Substitute Teacher Costs						
Sick Days		1,062	4,106	4,969	6,110	6,875
Hourly Teacher Pay (Art Specialists)	1100	9,333	35,059	43,687	55,188	61,781
Total Certificated Teacher Salaries	1000-1199	\$ 95,835	\$ 356,365	\$ 431,926	\$ 531,858	\$ 598,896
Other Certificated Employee Salaries						
School Administrator Salaries	12xx					
Executive Director	1200	90,000	92,700	95,500	98,400	101,400
Other (Identify)	1200	-	-	-	-	-
Subtotal 12xx		\$ 90,000	\$ 92,700	\$ 95,500	\$ 98,400	\$ 101,400
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 185,835	\$ 449,065	\$ 527,426	\$ 630,258	\$ 700,296

Classified Salary Factors

Classified Salaries		2000-2999					
Clerical & Other Office Employee Salaries		23xx					
Registrar	2300	13,200	17,000	17,500	18,050	18,600	19,150
Secretary	2300	5,500	5,660	5,820	12,000	12,360	12,720
Subtotal 23xx		\$ 18,700	\$ 22,660	\$ 23,320	\$ 30,050	\$ 30,960	\$ 31,870
Subtotal Classified Salaries Cost		\$ 18,700	\$ 22,660	\$ 23,320	\$ 30,050	\$ 30,960	\$ 31,870
Hourly Classified Staff Wages							
Non-Certificated Instructional Employee W		21xx					
Supplemental Instruction Tutor	2100		8,361	10,637	13,567	15,049	17,159
Other (Identify)	2100		-		-		-
Subtotal 21xx		\$ -	\$ 8,361	\$ 10,637	\$ 13,567	\$ 15,049	\$ 17,159
Subtotal Hourly Staff Wage Costs		\$ -	\$ 8,361	\$ 10,637	\$ 13,567	\$ 15,049	\$ 17,159
TOTAL ALL CLASSIFIED WAGES		\$ 18,700	\$ 31,021	\$ 33,957	\$ 43,617	\$ 46,009	\$ 49,029

It is important to note that both custodial and secretarial services are provided by property owner in the School's lease agreement.

Benefit Cost Factors

- Employee Benefits - Statutory Benefits** - determined by either state or federal mandate are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. These benefits differ by type of employee: certificated and classified and by the period of time they work: full-time, part-time and hourly. For budget modeling purposes, the School will provide the State Teachers', Public Employees', and Social Security retirement program contribution factors, applied to base salary, per eligible employee.

All employees will be covered by and participate in the federal Medicare program. The School has enrolled in the State Pool for educational agencies for unemployment insurance and COVA has applied to the CA Charter Schools' Association Joint Power Authority to participate in its Workers' Compensation program. The School participates in the CA Charter School Association JPA for risk services (including other risk coverages, such as liability, property and casualty programs).

- Discretionary Benefits, also known as Health Benefits** are included with Statutory Benefits in the Budget Projection Model. The cost factor, per qualified staff member, is budgeted at a monthly amount per individual, with the factor ranging from \$350 in 2007-08 to approximately \$500 per month over the next several years. The increase per year ranges from 6.8% to 8.6% annually. COVA's contribution will be a fixed amount per year as determined by the School's Governing Board. The School will be offering employees the option of participating in a Flexible Spending Benefit account program to allow individual staff members to address his or her unique benefit component needs.

Figure 6: School Employee Benefit Cost Projections, 2007-08 to 2012-13

Employee Benefit Cost Data	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Total Retirement Costs	\$ 18,231	\$ 41,858	\$ 48,819	\$ 58,813	\$ 64,965	\$ 69,294
Other Mandatory Benefits						
Medicare	2,966	6,961	8,140	9,771	10,821	11,543
State Unemployment (SUI/SEF)	102	240	281	337	373	398
Worker's Compensation (WC)	7,159	16,803	19,648	23,586	26,121	27,863
Total Health Benefit Costs	12,180	39,216	49,064	61,526	71,366	78,780
Total Employee Benefit Costs	\$ 40,638	\$ 105,078	\$ 125,953	\$ 154,033	\$ 173,646	\$ 187,878

Summary Total Compensation factors that include all salary and employee benefit costs are shown in the following Figure. They are followed by Figure 8 which shows the percentage factor that total compensation is as related to total projected revenues and total projected expenses.

Figure 7: Total Compensation Cost Projections, 2007-08 to 2012-13

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Total Compensation Costs						
Certificated Salaries	\$ 185,836	\$ 449,065	\$ 527,426	\$ 630,258	\$ 700,296	\$ 747,051
Classified Salaries	18,700	31,021	33,957	43,617	46,009	49,029
Employee Benefits	40,638	105,078	125,953	154,033	173,646	187,878
Total Compensation Costs	\$ 245,173	\$ 585,165	\$ 687,336	\$ 827,909	\$ 919,951	\$ 983,958

Figure 8: Relative Percentage of Total Compensation Costs, 2007-08 to 2012-13

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Relative Percentage of Total Compensation Costs						
Certificated Salaries	75.8%	76.7%	76.7%	76.1%	76.1%	75.9%
Classified Salaries	7.6%	5.3%	4.9%	5.3%	5.0%	5.0%
Employee Benefits	16.6%	18.0%	18.3%	18.6%	18.9%	19.1%
Total Compensation Costs	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 9: Cost Allocation of Total Compensation Components by Percentage, 2012-13

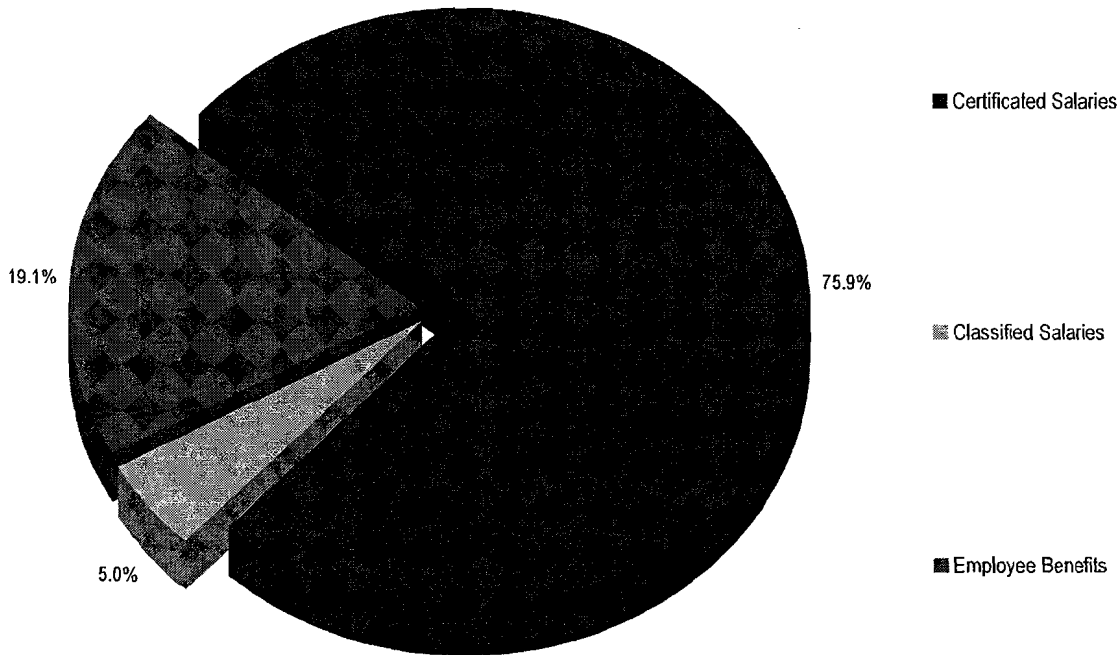


Figure 10: Total Compensation Costs as Percentage of Total Revenues and Total Costs, 2007-08 to 2012-13

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Percentage Comparisons						
Total Compensation Costs/Total Revenue	52.4%	53.6%	57.2%	58.1%	60.1%	59.8%
Total Compensation Costs/Total Expenses	41.2%	57.4%	58.6%	60.8%	62.1%	62.6%

Cost Factors for Textbooks and Instructional Materials

Figure 11: Projected Books and Supplies Costs, 2006-07 to 2011-12

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Books & Supplies Summary						
Approved Textbooks and Core Curricula Materials	\$ 4,488	\$ 13,042	\$ 5,701	\$ 7,075	\$ 4,991	\$ 5,861
Books and Other Reference Materials		-		-		-
Materials and Supplies	121,690	30,932	38,200	47,719	53,289	60,130
Non Capitalized Equipment	13,028	13,089	4,293	5,134	12,102	11,991
Total Books & Supplies	\$ 139,206	\$ 57,063	\$ 48,194	\$ 59,928	\$ 70,382	\$ 77,982

COVA has aggressively availed itself of surplus text books, books, desk, chairs and other equipment from the Oakland Unified School District's surplus materials in its warehouse. In future years, this same model will be followed. Relative to its facility, COVA will apply annually to Oakland Unified School District for its Prop 39 facility and capital outlay entitlement. Because of the uncertainty in receiving this entitlement, COVA has budgeted for a continuance of its existing lease which is a property formerly used by a private school.

Cost Factors for Services and Other Operating Expense Costs

Figure 12: Projected Operating Costs, 2006-07 to 2011-12

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Operating Costs Summary						
Travel and Conference	\$ 2,000	\$ 5,000	\$ 5,190	\$ 5,270	\$ 5,420	\$ 5,580
Dues and Memberships	2,000	1,937	1,973	2,010	4,648	2,086
Insurance	1,278	4,732	5,883	7,390	8,265	9,364
Rentals, Leases, Repairs and Noncapitalized Improv	120,000	180,000	240,000	240,000	240,000	240,000
Professional/Consulting Services and Operating Exp	76,352	150,387	167,966	201,236	218,563	241,371
Communications	1,350	1,800	1,848	1,896	1,956	2,016
Total Services & Operational Expenses	\$ 202,980	\$ 343,856	\$ 422,800	\$ 457,802	\$ 478,852	\$ 500,417

Cost Factors for Capital Outlay and General Operations

As stated above, COVA has successfully been able to find surplus Oakland Unified School District furniture for its classrooms augmented by the use of furniture from its lessor.

Figure 13: Projected Capital Costs, 2006-07 to 2011-12

	Year 0 2007-08 Actual Budget	Year I 2008-09 Governor's Budget	Year II 2009-10 Projected Budget	Year III 2010-11 Projected Budget	Year IV 2011-12 Projected Budget	Year V 2012-13 Projected Budget
Capital Costs Summary						
Capital Equipment						
Computers and Technology	\$ 3,967	\$ 4,728	\$ 808	\$ 1,660	\$ 854	\$ 879
Furniture and Equipment	4,098	9,008	2,381	3,480	1,734	2,109
Capital Equipment Replacement		-	860	2,053	3,258	3,540
Total Capital Costs	\$ 7,165	\$ 13,736	\$ 4,049	\$ 7,193	\$ 5,846	\$ 6,528

In summary, COVA's financial position is strong. Because of the significant unknowns in the timing of cash apportionments in the next several years, the extension of COVA's Revolving Loan payments for five years is an essential safeguard for the School.

COVA

Updated Student/Parent Handbook

2008-09 School Year

COVA

PARENT/STUDENT HANDBOOK

3800 Mountain Blvd.

Oakland, CA 94619

510-285-7511

WELCOME TO THE CONSERVATORY OF VOCAL/INSTRUMENTAL ART CHARTER SCHOOL

The following pages are designed to assist parents and students understand COVA's procedures and policies, allow students to achieve success, and help COVA build a strong educational and performing arts foundation and school culture.

COVA's Philosophy:

An educated individual in the 21st century must, above all, be a master of basic skills such as reading, writing and mathematics. In addition, they must be skilled in other academic disciplines including science, social science/history, world languages, and able to utilize technology tools for school, career, and life. An educated person will need the ability to: think creatively, perform, listen perceptively, analyze, demonstrate a mature respect for themselves and others, engage in teamwork, and display leadership/decision-making skills. All these skills are taught and reinforced through performing arts and music instruction. The COVA program enables its students to become self-motivated, competent, lifelong learners, prepared to meet the challenges of the 21st century.

Music is the manifestation of the human spirit, similar to language. Its greatest practitioners have conveyed to mankind things not possible to say in any other language. If we do not want these things to remain dead treasures, we must do our utmost to make the greatest possible number of people understand their idiom. --Zoltán Kodály .

GENERAL POLICIES AND PROCEDURES

PARENT/GUARDIAN NEWSLETTER / ACTIVITIES INFORMATION

The "COVA Notes" newsletter will be sent home on Wednesdays with the students. This newsletter will provide important information. Please check with your child to make sure you receive and review it. Parents/Guardians and students can also find out what activities are scheduled by checking the school web-site: www.covaconservatory.org.

PARENT ADVISORY COUNCIL (PAC)

The PAC supports COVA in developing recommendations to the COVA school board, and supports the school through volunteering, fundraising, and organizing and directing student and parent activities. All Parent/Guardians, are welcome and encouraged to attend any and all meetings of the council. The meeting dates are publicized in the COVA Notes newsletter.

VISITORS/VOLUNTEERS

School policy and state law require all visitors sign in at the office prior to any visit with staff or students. **Students from other schools are not allowed to visit campus during school hours or attend classes during the school day without permission of the COVA Director/Principal.**

STUDENT GOVERNMENT

Students are encouraged to become involved in Student Government. Elections are held once a year at the beginning of the school year. In addition, each homeroom class elects two representatives to serve on Student Government. Active participation enables students to have input in making important decisions about the educational/extracurricular program provided by the school. Participation requires positive academic grades, good citizenship and good attendance.

AFTER CARE PROGRAM

COVA offers aftercare (from 4pm to 6pm) through an agreement with the Oakland Recreation Department at Redwood Heights Recreation Center. The Recreation Center staff handles registration and fees for the program. Please go to the center to register your child. The Center will provide escort from COVA to the Center once daily at 4pm. Parents of students who require escort at any other time must make their own arrangements.

ATTENDANCE

The state Actual Attendance Accounting System under SB727 stipulates that excused absences no longer count toward school funding. Please assist your child in maintaining exemplary attendance to insure the best possible education for him/her, as well as maximum state funding to help COVA maintain and expand its academic and arts programs. Please plan family vacations and trips to coincide with school breaks. Absence notes will still be collected to verify excused and unexcused absences for compulsory education under Education Code 48200.

Late Drop-off or Early Pick-Up: A parent or guardian, who drops off a student late, or picks up a student before the end of the school day, must sign the student in/out at the school office. A student will only be released to the parent, guardian, or other person designated on the Emergency Information Card. A student may only be released to others with parent/guardian written permission.

There is no campus supervision before 7:45a.m. or after 4:15 p.m. Students may not arrive before 7:45, and must be off campus by 4:15 p.m. unless they are participating in an academic intervention classes, an athletic program, are staying for After School Tutoring Program, or have made special arrangements with a teacher.

Child Custody Issues: If there is a legal court decision relating to custody of your child, a copy of the Court Order must be placed in the student's file in order to give the school authority to act in accordance with the order. **PLEASE KEEP THE SCHOOL INFORMED OF ANY CHANGES ON THE STUDENT EMERGENCY INFORMATION CARD.**

Excused Absence: Under Education code 45205, legal reasons for being absent from school are:

- | | |
|---|--|
| 1. Illness. | 4. Death in the immediate family. |
| 2. Doctor and dentist appointments. | 5. Court Appearance. |
| 3. Quarantine of the home by a health official. | 6. Observation of holiday or ceremony in his/her religion. |

Although these are considered Excused Absences, COVA loses funding for each day missed by students regardless of the reason. We ask that routine appointments be scheduled after 2pm, so that students do not miss important academic instruction and affect COVA funding. Any other reasons not listed above, will be recorded as unexcused. Students returning from an absence are responsible for making up all work missed. Students will not be penalized for excused absences, providing their work is completed within the time specified by the teacher. Teachers are not required to provide work for students who have been suspended or are returning from an unexcused absence.

Independent Study Program: This program allows the school to include in their attendance count students under contract who are learning off campus (i.e. with families while on business trips, etc.). If the student will be absent more than five days but less than ten, contact the school office at least one week before the planned absence to fill out the appropriate paperwork.

TARDIES

Students are subject to compulsory full-time education. This includes being at school on time. To avoid tardies, please have your child at school by 7:55 a.m (but not before 7:45am), unless your child's class has received different start-time instructions. Students who accrue more than 6 tardies per semester will be placed on probation and at risk of not being continued at COVA for the following school year. Students who are tardy to classes during the school day must bring a note from the parent, and sign-in at the office when they arrive at school.

REPORTING TO PARENT/GUARDIAN/GUARDIANS

Report cards are sent home with students at the first two trimesters and progress reports are mailed home at mid-trimester. Parents are required to pick-up the final report card. Parents are required to attend at least one parent conference per year. Report cards in grades 4 – 8 will show grades of A, B, C, D and F (Failing). Report cards in grades K – 3 will show grades of E, G, S, N, and U. An "I" (Incomplete) indicates a valid reason for not being evaluated at report card time. If the missing assignments are not completed within three weeks from the end of the trimester, the "I" grade will be changed to an "F" or "U". A grade of "NM" (No Mark) indicates that student has not been here sufficient time to be evaluated (15 days minimum).

Students/Parent/Guardian asking for additional grade reports are to take responsibility for the request by personally asking the teacher.

HOMEWORK

Homework and projects are assigned to reinforce skills taught in the classroom, review concepts taught, preview upcoming material, memorization, and practice. Students' grades will be affected if homework is not completed accurately on a regular basis. Academic Homework: Grades K – 1 average 30 – 40 minutes per night, grades 2 -3 average 45 - 60 minutes each night, grades 4 – 8 average 60 - 75 minutes each night. In addition to academic homework, **all students are required to read 30 minutes per night**, 6 nights per week (grades K-1 may be read to for 20 - 30 minutes nightly). **Parents are encouraged to ensure that their child/children have a book with them whenever they are going to appointments or other occasions where they encounter delays or wait times.** This not only encourages reading, but sets excellent habits of reading.. If a book is not available a pencil and paper will allow them to practice writing skills.

Students who receive vocal or instrumental instruction are required to practice 30 minutes each night. The time spent on homework will vary depending on the student's study habits and how well the student uses their time in class. If a student consistently has too much or too little homework the parent/guardian of the child should meet with the teacher to determine the reason.

HOMEWORK IN CASE OF ABSENCE

We suggest that any student who is absent make arrangements through their Parent/Guardian or friends to get their assignments, books and other materials. Parent requests may be made in the office. These requests should be made **24 hours in advance** to give the teacher and/or the office staff time to organize the necessary materials.

MAKE-UP WORK

If your child will be absent from school for **three or more days** our staff will provide any work that can be done at home. Please give us **24 hours notice** to compile this work. Please understand that this work can never replace your child's regular attendance at school. Teachers generally allow two days of make-up time for every day missed from class for an excused absence. **It is the parent's responsibility (K – 2) and student's responsibility (3 – 8) to initiate the request of make-up work from the teacher.**

HONOR ROLL

COVA's honor roll is based on Academic performance. Honor Roll is calculated each trimester based on core academic classes. Arts and rotation grades are not calculated as part of the honor roll. Students maintaining Honor Roll status for the year may qualify for the Presidential Academic award.. The eighth grade Valedictorian and Salutatorian are selected for presentation in grades 6th and 8th. To be on the Honor Roll, a student must maintain a grade point average of 3.5. Students achieving a 3.0 – 3.4 GPA may receive Scholarship Honors.

Grades are averaged in the following manner:

A/E = 4 points
A-/E- = 3.6 points
B+/G+ = 3.5 points
B/G = 3 points,
B-/G- = 2.6 points
C+/S+ = 2.5 points
C/S = 2 points, D = 1 point
C-/S- = 1.6 points
D+/N+ = 1.5 points
D/N = 1 point
D- /N- = .5 points
F/U = 0 points

ACADEMIC STANDARDS

Students are required to meet academic standards established by the State of California in Reading, Writing, and Math. Promotion will be based on multiple measures including grades, standardized test scores, and district/school assessments. Parent/Guardian will be notified on a regular basis of their student's progress towards meeting these standards.

CITIZENSHIP EXPECTATIONS

COVA students are expected to follow school and classroom rules, and demonstrate ideals of citizenship through cooperation and consideration. COVA has a zero tolerance for fighting or negative physical confrontation (see DISCIPLINE pg. 6).

ACADEMIC INTERVENTIONS

Tutoring is offered after school and identified Saturdays to students who are academically at-risk. Your child's teacher will recommend them to the tutoring program and provide appropriate work for them during tutoring. Parents may discuss academic concerns with the teacher to determine the need for tutoring.

GIFTED AND TALENTED EDUCATION PROGRAM

COVA strives to provide a rich and differentiated education for all students. Gifted students participate in advanced academic grouping and intensive performing arts classes.

STUDENT SUCCESS TEAM (SST)

The purpose of this team is to serve the students of COVA. Parent/Guardian and/or school staff may refer a student to this committee who will meet and review a student's learning, behavioral, and emotional needs. This committee will make recommendations for a plan to help the student achieve academic success., and make referrals for Special Education assessment.

SPECIAL EDUCATION

Special Education is a set of educational programs designed to meet the particular needs of students with exceptional needs. Eligibility is determined using criteria established by the State Department of Education. With parent permission, an administrator, psychologist, special education teacher and school nurse may determine a student's needs based on a series of psychological, social, and academic assessments.

TEXTBOOKS AND MATERIALS

To avoid excess backpack weight, the assignment of homework from multiple large textbooks is minimized. Teachers will make all efforts to stagger assignments from large/heavy textbooks. Payment for lost or damaged textbooks, misused equipment, or destroyed materials must be made by the student or family of the student. A schedule of book charges is available from the school's office manager. Student report cards and graduation privileges may be withheld until charges are paid.

PHYSICAL EDUCATION

The Physical Education philosophy at COVA is to develop an appreciation of physical activity that will enable students to keep physically active beyond their school years. COVA's P.E. program includes dance, movement, yoga, gymnastics, performing arts activities, and music aerobics.

Participation: All students are required by the State Education Code to participate in Physical Education. The policy at COVA is that a student must have a written note to be excused from participating in the physical education program. Two types of excuses are acceptable: A parent note, which will excuse a student from Physical Education for up to three days or a physician's note which will be honored until time of release. Students who are excused for medical reasons will be expected to participate in adaptive Physical Education activities that will be determined by the teacher and the student's physician and/or the teacher and the parent. This may require written reports as an alternative.

Dress Code for Physical Education: All students are required to wear appropriate shoes (no sandals or narrow heels), and clothing appropriate for physical activities to school daily.

FIFTH GRADE PROMOTION/EIGHTH GRADE GRADUATION

Participation in graduation activities is a privilege. The graduation ceremony and graduation activities will be reserved for those students who:

- ⇒ Have met California State Standards in reading, writing and math.
- ⇒ Have been in full time attendance at COVA for the last trimester of the school year.
- ⇒ Have had satisfactory attendance (90% attendance).
- ⇒ Three tardies will be equivalent to one day of absence.
- ⇒ Have demonstrated responsible behavior (no suspensions).
- ⇒ Have demonstrated acceptable academic progress and maintained a grade point average of 2.0 or higher during the entire eighth grade year.
- ⇒ Who are currently enrolled students, unless an appeal to the board is made and approved.

SCHOOL USE OF PHONES

The office phone is primarily a business phone. It may be used for illness, emergencies, or serious school business. Use of the office phone must have prior approval of the principal, assistant principal, or office staff. During school hours, students must have a hall pass to come to the office..

CELL PHONES/ELECTRONIC EQUIPMENT

Electronic devices such as portable video games, video cameras, and other electronic toys are not allowed on campus. All cell phones must be turned off upon arrival on campus, and kept in a backpack or given to the teacher for safe-keeping during the school day. Cell phones with video capability are prohibited at school. Any electronic device, including cell phones being used during the school day will be confiscated and held in the office for parent pick up. If a phone is confiscated three times, the student will not be allowed to have the cell phone at school. Students are not to use their cell phones during school hours to receive or place calls to parents. Students must go to the office to place calls and parents are to call the office if they need to reach their child during the school day.

HALL PASSES

Hall passes are required for any student out of a classroom during class time or beyond designated areas during lunchtime. Passes are issued by staff and must be returned to the person issuing the pass. Students without hall passes will be returned to their classroom.

LOST AND FOUND

The student's name should be written or sewn on personal articles and all books and supplies. All musical instruments must be identified with a luggage tag. Articles of clothing, binders, folders, etc., found around campus, will be put in the lost-and-found bin. Jewelry, watches, eyeglasses, locks and keys will be stored in the office. Unclaimed books are returned to the library or the appropriate teacher. Unclaimed articles of clothing will be donated to a charitable organization at the end of each quarter.

RESTROOMS

The restroom must be respected as a place of privacy. Each student has the right to use the restroom without being bothered by others, and the right to find it clean and quiet at all times. Food and/or drink are prohibited in the restrooms at all times. Loitering or misusing bathroom facilities will result in referral to the office for disciplinary action.

LUNCH PERIOD

COVA is a closed campus. Students must remain on the school grounds during school hours. Students must have a written permission slip on file in the office in order to leave the school grounds during school hours. Parent/Guardian assumes full responsibility.

TRANSFERS

If a student transfers out of COVA, he/she must notify the office. A checkout slip will be given to the student, which is to be signed by all of his/her teachers, the cafeteria staff, and the office manager. All books and instruments and instructional supplies provided to the student are to be returned and any assessed fines are to be paid prior to check-out. The student must report to the office for completion of the transfer. School records, other than transfer slips, are forwarded only at the request of the new school.

DISCIPLINE

COVA is dedicated to providing a school environment that is conducive to learning and a place where students can feel safe. Every pupil has a right to learn and play in a school where the rights of all are respected.

Parents and students are expected to respect all teachers, aides, volunteers and office personnel, not only in classrooms but also anywhere on campus. Defiance and disrespect towards teachers and other staff members is not acceptable. Parents are expected to bring problems or concerns to the school administrator. If the issue is not resolved, the concern should be submitted in writing to the COVA board president. Student violations of this policy will result in progressive consequences according to the school discipline policy and procedures.

ASSEMBLIES AND PERFORMANCES

Assemblies and performances are a privilege. They contribute in various ways to the enrichment and purposes of a school. The only proper applause is spontaneous hand clapping. In the auditorium, as elsewhere, self-discipline is the key to proper conduct. Students who are removed from assemblies will be restricted from the next assembly or performance. In order for COVA students to present their best performance, we ask that parents/guardians adhere to the following procedures:

1. Students must arrive no later than 30 minutes prior to a performance, or at a time specified by their performing arts teacher/s.
2. Once students arrive at the performance, they are to remain with the other students and their teachers until the performance is over. They should not "visit" with audience members or family during the performance or intermission period.
3. Parents should not go to the student "staging" areas to talk with students during the performance period (from report time to the end of the performance).
4. Students may only be dismissed at the end of the performance by their teachers after they have put away all instruments, uniforms, and music.

5. Students must wear the assigned performance uniform for all performances unless told otherwise.

FIELD TRIPS

Field trips and off-campus experiences are a privilege and contingent upon appropriate school behavior. Students are expected to behave appropriately on all off-campus activities or field trips. Student's eligibility to participate in off-campus activities will be contingent upon appropriate behavior, academic performance and attendance.

DANCES

The Student Government may sponsor dances for 6th, 7th and/or 8th graders. Permission slips are required for each dance. Specific rules include:

- ◆ Do not arrive before the dance begins.
- ◆ Students must be picked up promptly at the end of the dance. Only clean-up committee members may remain after the dance ends.
- ◆ All students must have a signed permission slip on file to attend a dance.
- ◆ All students must pay to enter dances. Tickets will not be sold the day of the dance.
- ◆ All students must stay in the gym during the dance.
- ◆ Students from other schools are not permitted unless invited by the school.
- ◆ The school dress code and school rules apply at all dances.
- ◆ Students may not leave the dance unless accompanied by a parent/guardian or designated adult.
- ◆ Students absent on the day of the dance may not attend the dance that night.
- ◆ Students must clear lunch charges and overdue book charges before purchasing a ticket.
- ◆ **Students must be eligible to attend the dance according to our academic and discipline policy.**

LUNCH TIME/RECESS BEHAVIOR

- ◆ Students will eat in their assigned area. Students will remain seated while eating and clear their area of food and trash before leaving their assigned area.
- ◆ Students are encouraged to become involved in organized games (i.e., basketball, soccer, volleyball, etc.).
- ◆ Games shall not involve deliberate body contact. Body contact means pushing, tripping, tackling, using sticks etc.
- ◆ Students shall not participate in tackle football.
- ◆ Fairness shall constantly be a goal of all pupils and playground supervisors.
- ◆ No "closed" games. Anyone has a right to enter a game. In some games, like football and basketball, there may be a limit to the number on a team at one time.
- ◆ No taking the ball out of a game that is in progress.
- ◆ No fighting. This is an absolute rule and means no hitting, pushing, shoving or wrestling with another person and will result in suspension.
- ◆ Students are to respect all yard duty supervisors.
- ◆ Students may not be on the field unless they are participating in an organized game.
- ◆ No one in the hallways/breezeways during lunch or recess.
- ◆ No one in the classrooms except when occupied by a staff member.

SALE OF ITEMS ON CAMPUS

The selling of any goods or materials on campus must be authorized by the office and be in accordance with Board Policy. Trading or selling of personal items is prohibited.

BUS RULES

Student actions may interfere with the safe operation of the bus or may cause harm to another student. Pupils transported in a bus shall be under the authority of and responsible to the driver of the bus. The state law gives the school bus driver full responsibility for the safety and conduct of students on the school bus. Those laws also state that students riding the bus are to refrain from disorderly conduct that may distract the driver and endanger the safety of all. These rules and regulations are distributed to all students and their Parent/Guardian/guardians at the beginning of each school year. Student misbehavior on buses may result in suspension from future field experiences.

BICYCLES, SKATEBOARDS, SCOOTERS AND ROLLER BLADES

Bicycles, Motorcycles, skateboards, roller skates, scooters, roller blades, or shoes with wheels are not to be brought to school. COVA policy prohibits the riding of roller blades, roller skates, bicycles, and scooters or skateboards on the playground blacktop, the classrooms, or in the hallways at anytime, including weekends. Anyone having one of the above items on campus will turn it in at the office for their Parent/Guardian to pick up.

PROHIBITED ITEMS

We want to do everything possible to create a safe and orderly learning environment at COVA. In addition to classroom, school and bus disciplinary programs, we prohibit certain items and activities. The list below contains those things that have a potential for causing problems. **THIS LIST IS NOT ALL INCLUSIVE.** If a student brings any of these items to school they will be confiscated and arrangements will be made for parents to pick them up.

We **DO NOT** allow any of the following items at school or on the bus:

Aerosol Cans	Colored Hair Spray	Personal Toys	Stuffed Toys
Athletic Equipment	Drugs/Paraphernalia	Pocket Knives	Sunflower Seeds
Balls	Electronic Games	Poppers/Caps	Trading Cards
Balloons	Fireworks	Radios/Tape Decks/iPods	Video Games/Tapes
Bandanas/Do Rags	Gum	Roller Skates/Blades	Walkie/Talkies
Beeper/Pagers	Laser Pointers	Skate Boards/Scooters	Walkmans/PSP Players
Cameras	Matches/Lighters	Squirt Guns	Weapons/Replicas
CD Players/CD's	Perfumes/Colognes	Stink Bombs	White-out
	Permanent Markers	Spray Paint	

RULE REGARDING ELECTRONIC DEVICES AND PROHIBITED ITEMS

If a student has any electronic device or other prohibited item on campus and it is stolen, the school and its staff will not expend any time or effort to search for the item, nor be responsible for the item.

DRESS CODE

The COVA School staff and community believe that the way a student is dressed affects the way he/she learns. Dress and appearance must not detract from the learning environment. If there are any questions, please contact the Director. It is expected that all students shall dress in accordance with the following standards.

1. No make-up or perfumed scents (including scented deodorants or aftershave) may be brought to or worn at school. Natural protections such as natural sun screens, clear lip gloss, or chapstick are allowed unless it distracts the school programs.
2. No large jewelry or distracting jewelry may be worn. Students may wear small ear rings, pendants, or rings (no inappropriate logos).
3. Unusual clothing, piercing, jewelry, hair style or coloring is not allowed unless for the purpose of a particular performance activity and must be approved by the director prior to the performance
4. Clothes worn to school shall be clean and have no revealing holes
5. Gang apparel is unacceptable. Hats must be worn with bills forward and may not be altered, and are not allowed inside classrooms or buildings. Stocking caps/beanies are not allowed, except outside on extremely cold days. Bandanas of any kind or caps with gang logos, graffiti or other identifiable gang symbols may not be worn. Chains for wallets, keys, etc. are not permitted.
6. Sagging, bagging, or dragging pants are not permitted. All pants must be worn at the waist with belt if needed for support.
7. Shoes shall be worn at all times while the student is at school. No "flip-flops", sandals, open toes, or "high" heeled shoes.
8. Halter tops, spaghetti straps, strapless tops or dresses, low cut tops, bare midriffs, bare backs or spandex pants are not permitted.
9. Pajamas and slippers are not permitted unless authorized by the Student Council for "funny dress" days.
10. Shorts or skirts must reach the knee.
11. Underwear including bra straps, boxer shorts or underpants shall not be visible
12. Hats and dark glasses shall not be worn indoors
13. Clothing, backpacks, and jewelry will be free of graffiti, names of bands, writing, pictures, or any other insignia which are crude or sexually suggestive, or which advocate racial, ethnic, or religious prejudice, or promote alcohol, drug and/or tobacco.

14. Any clothing, accessories, unnatural hair color or style, tattoos, or body piercing that disrupts teaching or student learning and/or is hazardous to student's safety will not be permitted.

POSITIVE REINFORCEMENT FOR APPROPRIATE BEHAVIOR

The COVA community recognizes that although students must be held accountable for their actions, people, young and old, usually choose to engage in positive behavior and avoid misconduct when positive behavior is recognized, appreciated and rewarded. For that reason, staff, Parent/Guardian, and other students will be encouraged to recognize, appreciate and reward appropriate behavior. Below is a limited list of the positive reinforcements that will be used by the staff on a frequent basis.

- ⇒ Trimester Awards Assemblies
- ⇒ Student of the Month awards
- ⇒ Verbal praise and recognition given directly to the student.
- ⇒ Verbal praise and recognition of a student to others in the student's presence.
- ⇒ Special classroom and school privileges and responsibilities.
- ⇒ Phone calls home recognizing a student for making a positive contribution to the school climate.
- ⇒ Special notes and behavior grams to students and/or their Parent/Guardian.
- ⇒ Positive postcards from staff members.

CLASSROOM BEHAVIORAL INTERVENTIONS

Discipline in the public schools of our nation continues to be a matter of great concern to educators and Parent/Guardian. Since discipline is essential to academic progress, and is at the core of performing arts, the teachers and staff at COVA work together to encourage productive behavior in a firm, fair, consistent manner.

Our school discipline plan is based on the premise that teachers are here to teach and students desire to learn. Therefore, no student will be allowed to stop the teacher from teaching or interfere with the learning of other students.

When a student makes a deliberate choice to disobey an established rule, some or all of the following interventions may be used at the teacher's discretion.

Referral to the Principal	Parent contact
Conference with student	Parent/Student/Teacher Conference
Time-out or removal from class	Written behavioral contract
Teacher detention	Classroom visitation by the parent
Classroom management system consequences	

A time-out area may be assigned in the classroom, office, or in an alternate supervised classroom as part of the classroom management program.

When these interventions fail to bring about proper conduct, the student will be referred to a school administrator for disciplinary action to be administered according to the Administrative Interventions.

PROCEDURE FOR REFERRAL

When a student is sent to the office for discipline, a Student Referral Notice is given to the administrator with a summary of the misbehavior. After an administrator has seen the student, the administrator will write the disciplinary action taken on the referral. One copy of this will be mailed home to the child's Parent/Guardian and a copy will be sent to the child's teacher to inform him/her of the results of the referral.

The classroom teacher will notify the Parent/Guardian regarding the administrative referral.

LUNCH DETENTION

Staff members may issue for minor infractions lunch detention or "time-out". Students eat their lunch in the detention area while doing schoolwork.

SUSPENSION

Suspension is defined as the short-term removal of a pupil from the on-going instructional program for 1-5 days. Depending on the infraction, a student may receive "in house" or "at home" suspension. Teachers are not required to provide make-up work for instruction lost during suspension. Students may be suspended under the reasons listed in California Educational Code 48900 and in the District Board Policy 5114 available at the school office.

Parent/Guardian may be required to come to school with their children and visit the classroom when a student returns from a suspension. (Education Code 48900.1, BP 5144.1)

EXPULSION

Expulsion is defined as the removal of a pupil from the immediate supervision and general supervision of school personnel for an extended period of time, up to one year.

In an effort to be consistent in the administration of disciplinary actions, we have established administrative guidelines. These guidelines lay out the consequences for specific behaviors and the sequential progression that increases in severity. Each incident is investigated with due process procedures as well as taking the individual circumstance into account to ensure fair and just consequences for every student.

UNLAWFUL HARASSMENT OF STUDENTS

COVA maintains a strict policy prohibiting harassment or bullying of students because of sex, race, color, national origin, ethnicity, religion, age, mental or physical disability, or any other basis protected by federal, state or local law, ordinance or regulation. All such harassment is unlawful. Sexual harassment is a form of discrimination under Title IX of the Education Amendment of 1972 and is prohibited by both federal and state law. Irrespective of law, Herbert Green Middle School believes that harassment and bullying are offensive. Violation of this policy by another student may result in discipline, which may include suspension or expulsion, depending on the nature and seriousness of the violation.

Unlawful harassment because of sex, race, physical or mental disability, age or any other protected status includes but is not limited to:

1. Verbal conduct such as derogatory comments, slurs or unwanted sexual advances, invitations, comments, or epithets.
2. Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
3. Physical conduct such as assault, unwanted touching, blocking normal movements or interfering with academic performance or progress directed at a student because of sex, race or any other protected basis.
4. Retaliation for having reported or threatened to report harassment.

Other types of conduct which are prohibited in the District and which may constitute unlawful harassment or bullying include:

1. Unwelcome repeated acts of leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading malicious rumors, gossip or innuendoes.
6. Teasing or sexual remarks about a student or students.
7. Touching a person's body or clothes in a sexual way.
8. Physical interference, including cornering or blocking a person's normal movements which creates an intimidating hostile or offensive atmosphere.
9. Displaying or posting of sexually suggestive objects in the educational setting.
10. Any act of retaliation against an individual who reports a violation of the District sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
11. Excluding or isolating someone socially.
12. Intruding on a person's privacy by pestering, spying or stalking.
13. Using profanity.
14. Belittling a person's opinion.

By legal definition, investigation of an incident focuses upon the impact on the victim and not necessarily on the intent of the harasser. The law prohibits any form of harassment, which impairs the educational environment of the student's emotional well being at school.

STUDENT RIGHTS – DUE PROCESS

All students are entitled to due process, which school officials will follow prior to taking disciplinary action. If a student becomes involved in a situation in which a disciplinary action might result, the student has the right to be heard. There will be an informal meeting between an administrator or administrator designee, student and other appropriate persons. After the student has been heard, the school official has the authority to take disciplinary action as deemed appropriate. The parent will be notified by mail of the action taken. In the event of a suspension and/or recommendation for expulsion every effort will be made to contact Parent/Guardian at the time of the action.

GROUND FOR DISCIPLINARY ACTION A student may be suspended or expelled for violations of Education Code.

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willingly used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- (c) Possessed, used, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage or any kind of intoxicant.
- (d) Arranged, offered, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then substituted a "look-a-like" liquid, substance, or material and represented it as a controlled substance or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school or private property.
- (g) Stolen or attempted to steal school or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
- (k) Disrupted school activities or willfully defied school personnel.
- (l) Knowingly received stolen school or private property.
- (m) Possession of an imitation firearm.
- (n) Committed or attempted to commit sexual assault or battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered arranged to sell or sold the prescription drug Soma.
- (q) Engaged or attempted to engage in hazing.
- (r) Aided or abetted in the infliction or attempted infliction of physical injury to another person.

ADDITIONAL GROUNDS FOR DISCIPLINARY ACTIONS

- 48900.2 Committing Sexual Harassment
- 48900.3 Causing or attempting to cause, threatening to cause, or participating in an act of hate violence.
- 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil, or group of pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the right of that pupil or group of pupils by creating an intimidating, hostile, or offensive educational environment.
- 48900.7 Making terrorist threats against school property, or both.

MANDATORY RECCOMENDATION FOR EXPULSION IS REQUIRED FOR THE FOLLOWING ACTS:

8915[a1 to a5]

- Causing serious physical injury to another person except in self-defense.
- Possession of ANY knife or other dangerous object of no reasonable use at school.
- Possession of any controlled substance, except for a first offense for possession of less than 1 oz of marijuana, other than concentrated cannabis, however expulsion MAY be recommended for any marijuana possession.
- Robbery or extortion.
- Assault or battery upon a school employee.

MANDATORY EXPULSION IS REQUIRED FOR THE FOLLOWING ACTS §48915[C1 TO C5]

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or battery as defined in subdivision (n) of §48900 et. Seq. of the Education Code.
- Possession of an explosive.

ADMINISTRATIVE INTERVENTIONS

The following pages list consequences for general school rules that students can expect if they choose to violate the rules while on school grounds, at the bus stop, or at school activities. It is to be used as a guide and is not binding upon school authorities, except as prescribed by the governing board and legal authority. Infractions not listed below will receive a consequence appropriate to the behavior. These are violations of Education Code Sections: 48900.2, 48900.3, 48900.4 and 48900.7.

PROCEDURE FOR HANDLING PARENT COMPLAINTS

Occasionally, a parent may have a concern with the actions or omission of an act by a member of the school staff. The concern may be actual or alleged. The concern may be with instructional materials or classroom or school practices. In order to resolve the concern, the following procedure should be followed:

- Step 1: Complaints against school personnel should be made directly to the staff member involved. A meeting should be held to discuss the complaint and develop a satisfactory resolution.
- Step 2: If the complaint is not resolved with the staff member, the complaint shall be put in writing and given to the staff member's supervisor, administrative supervisor or principal. In the case of a complaint directed at an administrator, the written complaint shall be directed to the COVA board president. A joint conference will then be held (depending upon the nature, separate conferences may be held).
- Step 3: If a resolution cannot be reached, the written complaint may be presented to the COVA school board. The supervisor (Step 2) shall also forward a written report and analysis of the situation. The Board's decision is final.
- Step 4: Board hearings are covered in Administration Regulation 1312.1.

PROCEDURE FOR STUDENT COMPLAINTS

A student who has a complaint, concern or problem should use the following procedure:

1. Discuss the complaint or concern with your teacher, a staff member, or counselor.
2. If the complaint or concern is not resolved, ask to meet with the principal or assistant principal. If the problem is an emergency, obtain the advice of a staff member or counselor immediately.

We hope that this handbook is informative, and will assist you and your child in benefiting from COVA's programs and activities. If there are any questions regarding these processes and procedures, please contact the school Director.

COVA

**Conservatory of Vocal/Instrumental Arts
Charter School**

Charter

2007 - 2012

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“Table of Contents of Legal Requirements”:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Dr. Valerie Abad, hereby certify that the information submitted in this application for a charter for the creation of the Conservatory of Vocal/Instrumental Arts Charter School ("COVA" or "Charter School") to be located within the boundaries of the Oakland Unified School District is true to the best of my knowledge and belief; I also certify that this application 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, COVA:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, 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. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, or disability. [Ref. Education Code Section 47605(d)(1)]
- 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)]
- 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 are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- 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 COVA without graduating or completing the school year for any reason, COVA shall notify the superintendent of the school district 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. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - COVA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - COVA shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - COVA shall comply with the jurisdictional limitations regarding the location of its facilities; COVA will operate at one site within the jurisdictional boundaries of Oakland Unified School District unless otherwise authorized under law.
 - COVA shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - COVA shall comply with all applicable portions of the No Child Left Behind Act.
 - COVA shall comply with the Public Records Act.
 - COVA shall comply with the Family Educational Rights and Privacy Act.
 - COVA shall meet or exceed the legally required minimum number of school days for charter schools.

Dr. Valerie Abad
 Dr. Valerie Abad

10/6/08
 Date

Prologue: Why Music?

Music and the Mind (See Appendix D For more Research Detail)

by Dee Dickinson (Edited by Dr. Valerie Abad – For complete research see Appendix D) ¹

Music is the manifestation of the human spirit, similar to language. Its greatest practitioners have conveyed to mankind things not possible to say in any other language. If we do not want these things to remain dead treasures, we must do our utmost to make the greatest possible number of people understand their idiom. --Zoltán Kodály .

Educators agree that music and the arts are essential to a well-rounded high quality education:

- OUSD's 2002 goal: "Excel in ways that **express individual passion** and unique talents (as quoted on the website for the OUSD Visual and Performing Arts department.
- The Alameda County Office of Education strongly supports arts integration into student learning. In Volume 2, Issue 2, of the 2004, OUSD Arts News, the Editor' praises the County Superintendent of School's support of the OUSD's efforts to bring arts to its students and describes an organization called the Alameda County Alliance for Arts Learning Leadership ("AALL"):

The Belief Statements from ACOE AALL most succinctly describe the organization's philosophy on the Arts.

Value of the Arts: We further believe that access to and practice in the arts for every child every day is essential to the accomplishment of this vision. Equitable classrooms use artistic disciplines to ensure that every child will have the opportunity to practice critical thinking, discover and express their own experience, investigate creative ideas, make new connections for themselves and others, and learn the value of collaboration, interdependence, and compassion. Students with these tools and life skills are capable of dispelling ignorance, imagining what's possible, and realizing their potential and that of their community and society."

- Based on significant research in the Arts, the U.S., the **2002** federal No Child Left Behind (NCLB) legislation names arts education as part of the "core curriculum" for schools, on par with reading, math and science. **This legislation underscores research that supports music education** as a critical component to the overall educational experience of our youth. By listing the arts among the core academic subjects, NCLB established a goal that all students have the opportunity to achieve in the arts, and reap the benefits of a comprehensive, creative, innovative education.

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Recently a number of reports have appeared that attest to the connection between music and academic achievement:

- Statistics collected by the U.S. Department of Education (2003), found schools that produced the highest academic achievement in the United States today are spending 20 to 30% of the day on the arts, with special emphasis on music. Included are St. Augustine Bronx elementary school, which was failing, implemented an intensive music program. Today 90% of the students are reading at or above grade level.
- In an analysis of **U.S. Department of Education data on more than 25,000** secondary school students (NELS:88, National Education Longitudinal Survey), researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show “significantly higher levels of mathematics proficiency by grade 12.” This observation holds regardless of students’ socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time. — Catterall, James S., Richard Chapleau, and John Iwanaga. “Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts.” Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999.
- The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating “Many colleges view participation in the arts and music as a valuable experience that broadens students’ understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children’s intellectual development.” In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. — Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997
- An intensive four-year study of A+ schools (Arts Plus) in North Carolina and a follow-up study after 8 years showed significant positive effects of the Arts-based School Reform including (2003, see appendix D for full report): improved instructional strategies, improved classroom assessment, benefits across all groups (ethnicity, socioeconomic status, cognitive development), increased standardized test scores.
- Ashley River Creative Arts School (ARCA) in Charleston, South Carolina is #2 academically, second only to a school for the academically gifted. In 2005, schoolwide ARCA met all of their AYP targets. In addition, 97.7% of the 3rd grade students met state standards in English, 94.3% met state standards in Math, 88.5% met state standards in Science, and 94.3% met state standards in Social Studies. For African American students, results were striking, with 91 - 96% meeting state proficiency in ELA and 88 - 92% in Math (grades 3-4) and 81% met state proficiency (grade 5).
- Opening Minds Through the Arts (OMA), Tucson, AZ
 - a) After two years of participation in the OMA® program, second-grade students scored significantly higher than their counterparts in comparison schools on all SAT9 tests; reading, language, and mathematics. OMA® showed a pattern of robust positive effects.
 - b) The achievement gap was narrowed in all subject areas for second-grade Hispanic students participating in OMA® for two years.
 - c) Additionally, the achievement gap was narrowed for second-grade Hispanic

students participating in OMA® for two years.

- At Guggenheim Elementary School in Chicago, the faculty and students are finding new success in learning through the visual arts and music. Attendance is high, test scores are steadily rising, and enthusiasm is pervasive throughout the school. Reading comprehension, math, and science standardized test scores have risen every year since 2002.
- At the Horton School in San Diego, music has been used extensively to teach all the students to become bilingual in Spanish and English. Scores for this school consistently improve. In 2005, Horton has fully achieved 64 (80 percent) of its 80 benchmarks set by the school district for program improvement.
- In study of the ability of fourteen year-old science students in seventeen countries, the top three countries were Hungary, the Netherlands, and Japan. All three include music throughout the curriculum from kindergarten through high school. In addition, the academic achievement of Hungarian students, especially in math and science, continues to be outstanding. The Netherlands integrates music and the arts into a significant portion of the curriculum, and Japan followed suit by learning from the experience of these other countries. Today, students in all of these countries outperform students in the United States in Math and Science.
- Conservatory Laboratory Charter School, Brighton, MA
A partnership with the New England Conservatory. The 2005 Grade 5 Science and Technology MCAS results for the CLCS are significantly higher than Boston Public Schools.
- Statistical analysis discloses the fact that the foremost technical designers and engineers in Silicon Valley are almost all practicing musicians.
- Creative Arts Charter School (SFUSD) integrates music into their curriculum. API score of 748, statewide rank of 6.
- Davidson School in Augusta, Georgia (grades 5-12), which emphasizes music and arts in their curriculum, is #1 academically in the country (2005). Ashley River Elementary in Charleston, North Carolina is #2 academically, second only to a school for the academically gifted.

Research emerging from the cognitive sciences gives us useful information to explain those connections. As a result of technology, which allows us to see the human brain while it is in the process of thinking, we can observe, for example, that when people listen to melodies with a variety of pitch and timbre, the right hemisphere of the brain is activated. It also “lights up” when people play music by ear. When, however, people learn to read music, understand key signatures, notation, and other details of scores, and are able to follow the sequence of notes, then the left hemisphere “lights up.” Significantly, it is activated in the same area that is involved in analytical and mathematical thinking. *Listening to music involves not only hearing but also visual, tactile and emotional experiences.* (Eckart O. Altenmüller, Music in Your Head, Scientific American, January 2004)

Why are the Arts Important?

1. They are languages that all people speak --that cut across racial, cultural, social, educational, and economic barriers and enhance cultural appreciation and awareness.
2. They are symbol systems as important as letters and numbers.

3. They integrate mind, body, and spirit.
4. They provide opportunities for self-expression, bringing the inner world into the outer world of concrete reality.
5. They offer the avenue to “flow states” and peak experiences.
6. They create a seamless connection between motivation, instruction, assessment, and practical application-- leading to “deep understanding.”
7. They make it possible to experience processes from beginning to end.
8. They develop both independence and collaboration.
9. They provide immediate feedback and opportunities for reflection.
10. They make it possible to use personal strengths in meaningful ways and to bridge into understanding at times difficult abstractions through these strengths.
11. They merge the learning of process and content.
12. They improve academic achievement-- enhancing test scores, attitudes, social skills, critical and creative thinking.
13. They exercise and develop higher order thinking skills including analysis, synthesis, evaluation, and “problem-finding.”
14. They are essential components of any alternative assessment program.
15. They provide the means for every student to learn.

The work of Dr. Paul MacLean at the National Institute of Mental Health gives us further insights into the value of music education. His triune brain theory suggests that the human brain is really three brains in one. The smallest part, about 5% of the brain, the reticular formation, is the gateway for most sensory input and is devoted to maintaining the operation of automatic body process, such as respiration and heartbeat. It is also the seat of habitual or automatic behavior. The second part, the limbic system, is another 10% of the brain and is the seat of the emotions, certain kinds of memory, and glandular control. The largest part, the cerebral cortex, which is about 85% of the brain, is devoted to higher order thinking processes.

MacLean points out that the limbic system is so powerful that it can literally facilitate or inhibit learning and higher order thinking. It appears that positive emotions, such as love, tenderness, and humor, can facilitate higher order thinking skills; whereas negative emotions, such as anger, hostility, and fear, can literally downshift the brain to basic survival thinking.

The relationship to music education is clear when we observe students joyfully making music together and when we gather information about their academic achievement in other areas. A study by Bloom on gifted musicians reveals that most had very positive early learning experiences with teachers who were patient, supportive, and loving. Task masters came later in their lives.

Further research from the cognitive sciences by Dr. Marian Diamond, Berkeley neurophysiologist, offers information that the brain changes physiologically in relation to learning and experience-- for better or worse. She has found that positive, nurturing, stimulating learning experiences that offer opportunities for interaction and response can result in richer neural networks, which are the "hardware" of intelligence. The dynamic quality of making music can be one of those kinds of experience.

There are many ways to incorporate music in the curriculum of any subject, whether it is to provide a rich background for literature and writing courses, concrete ways to learn fractions and other mathematical concepts, understanding of other cultures, and accelerated ways of learning foreign languages and other subjects.

Dr. Georgi Lozonov, Bulgarian founder of accelerated learning techniques, has researched the most effective music to use in his system. He has found the Baroque and Romantic music offer the ideal background for enhancing the learning of any subject. In using this system, corporate training programs and schools often cut learning time in half.

All teachers today are challenged by the increasing diversity of their students, and they all need more effective ways to work with these differences. Music is a language that everyone speaks and understands. We are all born rhythmical people-- we lived with our mother's heartbeat for nine months before we were born. We all live with the rhythms of our respiration and heartbeat. The human body and voice has surely been used in early artistic self-expression not only by ancient humans, but by every child today.

At Chicago's inner city Guggenheim Elementary School, the faculty and students are finding new success in learning through the visual arts and music. Attendance is high, test scores are steadily rising, and enthusiasm is pervasive throughout the school. At the Horton School in San Diego, music has been used extensively to teach all the students to become bilingual in Spanish and English.

If we are to make a strong case for music education, we cannot do so merely by focusing on its cultural value to civilization. We cannot do so by just discussing what it does for the human spirit. We must begin to use the information at hand from the cognitive sciences. We need to carry on research on the academic achievement of music students and make that information broadly available to all those engaged in educational planning and practice. We need to note the results of music education in the improved development of higher order thinking skills, including analysis, synthesis, logic, and creativity; improved concentration and lengthened attention spans; improved memory and retention; and improved interpersonal skills and abilities to work with others in collaborative ways.

And then we can discuss the joy of learning that comes from listening to and making music. Peak experiences, in which what people are thinking and what they are doing, merge and are often experienced by musicians. These "flow states" result in learning which becomes its own reward. When all educators recognize the value of music as an integral and essential part of the curriculum, we will see more opportunities for all students to be successful.

I. INTRODUCTION/FOUNDING GROUP

A. Introduction

This charter petition seeks to establish the Conservatory of Vocal/Instrumental Arts: Charter School ("COVA"), a site-based, kindergarten through eighth grade, charter school to be located at one site within the geographic boundaries of the District.

This application addresses the statutory purposes for Charter Schools by: 1) seeking to improve student learning with particular emphasis on low-achieving inner city students through a different and innovative music focused program; 2) increasing learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; 3) encouraging the use of different and innovative teaching methods; and 4) providing parents and pupils with expanded choices in the types of educational opportunities available within the public school system; and 5) documenting accountability through accomplishment of pupil outcomes. This will be accomplished through the comprehensive educational program described below.

B. Founding Group/ Supporting Consultants

The founding group of COVA is comprised of teachers, parents, corporate supporters, and community business leaders who feel that music education has been diminished in inner city schools. The founders of COVA are dedicated to providing a quality, state standards aligned, multi-cultural, music centered program for students as an educational choice for Oakland children and parents (see Appendix A for resumes of founders). The founders, along with the consultants listed below, combine the following expertise areas: educators, administrators, musicians, finance, business, school finance, legal, special education, community development as follows:

Valerie Abad

The Lead Petitioner, Dr. Valerie Abad, has served over 38 years as a professional educator in grades K-10, and over 20 years in teacher professional development and College teaching (teacher training and credential programs in computers, Special Education, and Gifted Education). Dr. Abad has served as a regular education teacher (K-10), GATE teacher, Special Day Class teacher, Full-Inclusion teacher, Resource Specialist, Director of Educational Technology and Principal of a Charter School. She has a Master's Degree in Education: Education of Exceptional Children, and has completed a Ph.D. in Education: Teaching and Professional Practice. She served as a Mentor Teacher and Master Teacher. Dr. Abad has credentials in: General Education (Life) K – 9 (Major: Psychology, Minor: Music), Administrative Service Credential, Resource Specialist Certificate K – 12 (Life), and Computer Concepts and Applications single subject clear supplementary authorization. Dr. Abad has developed her own curriculum in reading, which includes a supplementary six-week reading program that consistently has demonstrated more than a year's growth in word decoding over a 6 week period in under-performing inner city minority students, English Learners (EL), and Special Education students. She has developed curriculum in all elementary subjects and middle/high school Core, computer and Arts curriculum. She is very involved in the music community and performs with the Contra Costa Wind Symphony. Dr. Abad serves as the Executive Director of the school (see resume Appendix A).

David Ramirez

The teacher/administrator developer, David Ramirez, received his law degree and practiced law before coming to education. He has been an educator for over 10 years, has served as a teacher, Vice Principal, and served as a banking Vice President and loan officer 13 for years.

Jeff Stephens

The parent developer, Jeff Stephens, a Videographer, has two children who have recognized great benefits from music instruction and he has observed the correlation between music instruction and academic achievement (see resume Appendix A). The parent developer will assist parents in establishing and organizing a Parent Advisory Council as discussed under the Governance Section.

Erika Miranda

The professional musician developer, Erika Miranda, recognizes from personal experience and experience in music teaching how music training can enhance learning, success, and quality of life (see resume Appendix A). The musician developer shall be responsible for establishing connections and resources within the professional music community, and providing direction for the development of an exemplary music instructional program.

Lucella Harrison

Lucella started her teaching career at Cole Elementary School in Oakland, and served as a teacher and administrator in the Oakland Unified Schools for over 40 years. She served on the Oakland School Board from 1993 to 2001, and as the Board President. Lucella continues to work as an educational consultant and community advocate for quality education in Oakland.

Bill Patterson

Bill is President of the East Bay Municipal Utility District's Board of Directors. He is on the Peralta Colleges Foundation Board, and serving on Oakland Mayor-elect Ron Dellum's transition team. He is widely recognized as one of Oakland's civic champions. He has been actively involved in many political campaigns and community organizations for more than four decades. He is a past president of the Oakland NAACP. He is a retired Oakland Parks and Recreation manager, who has been credited widely by many superstar athletes who have gone on to gain Hall of Fame recognition, including basketball's Bill Russell and baseball's Joe Morgan. He was also a close confidant and advisor to the late Oakland Mayor Lionel Wilson, the city's first African American mayor. He served on the Oakland's Public Ethics and Parks and Recreation Commissions.

Patterson received his bachelor and masters degrees from San Francisco State University. He resides in Oakland with his family and remains active in numerous community activities. He has received numerous awards in recognition of his accomplishments from governmental, community and political organizations.

N.W. Jasper

The president and CEO of Dolby Corporation, N.W. (Bill) Jasper, is a strong supporter of the Charter Music program recognizing how music enhances skills in the world of work (see letter of support under Founding Group). Mr. Jasper brings experience from the music industry, the sound fiscal knowledge of both corporate and educational institutions, and has served 13 years on school boards in the East Bay at both elementary and secondary levels.

Spector, Middleton, Young & Minney, LLP

Spector, Middleton, Young & Minney, LLP has been a leader in charter school law for more than a decade, representing over 300 charter schools throughout the state.

SMYM offers superior legal expertise, as well as the technical know-how to allow you to effectively resolve your problems and meet all of your charter school needs – with the confidentiality you deserve, at a price you can afford.

SMYM emphasizes a preventative approach to the law, helping their clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational challenges.

Located in Sacramento SMYM is uniquely positioned to influence the public policy debate – helping shape the future of charter schools.

Cathi Vogel

Cathi Vogel, principal of Vogel and Associates, is a recognized authority on California public school business and financial issues with a particular emphasis on multi-year strategic fiscal planning, governance and cost-benefit analysis. Ms. Vogel has served over twenty years as the chief fiscal, legal, and legislative officer for California public schools including Chief Financial Officer of San Francisco Unified School District and Fresno Unified School District.

EdTEC

EdTec was founded in 2001 by Joshua Newman to serve California's charter schools' back-office business service needs. Josh recognizes that like any small business, charter schools need an experienced administrative staff with specialized business skills but cannot afford to bring that staff on board.

EdTec was founded to be the "business office" for independent charter schools and provide small schools with the business expertise they require. By serving multiple clients, EdTec has the economies of scale to hire experienced personnel who specialize in different areas of school management and can develop benchmarks of best practices in school management.

Other supporters include professional musicians, business leaders, and parents. Attached as Appendix B, please find a list of additional COVA supporters and a brief description of their expertise. Our founding group is committed to the goal of providing a high quality state standards aligned academic and music education for all enrolled students. All developers and supporters are assisting in the school development and in establishing the school foundation.

The supporting teachers represent an average of over 15 years in the field of education, and come from the fields of Math, Science, Language Arts, History, Computer Education, Music, and Special Education. They represent skilled teachers who have demonstrated success in the classroom with under-performing as well as high achieving students.

California Charter Schools Association

The California Charter Schools Association (the "Association") is a membership and professional organization serving the charter public schools in the state of California. CCSA's mission is to increase student achievement by supporting and expanding charter public schools throughout California.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: 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. California Education Code Section 47605(b) (5) (A)

A. Mission Statement

COVA's mission is to create a K-8 school serving inner city Oakland students with musical interests through the integration of musical arts into each subject area; enable students to participate passionately in music and performance; provide the highest standard of academic instruction; and help students become self-motivated, competent, life-long learners who are able to read, write, speak, and calculate with clarity and precision.

B. Vision

By immersing students in the musical arts in the early grades, COVA students will be prepared to further their music education at the high school and college level, ultimately, demonstrating the ideals of citizenship by contributing to the life enrichment of the community through public musical performance and collaboration. COVA students will graduate from COVA at or above grade level, and ready to continue their achievement of 21st Century learning skills through high school and college graduation and a wide variety of life/career paths that are available due to the strong music and state standards foundation provided at COVA.

C. Whom the School is Attempting to Educate

COVA's intent is to serve a target population of students within the Oakland Unified School District ("OUSD") who seek to obtain strong academic skills in a state standards curriculum delivered within a framework of musical development. Students will be recruited from throughout Oakland, with specific emphasis on students from under-performing schools identified as those in Program Improvement and/or those achieving a statewide or similar school's ranking of 2 or lower (see Outreach Plan Appendix C). COVA is located within the boundaries of OUSD, offering grades K – 8, with an initial enrollment of 54 students growing to approximately 350 students in grades K – 8 over 5 years.

D. An "Educated Person" in the 21st Century

An educated person in the 21st century must, above all, be a master of basic skills such as reading, writing and mathematics. In addition, they must be skilled in other academic disciplines including science, social science/history, world languages, and utilize technology tools for school, career, and life. An educated person in the 21st century will need the ability to: think creatively, perform, listen perceptively, analyze, demonstrate a mature respect for themselves and others, engage in teamwork, and display leadership/decision-making skills. All these skills are taught and reinforced through music instruction. The COVA program as follows, will enable its students to become self-motivated, competent, lifelong learners, prepared to meet the challenges of the 21st century.

COVA will endeavor to recruit a pupil population that is reflective of the demographics of the population of students enrolled in OUSD. Based upon the OUSD's 2005 API report, the following represents the estimated percentage breakdown of the population of students COVA anticipates serving in its program:

African American	41%
America Indian	.5%
Asian	17%
Filipino	1%
Hispanic or Latino	33%
Pacific Islander	1.2%
White	6%
Socio-economically Disadvantaged	75%
English Learners	37%
Students with Disabilities	10.5%

E. How Learning Best Occurs

Overview

COVA believes that learning best occurs when students are challenged academically, perform, work in teams and engage in an environment of high standards and expectations.

COVA's philosophy of learning as a process across disciplines, rather than focusing on isolated academic skill development, has been formulated from a strong research foundation.

As described below, COVA believes learning best occurs when music is integrated into core subject areas; when courses are taught with a consideration of the philosophy of multiple intelligences; where teachers are valued, highly qualified, and appropriately credentialed; where professional development is prioritized; and parents and community members are actively involved in the success of the School.

Music Integration

COVA believes that learning best occurs when music is integrated across the curriculum. Research strongly correlates the integration of music and art across the curriculum with increased test scores in Language Arts, Math, Science, and educational success strategies [see Appendix D Research to Support Music Integration]. Teachers have long known that students more readily remember facts when they are put to a tune or rhythm. Advertisers count on the public remembering their products because of an advertising jingle or song. The rhyme, rhythm, and repetition of music make it easier to remember facts and retain information in all academic areas. Music captures our attention and balances repetition with novelty, which, in turn, facilitates retention (Maute, 1987; Woolfolk, 1995). In addition, our bodies "feel" the rhythm, thus incorporating our kinesthetic sense in the remembering process. Musical mnemonics, because of their novel, multi-sensory approach, are particularly beneficial for at-risk learners (Gfeller, 1986; Hanson, Silver, & Strong, 1991).

Hanson, Silver, and Strong (1991) identified four types of learners: 1) sensing thinking, 2) sensing feeling, 3) intuitive thinking, and 4) intuitive feeling. Schools tend to focus on the

learning styles of sensing and intuitive thinking students, shortchanging those students classified as sensing feeling or intuitive feeling. Sensing-feeling students typically focus on personal feelings and values, friendships, and interpersonal relationships. They often express an interest in music and the arts tending to do well through grade four, but they often struggle in the upper elementary / middle school years, when the learning environment becomes more competitive. Intuitive feelers look for new ways of doing things. Often academically at risk students feel alienated and disconnected from the school learning environment. Music offers all students, regardless of learning style or academic achievement the opportunity to explore the self, communicate through music, generate innovative ideas, and focus on learning as a natural process.

Research in neuropsychology suggests ways that music can enhance learning. Optimal learning occurs when the two hemispheres of the brain work together. Any teaching strategy, such as music, that integrates the functions of both hemispheres uses the natural design of the brain to make learning easier, faster, and more fun (Caine, Caine, & Crowell, 1994; Campbell, 1986; Healy, 1994; Howard, 1994; Williams, 1983). Electroencephalogram tests reveal that music alters brain waves, making the brain more receptive to learning. Don Campbell, Director of the Institute for Music, Health, and Education, explains that music “rhythmically and harmonically stimulates essential patterns of brain growth” (Campbell, 1992, p. 53). A number of recent research studies suggest other ways that music accelerates learning:

1. Shaw (1993) examined how learning to play an instrument or singing in groups affected children’s learning. The results showed that music training improves young student’s performance on spatial-reasoning tasks, such as puzzles or mazes.
2. Campbell (1986) and Keen-Payne & Cagle (1993) found music heightens emotional involvement in learning. This heightened involvement creates a stronger neural connection, which in turn makes it easier to remember information. All learning incorporates emotions and thinking (Caine & Caine, 1991). Instructional approaches that combine both, as music does, are most effective.

Students who are underachieving often suffer from frustration and school related stress. Research shows that stress reduces the flow of blood and oxygen to the brain which results in mental blanks, a reduced willingness to take intellectual risks, difficulty engaging in higher level thinking, and often creates a sense of helplessness. Integrating music into the classroom can reduce stress, increase productivity, regulate energy, and create a relaxed and supportive learning environment (Caine & Caine, 1991). (See II. F., “Curriculum and Instructional Design” and Sample Integrated Lesson Plans, Appendix E for a full description of the manner in which music will be integrated throughout the charter.)

In an address at the National Council of Elementary Principals’ meeting, benefits of the arts in the curriculum were identified (Appendix G).

Multiple-Intelligences

The Multiple Intelligence theory suggests that no one set of teaching strategies will work best for all students at all times. All children have different proclivities in the seven intelligences, so any particular strategy is likely to be successful with several students, and yet, not for others. Because of these individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students. As long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own highly developed intelligence(s) actively involved in learning.

Key Points in MI Theory

- * Each person possesses all seven intelligences - MI theory is not a "type theory" for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposed that each person has capacities in all seven intelligences.
- * Most people can develop each intelligence to an adequate level of competency - although an individual may bewail his deficiencies in a given area and consider his problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all seven intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.
- * Intelligences usually work together in complex ways - Gardner points out that each intelligence as described above is actually a "fiction"; that is no intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals.) Intelligences are always interacting with each other.
- * There are many ways to be intelligent within each category - there is no standard set of attributes that one must have to be considered intelligent in a specific area. Consequently, a person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large, oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior bodily-kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table. MI theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences.

COVA's philosophy supports music and arts education as an instructional delivery system to develop proficient learners in all academic domains. The foundation of the COVA curriculum will be based on Howard Gardner's theory of Multiple Intelligences. Although COVA will emphasize a strong performing arts component, instruction will provide learning in all seven domains of Intelligence: Linguistic, Logical-Mathematical, Spatial, Body-Kinesthetic, Musical, Interpersonal, and Intrapersonal (Gardner, 1993).

COVA will incorporate instruction designed to provide learning across all seven of the intelligence domains, with particular emphasis on music:

Intelligence	Teaching Activities	Instructional Strategies
Linguistic	Direct instruction, discussion, word-games, storytelling, choral reading, journaling, drama, musical production, poetry and educational technology	Reading, writing (word-processing), talking, listening or watching and multimedia about the curricular topic
Logical-Mathematical	Socratic questioning, brain-teasers, problem solving, science experiences, mental calculation, number games, rhythm exercises, critical thinking and educational technology	Identify numeric and scientific basis, think critically, use scientific method, conceptualize, use computers for gathering and synthesizing information
Spatial	Visual presentation, art, imagination, improvisation and storytelling, mind-mapping, metaphor, music reading & visualization	Visualization, drawing, graphing, mind-maps, models and maps
Bodily-Kinesthetic	Hands-on learning, drama, dance, sports, tactile activities and relaxation exercises	Building models, acting, touch, dance and movement, and physical fitness
Musical	Vocal and instrumental music, relaxation to music, focus through music and educational technology. Music integration across the curriculum.	Play an instrument or sing, rap, listening, composing (creating original music) – using technology for composition, integrate music into history through historical music periods, through science (physics), Language Arts (reading and writing on music topics), Math (rhythm), PE (music and movement), Foreign Language (songs).
Interpersonal	Coop. learning, peer tutoring, community service, social activities, simulations and musical groups	Peer/Cross age teaching, collaboration, grouping and interaction
Intrapersonal	Connections to self, choices, life-long learning, self-discipline and self-actualization	Individualized instruction, 1-1 tutoring, 'Practice Makes Perfect' philosophy, personal journals and "life planning"

Highly Qualified Teachers

COVA believes learning best occurs when taught by appropriately credentialed, highly qualified teachers in accordance with No Child Left Behind guidelines and criteria, and teachers who have education and experience in music. (See "Employee Qualifications," Section V, A.)

Professional Development

COVA believes that learning best occurs with a fully developed professional development program. COVA will offer four in-service days prior to the opening of school, weekly staff meetings, two pupil release days, 1 sub day for peer observations, and conference attendance

opportunities. Pre-opening and ongoing professional development topics will include: Implementation of State Content Standards and Frameworks; Student Assessment and Evaluation; Training in Integration of Gardner's Multiple Intelligences; Integrating Music into the Core Curriculum; Strategies for Academic Improvement Across the Curriculum; Training in Specific Methods and Materials for the State adopted reading and math series (Open Court, Math Series); Providing for Differentiated Instruction for Special Education, EL, At-Risk and GATE students; Classroom Organization and Management, the Student Study Team process; and Using Technology to Enhance Learning. All staff will participate in regular training sessions, subject matter cohorts, and new staff will be assigned a "mentor" teacher to assist in the development of successful teaching techniques. COVA's strategy to integrate music fully into the core curriculum will be achieved through on-going professional development including staff participation in curriculum development workshops to ensure that all teachers have the training and skills to create lessons that integrate music into the Core subjects, and provide a consistent curriculum which articulates effectively from grade level to grade level.

In order to increase teacher development and retention, new teachers will be encouraged to participate in the State Beginning Teacher Support and Assessment (BTSA) program, and lead teachers will be identified to support new teachers and peers in the mastery and implementation of all programs. The Executive Director will also provide regular classroom observations assisting teachers in developing individual professional improvement plans.

Parent/Community Involvement

COVA believes that learning best occurs when parents and community are heavily involved in the success of COVA's students. COVA's philosophy includes strong parent participation in both the academic and musical components of the program. A Parent Advisory Council ("PAC") will provide input to COVA's Board and administration relating to the overall school program (see Governance section). COVA believes that parent involvement is a primary factor in student academic success. Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education (Henderson & Berla, 1994; Hickman, 1996). But families may not become involved if they do not feel that the school climate--the social and educational atmosphere of a school--is one that makes families feel welcomed, respected, trusted, heard, and needed. Research (e.g., Comer & Haynes, 1992; Epstein & Dauber, 1993) suggests a connection between the school climate and the extent to which parents and families are involved in their children's education. When schools create a positive school climate by reaching out to families and providing structures for them to become involved, the result is effective school-family partnerships. COVA will foster the school-family partnerships through positive staff-parent communications, regular student performances and participation opportunities for parents. Student performances draw parents and community together in a positive vision of the students and the school. Therefore, COVA will support a strong Parent Advisory Council.

Research in parental choice relating to selection of a musical education for their children identifies a variety of motivations. Music training is associated with personal benefits such as: improvement in academic performance (Graziano, Peterson, & Shaw, 1999); improved intellectual performance in general (Gardner, 1997; Laczo, 1985; Phillips, 1976); personal growth (Levin, 1989); and discipline and diligence (Sloboda, 1990). A review of achievement literature indicates that parental provision of goals, models, and expectations provides both motivation and direction for a child's success (Olszewski et al., 1987). Musical training allows a

direct venue for parents to participate in their child's education by attending student performances and encouraging self-discipline and diligence through at-home practice.

Dai and Shader (2001) conducted a study of parent's motivation for selecting music education for their children. Besides the straightforward development of musical talent, there are many incentives that motivate parents' decisions to involve their children in musical training. One reason relates to intrinsic benefits such as the development of musical and aesthetic sensitivity and enrichment of inner life (Csikszentmihalyi, Rathunde, & Whalen, 1993). Other reasons relate to more extrinsic factors such as status (e.g., social recognition, fame, applause) and more opportunities and avenues for success. Yet another category of reasons involves the use of musical study as a way to develop desirable personal attributes, such as work ethic, diligence, or increased intelligence (Gardner, 1997). It is COVA's hope that parents who have the ability to choose the School for their child will be motivated to volunteer time to support COVA's programs. All families will be strongly encouraged, but not required to volunteer at least two (2) hours per month toward the benefit of COVA or in support of their child's education (i.e. attending performances, parent teacher conferences, and homework guidance and oversight).

F. Curriculum and Instructional Design

COVA's program is a rigorous, relevant, and coherent Curriculum, which is based upon and meets State Frameworks and Standards, which supports academic achievement across all State identified sub-groups and expands upon the California Standards for Music and the Arts.

Overview

The curriculum offered for all grade levels meets all of the State Content Standards. To ensure transferability of all coursework between COVA and the OUSD schools, all courses will be developed to align with the State's course content. Instructional materials will align with State Standards and will be research based, and proven to be effective with the target population (see List of Proposed Textbooks, Appendix H). Musical instruction will be integrated throughout the curriculum (see Sample Integration Lesson Plans - Appendix E) as well as expanded before and after school (see Daily Schedule - Appendix F).

The instructional methodology will be based on Howard Gardner's theory of Multiple Intelligences, following his highly researched learning methodologies of Multiple Intelligences, which have demonstrated effectiveness with at-risk learners (Rubado, 2002; McIntosh, 1995), ELL (Mlynarczyk, 1998; Wiley & Hartung-Cole, 1998; Bell & Lorenzi, 2004), GATE (Fasko 2001; Smith, 1998) and the general student population (Sawyer, 2003; Sternberg & Williams, 1998). Teachers will be thoroughly trained to utilize instructional strategies designed to form an "inclusive" program to meet the needs of students with different "intelligence" strengths. In Gardner's philosophy, which COVA subscribes to, all students possess the seven "intelligences", but each student has a different pattern of strengths and preferred modes of learning. Teachers will be thoroughly trained to utilize instructional strategies designed to form an "inclusive" program to meet the needs of students with different "intelligence" strengths (see Multiple Intelligence Classroom Strategies, Appendix I).

All students will be assessed to create an individual intelligences profile, and age appropriate students will complete a Multiple Intelligences self-assessment (see Checklist for Assessing Multiple Intelligences, Appendix J).

The proposed curricular programs and instructional programs are described below.

Proposed Curricular Programs

In alignment with the “**No Child Left Behind Act**” (NCLB), COVA will “employ proven methods for student learning, teaching...that are based on scientifically based research and effective practices that have been replicated successfully in schools”.

Reading: Reading/Language Arts: Several methods will be utilized to ensure that each student achieves mastery in all areas of reading/language arts. This will include the use of a State adopted phonetic based language arts series such as Houghton-Mifflin (K-5). All teachers will receive training to fully implement the language arts program. Literature will be emphasized in middle school grades through literature series, the Great Books series, and reading full text literature books from the California State recommended reading list at each grade level. COVA will use the REACH Reading Systems program to provide remedial support to the students needing remedial work. Also, COVA has an extensive plan to use the Great Books curriculum to augment with multi-cultural literature for Proficient and Advanced students.

** To integrate music and the arts into the Reading curriculum, a supplementary program will be used called Learning to Read Through the Arts:

Learning to Read through the Arts (“LTRTA”): This program uses the arts, including music, as a stimulus for teaching reading, writing, and higher-level thinking skills. LTRTA is designed for children in grades 2-8, as well as Special Education and bilingual students. Curriculum is developed based on themes. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the artist/teacher and classroom/reading teachers in whole class and/or small groups for an average of two (2) hours per week. Students receive additional reading instruction for at least one and a half hours a week in **reading-oriented arts workshops in the areas of dance, music, theater, crafts, sculpture, painting, printmaking, and photography.** There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice training will be provided for teaching staff. A study of inner city students in New York participating in the LTRTA program demonstrated an average of two months improvement in reading for each month they participated in the program.

Language Arts and Literature: As a supplement to the State adopted series, the Junior Great Books curriculum will be included at all grade levels. Instruction in written composition will be aligned with Writing Rubrics for Prose, Poetry, Fiction/Non-Fiction, and Research Reports. In conjunction with the Language Arts textbooks, a literature curriculum will be developed by the Language Arts teachers, and adopted by the board, to **integrate music themes** and align with the State of California recommended reading lists.

Mathematics: Researchers report that the left hemisphere analyzes the structure of music, while the right hemisphere focuses on the melody (Breitling, Guenther, & Rondot, 1987; Campbell, 1986). The hemispheres of the brain work together when emotions are stimulated, attention focused, and motivation heightened. **Rhythm acts as a hook for capturing attention and**

stimulating interest. Once a person is motivated and actively involved, learning is optimized. Preliminary research at the Center for the Neurobiology of Learning and Memory at the University of California, Irvine, shows that music enhances higher-brain functions. Subjects who listened to 10 minutes of music (in this case, Mozart) prior to taking the abstract reasoning portion of the Stanford-Binet ability test did better than those using a relaxation tape or meditating before the test. It appears that complex music may promote more complex thinking (Viadero, 1993). The development of rhythm, spatial-reasoning, and abstract thinking, which occurs during music instruction, has been found to correlate closely with success in mathematics. COVA's mathematics program will integrate rhythm, meter, and tempo within the math curriculum as well as providing instruction through Standards based State adopted texts and supplementary math curriculum.

Math Textbooks: COVA's mathematics program shall provide instruction through textbooks that are California Standards aligned such as:

McGraw Mathematics, Grades K-6.
Scott-Foresman CA Mathematics K-6.
Pre-Algebra/Algebra (7-8)
Prentice-Hall Pre-Algebra, CA Edition.
Prentice-Hall Algebra I, CA Edition.

Supplementary computer-learning individualized self pacing math program: Neufeld Learning Systems – Understanding Math™, a computer software series that is aligned with the California State Frameworks for Math, will be used to supplement math instruction for low-achieving students needing additional practice, students needing topic review, and students who would benefit from advanced study in math.

Science: Textbooks for science will be selected from the California State adopted texts aligned with the State Frameworks and Content Standards such as:

- Science: (K-5): One of the following: McGraw-Hill Science, Harcourt Science, Houghton-Mifflin Science Discoveryworks
- Science: (6): Holt Science and Technology: Earth Science; Pearson Prentice-Hall Science Explorer: Focus on Earth Science
- Science: (7): Holt Science and Technology: Life Science; Pearson Prentice-Hall: Focus on Life Science
- Science: (8): Holt Science and Technology: Physical Science; Pearson Prentice-Hall: Focus on Physical Science.

** Music and the arts will be integrated into science instruction through the study of curricular units such as sound (physics) and rhythm (patterns).

Social Studies/History: State adopted textbooks will be used to provide social studies/history instruction such as:

- Pearson *Scott Foresman K – 5 History-Social Science for California*
- Pearson Prentice Hall's middle school standards-based three-level series--Ancient Civilizations, Medieval and Early Modern Times, and America: History of Our Nation will be used to provide social studies/history instruction.

** Music and the arts will be integrated into the social studies curriculum through the study of the history of arts and music across time and cultures (see Sample Integration Lesson Plans – Appendix E). A committee of teachers and parents will select supplementary materials from State recommended materials and primary sources which support the text content. Social studies teachers will participate in development of the arts integrated units.

Foreign Language: All students beginning in Kindergarten will participate in foreign language instruction. In grades K-5 students will have an opportunity to learn songs, poems, and riddles in French, Spanish, and Italian (tied with the music curriculum). Beginning in grade 6 students will receive instruction to enhance vocabulary in Latin roots and phrases to enhance English vocabulary development. Students in grade 7 and 8 will participate in a foreign language elective (Spanish or French). English Learners will receive supplementary instruction in English instead of taking another foreign language course until re-designated as English proficient

Physical Education: All students will participate in Physical Education instruction designed to meet the California State Frameworks for physical fitness, and the National Fitness Standards. This will include sports, physical training, and health education.

** Music will be integrated into PE through dance and movement.

Musical Arts Education: In addition to the integration of music throughout all core instructional areas, COVA will also separately provide instruction in all State music and art standards as well as extended and advanced instruction in music. A state adopted series such as McGraw-Hill, *Share the Music*, for Grades K-8 will be implemented. Students will also participate in community performances and recitals 3 times each year, which will be video or audio taped for their portfolios. Strategies used to measure individual student musical growth include: video or audio taping performances and recitals, which will be evaluated by music faculty to measure each student's increasing musical proficiency. (see Measurable Student Outcomes, Pg. 35).

Music from varied cultures will be explored and performed. All students will receive training on one or more selected musical instruments as well as music theory, vocal music, ear training, keyboard (piano), and ensembles (band, orchestra, instrumental or vocal groups). As students progress, or advanced students enroll, instruction in advanced musical composition and performance will be provided.

Summer Music Preparatory Program: In the summer program students will have the opportunity to select an instrument and receive individual or small group instruction by professional music instructors. Vocal music, keyboard and ensemble participation will also be offered. For students whose reading or math scores are Far Below or Below Basic, summer tutoring will be provided during the Summer Music Preparatory program.

WASC Accreditation: In the first year of operation, COVA will document all curricular programs, school processes and procedures, develop the school culture, establish a functioning parent advisory council and stabilize the school governing board and staff. By January 30 in the second year of operation, COVA will complete the Request for Affiliation form for the Western Association of Schools and Colleges ("WASC"), and complete an Initial Visit Application. The Initial Visit shall be scheduled before the end of the second year of operation, with the implementation of WASC requirements and recommendations during the third year of operation. COVA will strive to secure WASC accreditation by the end of the third year.

A committee consisting of teachers, parents, students, and administration will work to ensure that the development and implementation of the curriculum and instruction meets the academic and music program goals.

G. Plan for English Learners (EL)

COVA is deeply committed to the success of its English Learners ("EL"). Teachers at COVA will work collaboratively to provide ELs access to the rigorous curriculum as well as to academic English language development. Our vision rests on a body of research that challenges traditional ways of construing ELs as requiring a lower-level curriculum, and enables the raising of expectations of achievement through a curriculum rich in high intellectual challenge and high support tasks. Teachers will work effectively with ELs to ensure that they acquire the English language and academic skills identified in COVA's curriculum and meet State Standards.

Identification

COVA will administer the home language survey (on enrollment forms) upon a student's initial enrollment into the school. All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.² COVA will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies

COVA's small size and low student-adult ratio allows for more focused instruction for English Learners and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping. The instructional design model to be used by COVA places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. To accomplish this mission, teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques and utilize specific instructional strategies to develop initial communicative competence in English. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained in a variety of instructional strategies to be used specifically with English Learners.

Classroom strategies include, but are not limited to the following techniques:

- Cooperative Learning. Research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient students in their classes because all students are given frequent opportunities to speak and a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Cooperative learning is effective when students

² Initial testing is done for students who are enrolling for the first time in a California public school, and thus have not been CELDT tested in the prior year. Students who have been CELDT tested in the prior year will be CELDT tested on the annual schedule.

have an opportunity to interact with other students in language rich experiences which may include singing songs which foster language development, acting out stories, or working on projects that promote small group discussion.

- Language Experience Approach (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience or sing a familiar song to a teacher or peer. The teacher or another student writes down the story or song, using the student's words verbatim. The teacher/student then reads the story or song back as it was written, while the student follows along. Then the student reads the story or song aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences and interests into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).
- Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for EL students to communicate in writing. Dialogue journaling with a teacher has been found to be beneficial in improving spelling and fluency (Peyton, 2000; Reid, 1997).
- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (*See Gibbons [2002] for specific scaffolding strategies.*)

Individualized strategies and interventions also include but are not limited to the following:

- Each student will be assigned an advisor who may be an adult or older student to mentor the student and recommend academic intervention when needed.
- Before and after school tutoring
- Small group intensive English language instruction during Foreign Language instructional period
- Extended school year (summer session)
- Individualized English Language Learning Plan: Modified curriculum and/or assignments
- Participation in language development opportunities such as learning songs in English and their primary language and performing in school musical plays.

Reclassification

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- 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 curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process
- 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.

H. Low Achieving Students

COVA is committed to working with students who are achieving below grade level to help them achieve at expected levels and to those students who are performing above grade level and need additional challenge. COVA will identify students who are performing below, or those students otherwise having learning or behavioral issues, and utilize a Student Success Team ("SST") process to develop a plan to address their individual needs.³

Anyone who has a concern for a student can refer that student to SST for consideration. The SST includes the parent and teacher, other school personnel or anyone who is connected with that student to provide information regarding the strengths or concerns regarding the student, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The SST uses a systematic problem solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, students who have experienced emotional trauma, behavioral issues, or language issues.

³ A student study team would also address the needs of students achieving above or at grade level needing additional challenge to address their unique needs.

Our SST steps include:

SST Steps:

1. Student is referred to the SST. Referral form is completed including: reason for referral, information on previous referrals, current concerns, current academic levels of functioning, student strengths and weaknesses, modifications tried and results of modifications.
2. Parent is notified of the SST referral and provided information on the SST process.
3. An SST case carrier is assigned to the student (teacher or staff member). The role of the SST case carrier is to organize and notify involved parties of the meetings, and monitor the implementation and results of SST recommendations.
4. SST meeting is scheduled, and all involved individuals are notified of the meeting time/date (parents, teachers, administrator, tutors, case carrier, others as appropriate).
5. SST meeting is held, following a meeting agenda format:
 - Introductions of participants
 - Purpose and process of the meeting are explained
 - Student's strengths are identified and documented.
 - Concerns are discussed, clarified, and documented.
 - Appropriate interventions, strategies, and modifications are discussed and documented.
 - Individual Learning Plan (ILP) or Positive Behavior Plan (PBP) is developed including interventions, strategies and modifications and who is responsible for implementation of each part of the ILP.
 - A timeline for implementation and review is set for evaluating the effectiveness of the ILP or PBP.
6. The ILP or BLP is implemented and student progress is monitored by the Student's SST case carrier.
7. A follow-up meeting is held to review student's progress on the ILP or PBP, re-evaluate student's needs, or if indicated complete referral for Special Education assessment. As needed revise the ILP or PBP.
8. Progress continues to be monitored and additional follow-up meetings are scheduled.

The parent may request a SST review at any time to discuss progress or newly occurring problems.

After implementation of a SST plan and follow up, the plan may be further reviewed/revised to address concerns which have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process.

The Executive Director has 20 years expertise working successfully with teachers, parents, and students through the SST process. This experience will ensure that COVA establishes and maintains an effective SST process. Although each student has specific needs and each SST plan is individualized to the student's need, sample SST interventions would include, but not be limited to:

- Individualized Learning Plan (“ILP”) Development.
- Positive Behavior Plan
- Each student will be assigned an SST case carrier (which may be a teacher, administrator, or staff member) who will monitor the implementation and success of the Individual Learning Plan or positive behavior plan developed by the SST
- Attendance at before and after school tutoring
- Small group instruction during the language arts period
- Modified curriculum and/or assignments
- Classroom modifications: Seating preference (near teacher, special peer, etc.), re-teaching, strategies for attention and focus, organizational aides (lists, notebooks, reminders)
- Increase frequency of Teacher/Parent communication: Daily/Weekly progress reports
- Referrals to family support agencies
- Referral to Special Education for assessment
- Extended school year (summer session)

As state above, integrating music and use of curriculum such as Open Court have been shown to be effective in improving the academic outcome for students in the target population. COVA will use materials and teaching strategies which have been proven to advance the learning of all students.

I. High Achieving Students

Students who demonstrate high achievement will also be identified and will receive instruction designed to enhance their academic skill and experience through advanced curriculum and projects. High achieving students will also be provided opportunities to participate in accelerated online courses, or participate in programs offered in the community or local Junior Colleges. Every student will participate in the Multiple-Intelligences assessment to develop an individual profile (see Checklist for Assessing Multiple Intelligences, Appendix J). Before and after school enrichment classes will be available to all students who demonstrate high achievement in any of the Multiple-Intelligence domains. Through the use of the Gardner’s Multiple-Intelligences profiles, high achieving students will have the opportunity to explore areas of high performance and improve areas, which are not as highly developed.

J. Special Education and 504 Students

Overview

COVA shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

COVA shall be categorized as a “public school” within OUSD in conformity with Education Code Section 47641(b). COVA shall comply with a Memorandum of Understanding (“MOU”) between the District and COVA related to the delineation of duties between the District and COVA.

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

COVA shall be solely responsible for its compliance with Section 504 and the ADA (except with regard to ADA requirements for access to District-owned facilities). The facilities to be utilized by the School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

COVA 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 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.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

A Draft Section 504 Board Policy and Procedure is attached as Appendix K.

Services for Students under the "IDEIA"

COVA intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). COVA shall remain, by default, a public school of OUSD for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after one year of operation under this charter, COVA reserves the right to make written verifiable assurances that COVA shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEA's as a "consortium".

As a public school of OUSD, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, COVA seeks services from the District for special education students enrolled in COVA in the same manner as is provided to students in other District schools. COVA will follow OUSD policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. COVA will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between COVA and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that COVA and the District have an ongoing mutual understanding of District protocol and ensure ongoing compliance.

During each school year that the school operates as a public school of the District for Special Education purposes, the school shall pay the District an amount of funding per unit average daily attendance equal to the District's direct costs of providing special education and related services to all students in the SELPA, minus the District's revenues from all special education and

transportation funding sources. In return, the District shall provide the school with all IDEIA services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education. The school is separately responsible for any evaluation and service required by the Americans with Disability Act or by Section 504. The district and the school may choose to negotiate additional relationship features to be defined in a Memorandum of Understanding.

In the event, after one (1) year, COVA opts to join a SELPA as an LEA (either individually or with a grouping of charter school LEAs), COVA shall bear full programmatic and fiscal responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs and in accordance with the SELPA plan and policies, and provide a full continuum of special education and related services through a combination of internal staff, and appropriately licensed and credentialed third-party service providers such as Total Education Solutions. If the School elects this option and is designated as an LEA for special education purposes, all Special Education funding attributable to the School's students will flow directly to the School pursuant to its SELPA's budget allocation plan, and the School will not pay a portion of the local district's Special Education encroachment.

K. Attendance Guidelines

COVA will exceed the minimum number of instructional minutes required as set forth in Education Code 47612.5(a) for the appropriate grade levels and will provide, at minimum, the required number of instructional days required by law. COVA expects that students will attend school on a daily basis, unless ill and documented by a physician's or guardian's note. COVA does not intend to require guardians to obtain physician's notes documenting minor but contagious illnesses which would be an undue burden on families. More detailed guidance to guardians will be adopted by the governing board as part of COVA's Health policies. Written, accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection. Attached as Appendix L, please find a proposed 2007-2008 school calendar as well as a Day in the Life Narrative describing a typical school day in the life of a COVA student in Appendix M.

III. MEASURABLE STUDENT OUTCOMES/METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. California Education Code 47605(b) (5) (B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. California Education Code 47605(b) (5) (C).

A. Pupil Outcomes/Methods of Measurement

COVA shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. COVA students will also be assessed through teacher and School generated assessments.

Performance standards and assessments for students with special needs or English Learners will be adapted as appropriate to their Individualized Education Program, 504 Plan, or English proficiency level, and assessed with appropriate tests (CAT/6, CST, CAPA, CELDT, STS, and Apenda 3).

COVA will use the Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP) to establish benchmarks and monitor student achievement in reading and math compared to California Standards or a comparable assessment approved by OUSD Research Assessments & Accountability department that has been shown to be effective in tracking students' mastery of the California Standards. MAP is a computerized, adaptive growth assessment. MAP is vertically articulated (i.e., it can measure across grade levels) and is aligned to California Standards. MAP results include a presentation of individual student strengths and weaknesses as well as intervention strategies. MAP has been tested and vetted on over 7 million students nationwide.

COVA students will participate in monthly Benchmark testing to measure progress toward mastering the State Content Standards, and progressing toward proficiency on the CST. COVA students will also participate in standardized assessments in reading and math. All students will be regularly monitored and appropriate interventions (as described on pgs. 21 - 28) will be implemented to ensure student progress. Portfolios will be maintained of student work in all academic areas as well as arts and music performance including audio and video media. Musical progress will be assessed through student participation, ability to play more complex music, participation in community performances and recitals, as documented and evaluated by music faculty through audio and video recording at regular intervals throughout each year and the years of each student's attendance.

COVA intends that teachers in each subject area will develop the content to be included in each subject's portfolio in alignment with State Standards, for the governing board's approval. Teachers will be guided at this task by an expert facilitator/coach who has knowledge of state standards, rubrics, portfolio development and grade level alignment. The expert will help

teachers understand how to develop authentic portfolio content that is aligned to the grade standards. The expert will also support the teachers in their effective use of the portfolio system.

The following chart displays the measurable pupil outcomes COVA will pursue versus the corresponding method of measurement.

Measurable Pupil Outcome	Methods of Measurement
COVA will meet the California Annual Measurable Objective (AMO) targets for elementary and middle schools each year , in alignment with NCLB requirements. Targets for the 2007-2008 year are as follows: 35.2% Proficient in English/Language Arts. 37% Proficient in Math.	Monthly Benchmark assessments Teacher documentation of Standards proficiency. CST Scores
The percentage of COVA students scoring above the national average on the CAT/6 shall increase by 10% per year in the first three years of operation in reading and mathematics testing. COVA shall demonstrate Annual Yearly Progress (AYP) as a whole and in all reportable subgroups.	CAT/6 (For students qualifying to take the Aprenda3, this outcome will be measured using the Aprenda3.)
COVA students will participate in standardized testing in reading and math at the beginning of each school each and at the end of the first semester to measure individual growth. Seventy percent of COVA students will demonstrate month for month growth or better.	CTBS or other Board selected standardized tests of achievement.
The average time for redesignation of English Learners enrolled in COVA to English Proficient shall meet or exceed the District-wide average.	CELDT
The percentage of COVA students scoring in the healthy fitness zone in the California Physical Fitness Test shall meet or exceed local district average in the first three years of operation. In all subsequent years of charter operation, COVA students will exceed District-wide averages.	California Physical Fitness Test
COVA shall meet its Academic Performance Index ("API") growth Target as a whole and within reportable subgroups.	State Standardized Testing; Academic Performance Index Data
COVA shall demonstrate Adequate Yearly Progress.	State Standardized Testing Data, Adequate Yearly Progress Data.
At least 90% Pupil Attendance for 90% of the pupils.	Attendance Data
All COVA Music Charter School students will design and participate in at least three community performances and solo recitals annually demonstrating creative expression through various forms of music, drama, and movement. Strategies used to measure individual student musical growth include: video or audio taping performances and recitals, which will be evaluated by music faculty to measure each student's increasing musical proficiency.	To be assessed through student performance portfolios including photo, audio and video documentation. Evaluation of video/audio portfolio by music faculty to document student musical growth
Of the parents who completed the annual parent satisfaction survey at least 90% report average or above satisfaction; At least 75% of Parents who complete Parent Satisfaction Survey report above average satisfaction	Parent Satisfaction Survey

B. Use and Reporting of Data

Internal Reporting

The information gathered from the Gardner's Multiple Intelligence Assessment will be used to implement teaching styles to best address the different learning styles of students. Teachers will be trained in methods to deliver curriculum through a variety of approaches to address students' learning styles (See pg. 15 re: professional development). The Assessment will also be shared with students and parents to help them understand their own individual learning strengths and design study techniques to take advantage of these strengths.

COVA teachers will use a repertoire of quality instructional strategies, using multiple modalities to match each student's needs in the moment, as may vary by subject and over time. All COVA students will receive specialized interventions no matter what their performance score on the CST. COVA will provide this specialized support for all students and will provide extended activities for Proficient and Advanced students.

COVA will provide training for its teachers in Standards Alignment and the use of the measures database, which will enable them to design classroom assessment with target areas identified through the MAP benchmark assessments, constructed in alignment to State Standards, to support student learning.

In cooperation with teachers and staff, COVA will develop a rubric and process for regular teacher evaluations. The rubric will include measures of adult practices that demonstrate the degree to which teachers engage in quality instructional practices that are research-proved and effective supporting student learning. The rubric will measure the extent to which the teachers are implementing the COVA theory of action. It will describe the practices that COVA will observe to know that teachers are effectively and consistently inserting multiple modality instructional techniques.

Teachers will be encouraged to attend conferences and trainings designed to enhance teacher quality through the introduction of research-proved methods in support of student learning. The Multiple Intelligences Checklist will be one of many tools to help the teacher and student understand their preferred learning modalities. This information will be used to help the teacher and student develop learning strategies that align with their individual learning preferences and modalities.

Upon enrollment, previous years test results will be requested from the sending school for all new students enrolling in COVA. The test scores will be analyzed and entered into the school data management system. As its Data system, COVA intends to utilize the AERIES™ school data system for the following reasons:

- California reporting is aligned with the State Department of Education requirements.
- It has a Summer School component
- Has a textbook component.
- Is easy to use.
- Web Browser capable with differentiated levels of access (e.g. Teacher vs. parent).

- All in one package (No extra modules to purchase)
- Color alerts that flag the user to look at important student information (e.g. parent custody).
- Tech Support Web Page Updated daily
- User Conference available
- Incorporates students pictures
- Prints and manages student ASB/ID cards.
- Parents can access student grades/attendance information via the web.
- Teachers can enter grades/attendance via the web.

The AERIES™ school data system will assist in providing appropriate instructional intervention as described above. On an ongoing basis, all standardized testing data will be recorded in AERIES™. All assessment information will be used as part of the individualized learning profile. The individualized learning profile will be developed to ensure that all students have their learning needs addressed and low achieving students with scores in the Basic, Below Basic, or Far Below Basic range on the CAT6 receive appropriate academic intervention as described above in Section II.

Students who demonstrate high achievement (Proficient or Advanced) will be identified through their Individual Profile, and receive instruction designed to enhance their academic skill and experience through before or after school enrichment programs designed to enhance their “intelligence” strengths and through expanded project opportunities aligned with Gardner’s Multiple Intelligences.

COVA will utilize one of the State Standards benchmark tracking programs such as:

1. Renaissance Learning’s Standards Master is assessment and Web-based reporting software that quickly measures students’ progress toward state standards. STAR Reading and STAR Math computer-adaptive assessments are strongly correlated with many state-level standardized tests. Math Renaissance, which includes Accelerated Math (math management software), contains objectives covering a year’s worth of mathematics topics. Math Renaissance aligns with state’s standards and math textbooks. Reading Renaissance (which includes Accelerated Reader) incorporates Literacy Skills Quizzes into the program. These quizzes are based on 24 specific higher-order comprehension skills most often found on state language arts and reading standards.

(OR)

2. Datawise, Inc.’s Measures Software is aligned with the State Standards through a series of achievement benchmarks. Student progress toward meeting essential benchmarks are assessed in Language Arts and Math. The computerized assessments may be administered monthly or quarterly with results presented and analyzed for each student in a format easily accessed and implemented by the classroom teacher.

All students will be assessed using a combination of teacher tests and commercial State Standards assessments each quarter to determine progress toward mastering the State Standards. Teachers will receive all State Standardized test data and the results of Commercial State Standards Assessment. Teachers will receive in-service training in the interpretation of the

scores and techniques for identifying and utilizing appropriate strategies to ensure progress toward student mastery of each assessed area.

Results of the STAR testing and all alternative standardized tests will be provided in writing to the parents/guardians. Teachers will meet with the parents/guardians to interpret each student's levels of performance. Parent/Teacher conferences will be held quarterly to ensure that parents are informed of student progress including report cards, classroom assessments, and portfolio work samples. These reports will be provided to the parents and reviewed during parent conferences.

On both a quarterly and annual basis, COVA administration and teachers shall meet to review the data maintained internally to consider the progress of COVA towards achieving pupil outcomes, and shall utilize the data to make constant improvements to the education program and instructional methods utilized by COVA.

External Reporting

COVA will provide to the OUSD Board of Education/ State Administrator⁴ an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above.
- A summary of major decisions and policies set forth by COVA Board of Directors during the year.
- Data on the level of parent involvement in the School's governance (and other aspects of the school) and summary data from a yearly parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and any major changes to those policies during the year.
- Data showing whether COVA implemented the methods listed in the charter to strive to achieve racially and ethnically diverse student population reflective of the territorial jurisdiction of the District.
- An overview of COVA's admissions practices during the year. This will include information regarding the numbers of students enrolled, the number on waiting lists and the number of students expelled and/or suspended.
- Analyses of the effectiveness of COVA's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal and governance operations of COVA charter school relative to compliance with the terms of the charter generally.

⁴ All references to the OUSD Board are inclusive of the State Administrator as applicable.

COVA and OUSD will jointly develop any additional content, evaluation criteria, timelines and process for the Annual Performance Report. COVA will use the data in the performance report to assess and improve upon its educational programming as deemed necessary. The above referenced Annual Performance Report will be submitted to OUSD within the timelines agreed upon by the District and COVA and made available to the public.

In the spirit of continuous improvement, every two years, COVA will also seek out an independent evaluation of its pupil performance with a specific focus on reviewing the program and its strengths and weaknesses toward meeting pupil outcomes. The Charter School shall utilize the results of this evaluation to make alterations to its program to pursue the school wide outcomes established above.

In accordance with the No Child Left Behind Act and State Constitutional Requirements, COVA will also prepare and submit the annual state required "School Accountability Report Card." This report will include a summary of the school's mission, goals, and accomplishments, and contain the following:

- Demographic data
- School safety and climate for learning information
- Academic data including "adequate yearly progress" of students in achieving state academic standards, and Title 1 Program Improvement.
- School matriculation rates
- Class sizes
- Attendance levels
- Teacher and staff information including the extent to which "highly qualified" teachers are teaching core academic subjects.
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

COVA and the OUSD Board of Education/ State Administrator will jointly develop a visitation process to enable the District to gather information needed to validate the COVA's performance and compliance with the terms of this charter. However, COVA agrees to and submits to the right of the District to make random visits and inspections in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3 COVA shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from OUSD, the County Office of Education, and the State Superintendent of Public Instruction. COVA shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

IV. GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: 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).

A. Non-Profit Public Benefit Corporation

While the School intends to collaborate and work cooperatively with the District, the School shall operate as a separate legal entity, independent of the District. The School will be operated by a duly constituted California nonprofit public benefit corporation, COVA Education Charter Resources, Inc. ("COVA, Inc."), and will be governed by its corporate Board of Directors in accordance with applicable California Corporations Code Sections and its adopted corporate bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the COVA, Inc. Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the School, will govern the School.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the charter school. Attached as Appendix N, please find the Articles of Incorporation, a Certificate of Name Change, and Corporate Bylaws for COVA, Inc.

B. Affirmations

COVA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

COVA shall comply with all applicable federal, state and local laws applicable to its operation and will comply with the State guidelines and requirements for charter schools.

C. Non-Profit Board of Directors

The current COVA, Inc. Board members have been recruited by the founding members of the School including the lead petitioner, parents, and teachers. Attached as Appendix O, please find a list of current Board members. Future Board members shall be elected or appointed as described below and in more detail in the corporate bylaws. Board member terms shall be staggered to ensure continuity in governance. The COVA Board of Directors shall be maintained with at least seven members as described below:

Executive Director: experience in school leadership, teacher support, educational law (including Title I, English Learners, Special Education IDEIA and federal 504 statutes), student achievement, curriculum, instruction, and assessment. The Executive Director is an employee of the School hired by the COVA Board. The Executive Director will become a non-voting member at the completion of WASC accreditation.

Teacher: experience in curriculum development and implementation, and faculty mentoring and leadership. The teacher representative shall be elected by all other employees of the School.

Business leader: experience in financial planning and oversight of charter schools or equivalent public organizations. The business leader representative shall be appointed by the seated Board upon a nomination by any member of the community.

Corporate representative: experience as a board member or executive of a corporation, who will provide direction in best practices for sound and stable organizations. The corporate representative shall be appointed by the seated Board upon a nomination by any member of the community.

Parent: parent of a current student of COVA, provide a conduit between the Board and parents, bringing parental concerns and representation to the board. The parent representative shall be elected amongst current parents of students enrolled in COVA.

Community leader – Music Industry: from the field of professional music to assist in the growth and development of the music aspects of the program. The community leader representative from the music industry shall be appointed by the seated Board upon nomination by any member of the community.

Community leader – Various Industries: to bridge any areas necessary for efficient and effective operation and growth of the school, i.e. attorney, education, accountant, facilities manager, government. This community leader representative shall be appointed by the seated Board upon nomination by any member of the community.

District Representative – In accordance with Education Code Section 47605(b) OUSD may appoint a representative as a Board member of COVA, Inc.

All board members will be committed to the goal of providing a high quality academic and music education for enrolled students. Each member represents expertise necessary for governance of a successful Charter school.

Board Duties

The COVA, Inc. Board will meet at least monthly (except on months that School is not in session where meetings shall be held as necessary). The COVA, Inc. Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Adoption of COVA policies and procedures;
- Negotiation and Approval of a Memorandum of Understanding (MOU) or other contracts with the District;
- Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal) (subject to the disclosure and recusal of the employee Board members);

- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to COVA's charter to be submitted to OUSD as necessary as a material revision in accordance with applicable law, Education Code Section 47607;
- Long-term strategic planning for the School;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of the Executive Director (subject to the disclosure and recusal of the employee Board members);
- Monitoring the performance of COVA and take necessary action to ensure that the school remains true to its mission and charter;
- Monitoring the fiscal solvency of COVA;
- Participation as necessary in COVA's independent fiscal audit to ensure any exceptions or deficiencies are addressed to the satisfaction of OUSD;
- Participation in responding to COVA's programmatic audit;
- Participation as necessary in student expulsion matters; and
- Increasing public awareness of COVA

COVA will update OUSD of changes to COVA's Board of Directors.

The Charter School Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Board Meetings

1. As stated above, the COVA, Inc. Board of Directors will meet at least monthly (except on months when School is not in session) to review and act on its responsibilities. All COVA Board meetings shall be held in accordance with the Brown Act.
2. The COVA, Inc. Board shall adopt a conflicts code, which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code, and/or any subsequently adopted conflicts regulations adopted by the State Board of Education to apply specifically to charter schools.⁵ (See Draft Conflicts Code attached as Appendix P.)

⁵ It is the understanding of the Petitioners that the State Board of Education may be considering such regulations.

3. The Board of Directors meetings will be headed by a Board President, who will be elected by the Board at the first meeting of the school year.
4. As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in regularly held training regarding board governance, Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of the adoption or revision of the COVA budget or policies; personnel action or any expenditures over \$1,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

D. Charter School Executive Director

The Executive Director will be responsible for all aspects of COVA's day to day operations, working with the COVA, Inc. Board of Directors, teachers, the Parent Advisory Committee ("PAC") (as discussed below), OUSD, students, parents, and community members and the other governing bodies specified by local and state law. The Executive Director's duties shall include, but are not limited to, the following:

- Provide instructional leadership to COVA
- Attend OUSD Administrative meetings as requested by the District and maintain consistent contact with the District to assist the District in its oversight duties;
- Develop COVA Board of Directors and PAC meeting agenda in compliance with the Brown act; bring matters forward to the Board of Directors and PAC for agendaing;
- Supervise all employees of the school and make recommendations to COVA Board on all personnel matters;
- Provide timely performance evaluations of all COVA employees at least once annually;

- Proposals of policies for adoption by the COVA Board;
- Provide comments and recommendations regarding policies presented by others to the COVA Board;
- Communicate with COVA legal counsel;
- Stay abreast of school laws and regulations;
- Approve all purchase orders, pay warrants, and requisitions and upon approval, forward on for processing;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Grant writing;
- Attend meetings with the Chief Financial Officer of OUSD on fiscal oversight issues as requested by the District;
- Provide all legally required financial reports to the District;
- Development for COVA Board approval and administration of the budget in accordance with generally accepted accounting principles;
- Presentation of quarterly financial reports to the COVA Board;
- Provide assistance and coordination to COVA Faculty in the development of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings or ensure an administrative designee attends;
- Oversee student disciplinary matters;
- Coordinate the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend all COVA Board meetings and attendance as necessary at District Board meetings;
- Ensure site safety;
- Foster an amicable relationship between OUSD and COVA;

- Establish a Communication Model to facilitate communication among all the groups within COVA, between COVA and the District, and between COVA and the community at large;
- Proposal of procedures to COVA Board designed to implement out Board policies;
- Scheduling;
- Graduations;
- Manage communications between OUSD and COVA Board;
- Facilitate the development of the COVA annual performance audit;
- Present performance audit to the COVA Board and upon review of the COVA Board present audit to the OUSD Board/State Administrator;
- Facilitate open house events;
- Any other duties designated by the board.

The above duties may be delegated or contracted as approved by the Board to another administrator or employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

E. Parent and Community Involvement

Parent Advisory Council

COVA shall encourage all groups to participate in and share responsibility for the educational process and educational results through the creation of the Parent Advisory Council (“PAC”). The PAC shall participate in continual efforts to engage the support of the community; facilitate the creation of ad hoc committees as necessary; and organize parent and community volunteer efforts.

The PAC will be encouraged to make recommendations to the Executive Director about issues related to the operation of the School; shall provide a report to the COVA Board at each COVA Board meeting; and shall serve as a link between the COVA Board and parents of the School. The PAC will administer the annual parent evaluations as described below.

The Executive Director is responsible for communicating PAC recommendations and reports to the COVA Board of Directors unless the PAC provides a representative to present the Board report. The PAC will facilitate the election amongst parents of the parent representative to the COVA Board.

COVA will also work with parents to develop and adopt a set of parent involvement policies and strategies. COVA will solicit parent input in compliance with any applicable guidelines, rules or regulations governing specific sources of resources that COVA receives.

Additional Opportunities for Parent Involvement

- Developing goals - Parents, students and teachers meet at least quarterly to plan and assess the students' learning progress and develop goals;
- Parent evaluations of the School - parents shall fill out a survey each year evaluating the strengths and weaknesses they identify with the program at COVA to be reviewed by the COVA Board, and employees for consideration of ongoing improvement of the School;
- Volunteer opportunities at COVA – the Executive Director and the PAC will maintain a list of various opportunities for parents to volunteer at the School. For example, parents shall have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend study trips and serve on PAC subcommittees and committees of the COVA Board;
- Fundraising - parents and community members will be encouraged to work with the COVA Board and the PAC to raise additional resources to support students and the COVA program; and
- Advocacy - parents and community members will be provided with many opportunities to communicate the COVA model to the public.

F. Organizational Chart

Attached, as Appendix Q, please find an Organizational Chart.

V. HUMAN RESOURCES

*Governing Law: The qualifications to be met by individuals to be employed by the school.
California Education Code 47605(b)(5)(E).*

A. Employee Qualifications

Overview

COVA will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. COVA believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees.

Offers of employment are extended contingent upon successful completion of a current fingerprinting and background report and clearance through the Department of Justice and a reference check. At least three references is a pre-requisite for all applicants for employment.

Additionally, all employees are expected to have Child First Aid/CPR Certification (or will receive training through COVA), current TB testing and clearance.

COVA maintains a drug, alcohol and smoke free work place.

COVA's key employees are as follows: the Executive Director, Teachers, Registrar, School Secretary, Tutors. Below, please find a list of the key employees with corresponding qualifications.

Executive Director: California Administrative Credential; Degree or certification in Music, Experience in School Administration (preferably as a Principal or Vice Principal); Ten years experience teaching in an urban setting with an ethnically diverse population; M.A. or Ph.D. in Education; demonstrate experience in school leadership, teacher support, educational law (including Title I, English Learners, Special Education IDELA and federal 504 statutes), student achievement, curriculum, instruction, and assessment; ability to work effectively with students, parents, and staff.

Teachers:

Highly Qualified Requirements:

COVA teachers shall meet the "highly qualified" requirements of the "No Child Left Behind Act" and thus, a teacher of core academic subjects must have:

- Bachelor's Degree;
- State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and
- Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC's approved subject

matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE"). 7th and 8th grade teachers who will be teaching in a multiple subject format shall utilize the same credentialing and NCLB requirements. If 7th and 8th grade teachers are hired for a core single subject concentration, they will be required to meet the highly qualified requirements for the subject area in which they are hired in the same manner as a high school teacher.

Credentialing

The Charter School shall comply with Education Code Section 47605(l), which states in pertinent part:

"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. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

Teachers will be CLAD certified or in the process of obtaining CLAD certification.

Experience

COVA, whenever possible, prefers teachers with two or more years of experience working as a teacher with inner city students.

Education

COVA shall seek to hire teachers with advanced coursework in education: i.e. a masters, or doctorate.

Should COVA seek to exercise any flexibility with regard to noncore, noncollege classes, the Charter School shall submit a list of those courses that it deems to be non-core and non-college to the OUSD.

Music Teachers: Music teachers who provide music instruction (as a separate subject outside of the integration of music in core subject areas) shall be required to have a B.A., degree in music or at least two years experience as a music professional.

Registrar: A.A. or B.A. from an accredited college; experience in school records management or equivalent; ability to organize and manage school records; knowledge or experience with computer data systems; ability to work effectively with parents and staff.

School Secretary: A.A. or B.A. from an accredited college; experience in school secretarial duties or equivalent; ability to provide support for teachers; ability to manage incoming communication (phone, email, fax, mail); ability to use basic computer software (Word processing, Spreadsheets, Publishing, and simple data systems); ability to type 40 words a minute; ability to work effectively with parents and staff.

Tutors: H.S. Diploma; Academic skills appropriate to subject and level tutored; prefer bilingual (Chinese or Spanish); ability to work effectively with students and staff.

B. Employee Recruitment

Employees will be recruited through the CDE EdJoin website, postings at local school districts, the Alameda County Office of Education, employment services of local colleges of teacher education (U.C. Berkeley, Cal State East Bay, Holy Names University, S.F. State University, St. Mary's College, Mills College, SFU, etc.), Craig's List, teacher recruiting services, and local media (Oakland Tribune, Neighborhood Newspapers, Parents Press).

C. Professional Development/Teacher Retention

As described above in Section II, COVA will offer four in-service days prior to the opening of school, weekly staff meetings, two pupil release days, 1 sub day for peer observations, and conference attendance opportunities. Pre-opening and ongoing professional development topics will include: Implementation of State Content Standards and Frameworks; Student Assessment and Evaluation; Training in Integration of Gardner's Multiple Intelligences; Integrating Music into the Core Curriculum (LTRTA); Strategies for Academic Improvement Across the Curriculum; Training in Specific Methods and Materials for the State adopted reading and math series (Open Court, Math Series); Providing for Differentiated Instruction for Special Education, EL, At-Risk and GATE students; Classroom Organization and Management, the Student Study Team process; and Using Technology to Enhance Learning. All staff will participate in regular training sessions, subject matter cohorts, and new staff will be assigned a "mentor" teacher to assist in the development of successful teaching techniques.

COVA's strategy to integrate music fully into the core curriculum will be achieved through ongoing professional development including staff participation in curriculum development workshops to ensure that all teachers have the training and skills to create lessons that integrate music into the Core subjects, and provide a consistent curriculum which articulates effectively from grade level to grade level.

In order to increase teacher development and retention, new teachers will be encouraged to participate in the State Beginning Teacher Support and Assessment (BTSA) program, and lead teachers will be identified to support new teachers and peers in the mastery and implementation of all programs. The Executive Director will also provide regular classroom observations assisting teachers in developing individual professional improvement plans.

Attached as Appendix R, please find a draft Employee Handbook.

D. Compensation and Benefits

Governing Law: 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).

COVA teachers will be covered by the State Teachers Retirement System ("STRS"). All full-time, non-certificated employees will be covered by the Public Employee Retirement System

("PERS") as applicable to the position and Social Security. Part-time, non-certificated employees will be covered by Social Security.

The Executive Director shall be responsible for ensuring that employees are enrolled in appropriate retirement programs and for providing necessary information to OUSD or the Alameda County Office of Education to create STRS and PERS reports in accordance with Education Code Section 47611.3.

E. Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). California Education Code 47605(b)(5)(O).

COVA, Inc. shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

F. Rights of School District Employees

Governing Law: 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).

Charter School staff that has left permanent status employment in OUSD to work at COVA shall have no rights of return to OUSD unless granted by OUSD in accordance with applicable OUSD Board policies and applicable provisions of collective bargaining agreements. District years of service credit, sick leave, or vacation time will not transfer with an employee to the Charter School upon employment of a former district employee.

G. Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils 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 Section 44237. California Education Code 47605(b) (5) (F).

In order to provide safety for all students and staff, COVA will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. An early draft of these polices is attached as Appendix S.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees of the COVA will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237, 44830.1 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the school shall monitor compliance with this policy and report to the COVA Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Mandated reporters will be provided with yearly training.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

COVA will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. COVA will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Emergency Preparedness

COVA shall adhere to an Emergency Preparedness Handbook which will be drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If COVA resides at a former or existing OUSD school site, the emergency preparedness plan currently in place for the site shall be used as the basis for updating the handbook for the Charter School.

Blood borne Pathogens

COVA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

Drug Free/Alcohol Free/Smoke Free Environment

COVA shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

COVA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, COVA in conjunction with OUSD (if in OUSD facilities) agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. COVA shall conduct fire drills monthly.

Comprehensive Sexual Harassment Policies and Procedures

COVA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School Sexual Harassment Policy, a draft of which is attached as Appendix T.

H. Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

California Education Code 47605(b) (5) (N).

The staff and governing board members of COVA and OUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. To the extent allowed by law, the Charter School agrees and asks the District to refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. The District may immediately intervene if the District believes there may be an imminent threat to the health or safety of any student at the school. COVA will provide the District Charter Office a copy of its Uniform Complaint Process (in accordance with provisions of Title 34, Code of Federal Regulations, Section 76.780-783, as defined in Title 5-Education, California Code of Regulations, 4600-4671).

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on OUSD, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Disputes between the School and the Charter-Granting Agency

In the event that COVA or OUSD have disputes regarding the terms of this charter, both parties agree to follow the process outlined below:

1. The COVA staff and COVA Board members and District staff and Board members agree to first frame the issue in written format and refer the issue to the District Superintendent or designee and Executive Director of the School. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Nothing in this dispute resolution process shall be interpreted to impede, prevent or otherwise impair the lawful ability of the District Board to pursue revocation of the charter in accordance with Education Code Section 47607. The Party receiving the dispute statement shall have ten business days to respond in writing to the dispute statement.
2. The COVA Executive Director and District Superintendent or designee shall informally meet and confer in a timely fashion (not to exceed twenty business days from the receipt of the dispute statement) to attempt to resolve the dispute.
3. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District Superintendent or designee and COVA Executive Director to attempt to resolve the dispute.
4. If this joint meeting fails to resolve the dispute within five business days from the joint meeting, the District Superintendent or designee and COVA Executive Director shall meet to jointly identify and agree to a neutral, third party mediator. The format of the mediation session shall be developed jointly by the District Superintendent or designee and COVA Executive Director. Mediation shall be held within thirty business days from the Joint Meeting.
5. If mediation fails, each Party may pursue any other remedy available under the law.
6. Each party shall be responsible for its own attorney fees and preparation costs.
7. The timelines in this Section may be waived upon mutual written agreement of both Parties.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION AND EXPULSION POLICIES

A. Student Recruitment: Means to Achieving Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils 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).

COVA will actively recruit a racially and ethnically diverse student population reflective of the general population residing in OUSD who understand and value the school's mission. COVA will implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies:

- Mailings targeted to students in the target areas and surrounding schools with a Statewide or similar schools decile rank of 1 or 2 and/or in Program Improvement Years 1 – 4.
- An enrollment timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to the various racial and ethnic groups represented in OUSD.
- The appropriate development of promotional and informational materials in the top two languages other than English spoken in the District to appeal to the English Learner population.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups within OUSD.
- Outreach meetings in several community locations within the District with an emphasis on areas with schools with a Statewide or a PI decile rank of 1 or 2 and/or Program Improvement year 1-4.
- Advertising in local media.
- Local school enrollment fairs and outreach to local youth organizations and churches (Recreation Centers, Boys and Girls Clubs, Libraries, etc.)
- Additional recruitment will be conducted through the Oakland-East Bay Symphony, Music in the Schools program. This program involves professional musicians working with students at targeted Oakland schools.

Attached as Appendix C, please find a proposed Outreach Plan implementing the above strategies.

B. Admissions

Governing Law: Admission requirements, if applicable. California Education Code 47605(b)(5) (H).

Guiding Principles (which shall be repeated on student applications):

1. The School shall admit all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students as a condition to acceptance and enrollment into the School.
2. Pupils will be considered for admissions without regard to race, ethnicity, national origin, gender, sexual orientation or disability. COVA shall not charge tuition. COVA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
3. Applications and program information will be available in English, Spanish, and Chinese. Translation resources will be identified for all non-English speaking parents/ guardians.
4. If the number of students who wish to attend COVA exceeds COVA's capacity, attendance, except for existing pupils of the Charter School shall be determined by public random drawing.

The application process will include:

- A completed application for admission.
- Parent and student participation in an orientation meeting.
- A student statement, which may be either verbal or written, in the student's home language, explaining his/her interest in participating in the performing arts programs at COVA charter school, or a student performance audition.

At the time of admission, COVA may including the following:

- A parental participation agreement (see discussion on the "Music Preparatory Program," Section III, "Curriculum and Instructional Design") will be strongly encouraged (seeking 2 hours of volunteer time per family per month)
- A voluntary assessment of musical skill, or in the case of a student with no previous musical training, a voluntary interview with the student and parent to establish interest in participating in COVA's program. The assessment or interview will not be mandated, but is helpful to assist COVA in preparing for the start of school with a greater understanding of the entering skill levels or background in music. Music assessments will also be for the purpose of placement in musical ensembles, not for admission. Previous musical knowledge or experience will not be a requirement of enrollment. Students with no musical background, but who have an interest in music will be admitted in the same manner as any other student applying for admission, but will also be provided the opportunity to participate in a summer Music Preparatory Program.

- A complete transcript demonstrating student's current grade placement.
- Appropriate health and immunization documentation.
- Proof of minimum age requirements (i.e. birth certificate).
- Completion of an Emergency Medical Information Form.

C. Enrollment Process, Preferences and Timelines

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, COVA will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed as follows:

- Siblings of currently enrolled students
- If COVA is located in accordance with Education Code Section 47614.5 in the attendance area of an elementary school where 70% or more of pupil enrollment is eligible for Free and Reduced meals, a preference shall be given for those students attending that elementary school and pupils in the attendance area of that elementary school
- District residents
- All others

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list in the order drawn in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year and will be extinguished at the end of each school year.

D. Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code 47605(b) (5) (L).

Students who reside within OUSD who choose not to attend COVA may attend school within their school of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in COVA will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in COVA, except to the extent that such a right is extended by the local education agency.

E. Pupil Suspension and Expulsion

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at COVA. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as COVA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Executive Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom COVA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. COVA will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom COVA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. COVA shall notify OUSD of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a

disability under Section 504 and would grant OUSD approval rights prior to the expulsion of any such student as well.

- Grounds for Suspension and Expulsion of Students

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

- Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

- Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a

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

- Authority to Expel

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

- Expulsion Procedures

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

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

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

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

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

- **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. COVA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, COVA must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons

not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

- Record of Hearing

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

- Presentation of Evidence

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

- **Written Notice to Expel**

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with COVA.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d) (3), upon expulsion of any student, COVA 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.

- **Disciplinary Records**

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

- **No Right to Appeal**

The pupil shall have no right of appeal from expulsion from COVA as the COVA Board's decision to expel shall be final.

- Expelled Pupils/Alternative Education

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

- Rehabilitation Plans

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

- Readmission

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

**VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY
(Appendix V)**

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.
California Education Code Section 47605(g)*

A. Financial Documents

Attached, as Appendix V please find a multi-year fiscal plan which includes the following documents which meet the requirements of law:

- A projected first year budget including startup costs
- Cash flow and financial projections for the first three years of operation.

These documents are based upon the best data available to COVA at this time.

B. Reporting Process

COVA shall prepare and submit the following fiscal reports to OUSD and the Alameda County Superintendent of Schools along with any additional fiscal reports requested by OUSD or Alameda County Superintendent of Schools. COVA will cause items (2), (3) and (4) below to arrive at the District at least one week prior to the statutory deadline to facilitate District review. The District may modify the schedule according to changes in education law and oversight direction:

- (1) By July 1, a preliminary budget showing enrollment, attendance, revenue and expense projections for the current fiscal year.
- (2) By Dec. 15, an interim financial report for the current fiscal year. This report shall reflect changes through October 31. Additionally, on December 15, a copy of the Charter School's annual independent financial audit report for the preceding fiscal year shall be submitted to the District, State Controller, State Department of Education and County Superintendent of Schools.
- (3) By March 15, a second interim financial report for the current fiscal year. This report shall reflect changes through January 31.
- (4) By September 15, a final unaudited report for the full prior year.

C. Insurance

The school will maintain in effect general liability and board errors and omissions insurance policies in specific types and amounts based upon the recommendations of the District's and COVA's insurance providers for a school of similar size, location, and population. OUSD shall be named as an additional insured on all policies of COVA. Currently, COVA's budget plan

includes insurance premium amounts, which were based upon a quote provided by the California Charter School's Association ("CCSA") Insurance Program.

Prior to opening, COVA shall provide evidence of the above referenced insurance coverage to the District.

D. Administrative Services

Governing Law: The manner in which administrative services of the School are to be provided. California Education Code Section 47605(g)

Executive Director

The Executive Director will be the administrative head of the School and will be responsible for day-to-day operations and ensuring that all required services and reports are provided and made available to all COVA stakeholders (Board, District, employees, parents and students). The Executive Director shall work in coordination with a third party contractor on all human resource matters.

School Secretary

A School Secretary shall assist the Executive Director, Registrar, and third party contractor(s) in day-to-day operations, greeting/logging in visitors, receiving and managing incoming calls, faxes, mail and e-mail and provide administrative support for the teachers.

Registrar

A registrar will be hired to manage attendance accounting, student applications, cumulative files, course completion records, transcripts, discipline files, and health and immunization records.

Financial Management/Human Resources

For internal financial control, COVA will utilize generally accepted accounting principles. Revenues and expenses will be recognized in the period earned/incurred. Budgets will be developed by an experienced third party contracted financial services provider with successful experience in Charter School finance, accounting, and reporting (COVA currently anticipates utilizing EdTec). Monthly reconciling of general ledger accounts will be prepared and presented to the COVA Board and administration at Board meetings. Monthly standardized financial reporting will include: a statement of financial position, a statement of changes in net assets including budget to actual comparisons, and income/expense projections. The contracted financial services provider will assist the Executive Director in developing sound and appropriate budgets, track spending, balance accounts, prepare monthly financial status reports for the board, and prepare concise and accurate annual audit reports for all required entities. The selection of the financial service provider will be made through a process of interview with the Board, past performance review, and recommendations from former and current clients.

The third party contractor shall also provide human resource and payroll services (including benefit reporting and tracking). It shall be the duty of the financial services representatives to

advise the Executive Director and COVA, Inc. Board related to changes in receiving or billing which impact the sound financial operation of COVA.

E. Facilities

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate.

California Education Code Section 47605.6(b) (5) (D)

COVA anticipates requiring a facility that meets the following description generally: COVA's intent is to locate the school within the boundaries of the OUSD in the North-West-Downtown Oakland area (between Broadway and San Pablo in the 5th Street to 65th Street corridor). This is in the area of 6 closed Oakland Unified District schools (Longfellow, Carter, Lowell, King, Washington, Peralta).

COVA's initial space needs include: 8 classrooms, 2 small administrative offices, 1 multi-purpose room (serving as an auditorium, gym, and lunchroom), 1 band room, handicapped accessible bathrooms and water fountains, 4 small tutoring or practice rooms. COVA has identified appropriate commercial facilities in the target area which would meet these requirements. The primary facility under review consists of approximately 20,000 sq. ft. and is located near bus and BART transportation. COVA has also applied for Prop 39 facilities and is willing to enter an agreement with OUSD to occupy one of the closed school sites or share facilities in one of the closed schools with another Charter or Small school.

COVA, Inc. has identified several appropriate commercial facilities in the area of proposed operation. Attached as Appendix W, please find a list of identified potential facilities that meet COVA's needs as described above. Initial discussions have been conducted establishing the willingness of the property owner at the San Pablo Avenue Facility (on attached list) to lease to COVA and make necessary modifications to meet state and local codes.

The specific lease terms for a facility will be negotiated prior to June 30, 2006. As stated above, COVA shall apply for space from the Oakland School District under Proposition 39. If District property is offered to, and accepted by COVA, it is the intent of COVA to negotiate a facilities use agreement with the Oakland Unified School District.

Attached as Appendix X please find a Proposition 39 Request for a Facility.

COVA facilities shall meet the California Building Code as adopted and enforced by the local building enforcement agency in accordance with Education Code Section 47610(d).

F. Transportation

Except as may be required by an IEP, home to school transportation will not be provided to COVA students. However, the Bay Area is served by excellent public transportation system including the A.C. transit bus and Bay Area Rapid Transit (BART).

G. Audits

Governing Law: 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 Code 47605(b) (5) (I).

An annual independent fiscal audit of the books and records of COVA will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School and COVA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee appointed by COVA's Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit providers. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to OUSD to arrive by December 7 each year, and to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, the auditor, and the District (to the extent, the District wishes to be involved) will review any audit exceptions or deficiencies and report to COVA Board of Directors with recommendations on how to resolve them. The Board will submit a report to OUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the OUSD along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process specified herein. Any audit appeals shall be subject to the standards and procedures adopted by the Education Audit Appeals Panel ("EAAP").

The independent fiscal audit of COVA is public record to be provided to the public upon request.

H. Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes- Education Code Section 47605(b) (5) (P)

The procedures below shall apply in the event the School closes:

1. Closure of the School will be documented by official action of the Board. The action will identify the reason for closure. COVA will promptly notify the District of the closure and of the effective date of the closure.

2. The COVA Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the COVA Board's decision (or revocation or non-renewal by OUSD) to close the School.
3. As applicable, COVA will provide parents, students and OUSD with copies of all appropriate student records and will otherwise assist students in transferring records to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.
4. As soon as reasonably practical, the Board and Executive Director will ensure preparation of final financial records. COVA's budgeted reserve shall serve to fund the necessary cost and expenses of School closure. The Board will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School reserve will fund the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Board and on the State Controller's list for educational auditors and will be provided to the District promptly upon its completion.
5. On closure of COVA, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.
6. As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies:
7. The Executive Director of the school will be the post-closure contact person for the purpose of school to District interaction.

VIII. IMPACT ON THE DISTRICT

A. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

COVA shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

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

Further, COVA and OUSD shall enter into a memorandum of understanding, wherein COVA shall indemnify OUSD for the actions of the Charter School under this charter.

The corporate bylaws of COVA shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and COVA's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of COVA.

The COVA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IX. CONCLUSION

By approving this charter, OUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a Charter to begin operation to start the 2007-2008 school year. COVA seeks a 5 year term for this charter, **commencing June 30, 2007 and ending June 30, 2012.**

Appendix A

Resume

Valerie M. Abad

6454 Valley View Road Oakland, CA 510-339-2961

SUMMARY: More than 33 years as a professional educator. Experience in Educational Administration; staff training, over-site and evaluation; Special Education; training and certification in learning, reading, technology, and gifted education; experience teaching grades pre-school through college; served as team member on County "Underperforming Schools" and School Reform projects; training and experience in Computer and Technology Education; experience and training in student and program assessment and evaluation.

EDUCATION

Ph.D. (ABD)	Capella University U.C. Berkeley/S.F. State University:	Teaching and Professional Practice Reading/Learning Disabilities Educational Technology Gifted Education
M.A.	San Francisco State University	Education of Exceptional Children: Emotionally Disturbed
B.A.	San Francisco State University	Major: Psychology Minor: Music

CREDENTIALS

Standard Elementary K-8 Resource Specialist K-Jr. College Administrative and Supervisory	Learning Handicapped K-Jr. College Early Childhood Supplementary: Computers and Technology K-12
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SPECIALIZED TRAINING AND SKILLS

Software Beta -Testing - Apple Computer Reading Intervention and Assessment Real Skills - A+ and NT+ Certified Instructor Computer Animation, Ray Tracing (LLNL) Teacher Inservice and Curriculum Development Climate Modeling (CRAY computer) (LLNL)	Grant Writing DISTAR, Slingerland, Open Court Program Assess. and Evaluation Web - Based Assessment Web-Based I.E.P. development Cisco Networking Academy Trainer
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EMPLOYMENT HISTORY

- 9/04 – Present Special Education: Full Inclusion Specialist, Resource Specialist, Alameda Unified School District
- 6/03 - 6/04 Principal - Oakland Military Institute College Preparatory Academy
- 4/02 - 6/03 Special Education Case Manager, Charter School Compliance Specialist, OUSD
- 10/01 - 12/02 Professor, Chapman University - Special Education (Part-Time)
- 10/02 - 1/03 Consultant, ACOE - Compliance coordinator for Technology Grant
- 7/00 - 5/01 Assessment Developer (Web based) - Teacher Universe.com
- 6/87 - 7/03 Professor, Holy Names College, Oakland (Part-Time)
- 7/99 - 6/00 Technology Coordinator, Alameda County Office of Education
- 4/96 - 6/99 Director of Technology, Emery Unified School District
- 9/93 - 4/96 TechLab 2000 Facilitator, Bret Harte Jr. High, OUSD
- 9/92 - 6/93 Resource Specialist, Montera Jr. High, OUSD
- 2/92 - 9/92 Computer Technology Specialist, Special Ed., OUSD
- 9/90 - 2/92 Computer Specialist, Chabot Science Center, Oakland
- 1987-1991 Assistant Professor, GATE Certificate Program, Cal State University, Hayward (Part-time)
- 1981-1989 Special Education Resource Specialist, Oakland Unified Schools
- 1972-1982 Learning Disabilities Teacher, Special Day Class, OUSD
- 1971-1972 Fifth grade teacher, Oakland Unified School District
- 1992 Summer **Project coordinator:** Apple Beta-Test project. Trained and supervised forty students and fifteen teachers in software beta-testing. Tested various software for compatibility with System 7.
- 1992 Spring **Family Computing Instructor:** Conducted training sessions for parents and children in computer use and applications including scanner operation and image importation.
- 1991-94 Summers **Computer Inservice Instructor.** Bay Area Science and Technology Education Collaboration. Provided extensive computer inservice training to 95 Oakland teachers. (Mac and IBM)
- 1987-90 Summers **Computer Instructor,** Gifted student program, OUSD
- 1986 Summer **Researcher/Administrative Assistant,** U.C. Berkeley Summer Gifted Student Program.
- 1983-85 Summers **Director, Hawaiian Computer Seminars.** Conducted computer seminars on Maui for teachers and business users.

1981-85 Summers **Director, Data Base Computer Camp.** Responsible for organization, publicizing, and operation of summer computer camp.

1979-85 Summers **Director/Principal, Bridging The Gap and The Arts Academy**
Responsible for curriculum design, daily program operation, and supervision of up to 20 staff members.

Presentations/Media Coverage

1985-86 Media Tour/Talk Shows. Topic: Computer Use in Education. Appeared on KGO, KQED, KMEL, KNBR, KCBS, KBHK, KFRC, and KQAK.

1996 News article in the Oakland Tribune regarding use of state-of-the-art computer technology in schools.

Inservice presentations for:

Alameda County Office of Education, Hayward
Emery Unified School District, Emeryville
California State University, Hayward
San Francisco State University, San Francisco
John F. Kennedy University, Orinda
U.C. Berkeley - Extension
Oakland Unified School District
Richmond USD Science/Technology Conference
BASTEC Collaboration Annual Conference

Publications:

Sound and Graphics for the Apple, Datamost Pub.
Various articles on computer education

References available upon request

LUCELLA T. HARRISON

523 East 22nd Street, Oakland, CA 94606

Home: (510) 836-2098 Mobile: (510) 332-3359

Lucella@sbcglobal.net

EDUCATOR– MUSICIAN – COMMUNITY LEADER

- High performance and experienced professional educator with forty plus years of demonstrated leadership
- As principal, consistently ensured school operations remained within budget guidelines
- Outstanding negotiation, facilitation and influencing skills; ability to bring diverse/differing opinions and organizations to an agreed upon goal oriented solution;
- Resourceful, innovative, and results-orientated; bring common sense and organizational skills to perform job responsibilities and achieve strategic and operational goals as well as continuous improvement in day-to-day operations
- During Board of Education tenure, led activities that restored music programs in all elementary schools and developed standards for English programs for African-American children
- Has been a role model for her students and positively influenced their lives, inspiring them to achieve educational, business, and personal success

WORK HISTORY

2005 – 2006	Interim Principal, Choir Director, and Head Teacher – <i>Ford Elementary School, West Contra Costa Unified School District (WCCUSD)</i>
2004 – 2005	Interim Principal – <i>Collins Elementary School(WCCUSD)</i> Head Teacher – <i>Ford Elementary School</i>
2003 – 2004	Interim Vice-Principal – <i>Grant Elementary School (WCCUSD)</i> Head Teacher – <i>Ford Elementary School</i>
2002 – 2003	Head Teacher and Choir Director – <i>Ford Elementary School</i>
2001 – 2002	Head Teacher and Interim Principal – <i>Ford Elementary School</i>
1995 – 1996	President – <i>Oakland Board of Education</i>
1993 – 1995	Vice President – <i>Oakland Board of Education</i>
1992 – 2000	Member – <i>Oakland Board of Education, District 3</i>
1988 – 1992	Executive Secretary – <i>Oakland Alliance of Black Educators</i>
1986 – 1987	Assistant to the Superintendent, Oakland Unified School District(OUSD)
1982 – 1986	Assistant and Associate Superintendent of Elementary Instruction (OUSD)
1977 – 1982	Curriculum Consultant, Field Services – <i>Division of Learning(OUSD)</i>
1976	Acting Coordinator of Certificate Personnel (OUSD)
1975 (summer)	Principal – <i>McChesney Fine Arts Summer School</i>
1972 – 1976	Principal – <i>Brookfield Elementary School</i>
1969 – 1972	Assistant Principal – <i>Brookfield Elementary School</i>
1968 – 1969	Administrative Assistant and Head Teacher – <i>Webster School</i>
1955 – 1968	Classroom Teacher – <i>Brookfield Elementary School</i>

PERTINENT RELATED WORK HISTORY

- Chairperson** – *Oakland Board of Education, Curriculum Committee*
- Member** – *Oakland Board of Education, Business and Finance Committee*
- Member** – *Oakland Board of Education, Technology Committee*
- Member** – *Marcus Foster Educational Institute, Music Committee*
- Member** – *Mayor Jerry Brown's Oakland School for the Arts Advisory Committee*

EDUCATION

- University of Notre Dame, Indianapolis, Indiana – **Post Graduate Work**, Education
- Stanford University, Palo Alto, California – **Graduate Work**, Multicultural Education
- Stanford University, Palo Alto, California – **Graduate Work**, Educational Administration
- California State University, San Francisco, California – **Masters Degree**, Educational Administration/Creative Arts
- California State University, San Francisco, California – **Bachelor Degree**, Elementary Education and Music

CREDENTIALS

- Standard Administration and Supervision (life)
- General Elementary (life)
- General Secondary (life)

AFFILIATIONS, RECOGNITIONS, and COMMUNITY WORK

- Outstanding Woman of the Year – 2003
- Educator of the Year, Oakland Alliance of Black Educators – 1983
- Congressional Award, United States Congress – 1987
- Certificate of Recognition, 9th Senate District of California Legislature – 1987
- Nicholas C. Petris, Chair – 1987
- Oakland Music Educators, Wilton Jones Award – 1987
- Commendation for Leadership, National Alliance of Black Educators – 1987
- Alameda County Board of Supervisors, Honorable Edward R. Campbell Chair – 1987
- Who's Who in California – 1987
- Who's Who Historical Society, 17th Edition – 1988
- Marcus A. Foster Educational Institute Award, "Lucella T. Harrison Music Perpetual Scholarship Award"
(\$1000 per year to outstanding music student – 1988-1989)
- Lions International Award, Multiple District 4, California/Nevada Lions Club – 1990
- Honorary Life Member – Parent Teacher Association
- Minister of Music and Steward Pro Tem – St. Paul AME Church
- President, Oakland Alliance of Black Educators – 1978-1980
- Oakland Public School Liaison for Black Film Makers Hall of Fame, Inc. – 1980
- Association of California School Administrators
- Secretary, Delta Sigma Theta Sorority – 1974-1975
- Chairperson, United Negro Scholarship Fund – 1987
- Marcus A. Foster Educational Institute
- Oakland Arts Council
- Oakland Parents in Action
- NAACP "Stay In School" Project
- Secretary, United Administrators of Oakland Schools – 1979-1980

Erika Miranda, Violin/Viola
6601 Tremont St. Oakland, CA 94609
Tel. (510) 595-9378 e-mail: quiny@earthlink.net

TRAINING

St. Louis Conservatory of Music *Bachelor of Music, Taras Gabora VLN, Michael Tree, CM. USA*

San Francisco Conservatory of Music *Anne Crowden, VLN; Bonnie Hampton, CM*

European Community Baroque Orchestra *Paris, FRANCE*

Kato Havas *Oxford, UK*

Johannesen International Festival and School of the Arts *Coaches: Eugene Fodor, VLN; Gary Carr, CM, CANADA*

Anglo American Chamber Music for Strings in England *Colin Hampton, The Amphion Quartet, Emmanuel Hurwitz, UK*

SCHOLARSHIPS & AWARDS

St. Louis Conservatory of Music *Scholarship also The Max Rabinowitz Memorial Award*

New York Philharmonic Music Assistance Award

Who's Who in American Colleges and Universities

Johannesen International Festival and School of the Arts *Scholarship*

Anglo-American Chamber Music for Strings in England *Scholarship*

TEACHING EXPERIENCE

Berkeley Youth Orchestra *Head of Strings*

The British & American Chamber Music Exchange *Founder/Director, London & Oxford, UK*

The Oxford Chamber Course *Faculty Oxford, UK*

Sacramento Youth Symphony Chamber Music Workshop *Director (Interim)-Sacramento State University*

The Crowden School -Upper School Faculty- *Technique Class, Orchestra, Chamber Music, Sectionals - Berkeley*

Crowden Center For Music in the Community *Director: Beginning Strings and Intermediate Chamber Music*

Chamber Music Bash! *Founder/Director, Chamber Arts House, Berkeley*

Private Teaching Studios: *Berkeley, CA; Oxford, UK; St. Louis, USA (students have won competitions, awards, scholarships)*

Oxford University Adjudication Committee-Concertmaster Auditions-UK

PROFESSIONAL ORCHESTRAL EXPERIENCE

Sacramento Opera *Principal Second*

Sacramento Choral Society *Principal Second*

Coro Hispano e Conjunto Nuevo Mundo of San Francisco *Concertmaster*

Tahoe Music Festival,

The Albany Consort

Berkeley Symphony, Fremont Symphony, Santa Rosa Symphony *Freelance*

London Schubert Players *(International Tours & Recordings)*

English Festival Opera *Principal Second (International Tours and Recordings)*

City of Oxford Orchestra *(International Tours & Recordings)*

PROFESSIONAL CHAMBER MUSIC

Chamber Music Recitals: (CA) The Chamber Arts House, The Crowden School; The Presidio Chapel and First Cong. Church SF.

The Ensemble Capriccio of Oxford *Founder/Artistic Director.* Established two concert series in Oxford sponsored by the Oxford City Council; National Tour in England. **Oxford, UK:** The Holywell Music Room, The Sheldonian, Bruern Abby, Broughton Castle.

Oxford University: Christ Church Cathedral, Merton College, New College, University Church.

World Explorer Cruises *Arpeggione String Quartet* recitals -Alaska

JEFFERY STEPHENS
459 62nd Street
Oakland CA, 94609
(510) 652-1727
(510) 508-2061 cel

EDUCATION:

High School Diploma, Ramona High School, Riverside California, 1973

Bachelor of Science, Environmental Toxicology, University of California at Davis, 1978

Diplome des Hautes Etudes Cinématographiques, Université de Paris VIII, 1983

EMPLOYMENT

1979- 1981 University of California at San Francisco, The Liver Center

1984 – Present, Free lance film editor

EDITOR CREDITS

**Denotes documentaries

SPIN
(Music Editor)

Directed by James Redford

PHOTOS TO SEND**
(Music and Sound Editor/Technical consultant)

Directed by Dierdre Lynch

HAVE YOU HEARD OF JOHANNESBURG ?**
(Picture Editor)

Directed by Connie Field

THE SCULPTRESS (Picture Editor)

Directed by Ian Merrick

THE MAGIC OF MARCIANO (Picture Editor)

Directed by Tony Barbieri

ANTZ (Music and Sound Editor--Temps)

Directed by Tim Johnson & Eric Darnell

ONE (Picture Editor)

Directed by Tony Barbieri

RACHEL'S DAUGHTERS**
(Supervising Sound Editor)

Directed by Irving Saraf & Allie Light

THE STORY OF MOTHERS AND DAUGHTERS**
(Supervising Sound Editor)

Directed by Gary Weimberg & Catherine Ryan

THE MYSTER OF THE LAST CZAR**
(Music Editor)

Directed by Victoria Lewis

LOYALTY AND BETRAYAL**
(Music Editor)

Directed by Bill Jersey & Gary Weimberg

RISING SUN (Music Editor)

Directed by Philip Kaufman

FREEDOM ON MY MIND**
(Supervising Sound Editor)

Directed by Connie Field & Marilyn Mulford
Academy Award Nominee---Best Documentary

WIND (Music Editor)

Directed by Carroll Ballard

THE GODFATHER, PART III (Music Editor)

Directed by Francis Coppola

HENRY AND JUNE (Music Editor)

Directed by Philip Kaufman

BERKELEY IN THE '60'S**
(Supervising Sound Editor)

Directed by Mark Kitchell
Academy Award Nominee---Best Documentary

THOUSAND PIECES OF GOLD
(Supervising Sound Editor)

Directed by Nancy Kelly

Other Credits

THE ENGLISH PATIENT (Assistant Picture Editor)

Directed by Anthony Minghella

FOLLOW ME HOME (Post-Production Supervisor)

Directed by Peter Bratt

THE NIGHTMARE BEFORE CHRISTMAS
(Assistant Picture Editor)

Directed by Henry Selick

RAISING CAIN
(Assistant Picture Editor)

Directed by Brian De Palma

TUCKER: THE MAN AND HIS DREAM
(Assistant Music Editor)

Directed by Francis Coppola

THE UNBEARABLE LIGHTNESS OF BEING
(Assistant Music Editor)

Directed by Philip Kaufman

DEAR AMERICA**
(Assistant Sound Editor)

Directed by Bill Couturie
Emmy winner--Best Non-Fiction Special

David M. Ramirez, J.D.

4810 Woodsman Loop

Placerville, California 95667

Home: (530) 621-0654 / Office: (530) 622-4668 ext 230 Cell: 530-306-7366

E-Mail: indianhead1950@yahoo.com

ADMINISTRATIVE EXPERIENCE

- 2004-Present Assistant Principal
Herbert Green Middle School
- 2004-2005 Assistant Principal
Calvin Simmons Middle School
- 2003-2004 Teacher / History Department Head
Oakland Military Institute
- 2000-2001 Loan Officer, Placer Sierra Bank
Auburn Main Office
Responsible for loan production at five branches
- 1999-2000 Loan Officer, Chase Manhattan Mortgage Company
Roseville Loan Production Office
Responsible for loan production in three county area
- 1987-1988 Citicorp Industrial Loan Company
Vice President and Counsel
Funded record number of commercial loans
- 1984-1987 Community Bank of Los Angeles
Vice President and Counsel
Funded record number of complex real estate loans

TEACHING EXPERIENCE

- 2003-2004 English, Social Science Teacher, Oakland Military Institute
A State Board of Education Public Charter School, Mayor Jerry Brown
President
- 2003-2004 English Teacher, Grant Union High School
Grant Union School District
- 2002- 2003 Grammar and Composition Instructor, Oakland Military Institute
A State Board of Education Public Charter School, Mayor Jerry Brown
President
- 1999- 2000 English, Government and History Teacher, C.K. McClatchy High School
Sacramento City Unified School District
- 1998- 1999 English and Speech Teacher Instructor, Folsom High School
Folsom Unified School District
- 1997- 1998 English and ROP Instructor, Encina and Rio Americano High School
San Juan Unified School District

EDUCATION AND CREDENTIALS

Doctor of Jurisprudence,
Stanford University, 1975

Bachelor of Arts, Political Science
Stanford University, 1972

Administrative Services Credential
California State University at Sacramento, 2000

Secondary Single Subject Professional Teaching (Clear)
San Francisco State University, 1996

LEADERSHIP ACTIVITIES

California State Military Reserve of the California National Guard, Major, Staff Judge Advocate,
assigned to 100th Combat Command Support Group, 2006-Present

California State Bar Association, Member, 1976-Present

California Realtor's Association, Member, 2000-Present

Hispanic Bankers Association, First Vice President, 1984-1987

Continuing Education of the Bar Faculty Member 1990-1994

Adjunct Professor, Trial Advocacy, U.C. Davis School Of Law, 1990-1995

PROFESSIONAL PRESENTATIONS

"How to Avoid Disparate Impact Lawsuits in Selecting Teachers for Tenure," Sacramento, CA 2000

"How to Locate and Use Expert Witnesses" Continuing Education of the Bar, Sacramento, CA 1994

"Effective Use of Interrogatories," Continuing Education of the Bar, Sacramento, 1993

HONORS AND AWARDS

Fulbright Scholar Nominee
California State University at Sacramento, Educational Administration Department, 1999

Northern California Region Impromptu Speaking Champion
Toastmasters, 1997

Bio
William Patterson

William "Bill" Patterson is President of the East Bay Municipal Utility District's Board of Directors. He is on the Peralta Colleges Foundation Board, and serving on Oakland Mayor-elect Ron Dellum's transition team. He is widely recognized as one of Oakland's civic champions. He has been actively involved in many political campaigns and community organizations for more than four decades. He is a past president of the Oakland NAACP. He is a retired Oakland Parks and Recreation manager, who has been credited widely by many superstar athletes who have gone on to gain Hall of Fame recognition, including basketball's Bill Russell and baseball's Joe Morgan. He was also a close confidant and advisor to the late Oakland Mayor Lionel Wilson, the city's first African American mayor. He served on the Oakland's Public Ethics and Parks and Recreation Commissions.

Patterson received his bachelor and masters degrees from San Francisco State University. He resides in Oakland with his family and remains active in numerous community activities. He has received numerous awards in recognition of his accomplishments from governmental, community and political organizations.

**Bio: Bill Jasper, Jr., President, Director, and Chief Executive
Dolby Manufacturing**

**N.W. (Bill) Jasper, Jr., President, Director, and Chief Executive
Officer**

Attracted to the prospect of helping shape the future of a young technology company, Bill Jasper joined Dolby Laboratories in 1979 as Vice President, Finance and Administration. In 1981, Bill became Executive Vice President, and was named company President in 1983. Over the last 25 years, he has led the company's successful transition from an analog audio pioneer to a digital entertainment company that has made consumers aware of just how good audio can sound. In recent years, Bill has been leading Dolby through another exciting transformation—shifting from a company with a focus on pure audio to one that is widely recognized for its world-class expertise in both audio and video. Bill is a member of the Audio Engineering Society (AES) and the Society of Motion Picture and Television Engineers (SMPTE), and is an at-large member of the Academy of Motion Picture Arts and Sciences (AMPAS). He is a member of the boards of directors of Dolby and Focus Enhancements, a company that creates advanced, proprietary video technology. He is also a member of the Board of Trustees of Saint Mary's College of California and has served as a member of over 10 school boards in the East Bay during the last 15 years. He also plays clarinet in the Bohemian Club band. Bill received a BS in industrial engineering from Stanford University, and an MBA in finance from the University of California, Berkeley.

Appendix B

Conservatory of Vocal/Instrumental Charter School Supporters

COVA supporters include but are not limited to the following:

Lisa Corr	SMYM Law
Nick Driver	California Charter Association
Sandra Leake	Producer KTOP
Dr. Sandy Carpenter	School Administrator, State Gear-up program
Dr. Valerie Abad	COVA lead petitioner
Lucella Harrison	COVA Board, School Administrator, OUSD Board Member
William Patterson	Civic Leader, Programs for Youth
Jeff Stephens	COVA board/parent
Erika Miranda	COVA board/Professional Violinist
Deborah Webster	Asset Management/Music Teacher
Bill Jasper	President/CEO Dolby Corporation
Danni Gammage	Retired Oakland Parks and Recreation Dept.
Terry Gammage	Retired Oakland Parks and Recreation Dept.
Jeff Taylor	Teacher/Parks and Recreation Commission
Barbara Taylor	K – 6 Teacher
Roy Griffin	K – 8 Teacher
Allison Golde	Tutor/Trainer, Teacher candidate
Justin Golde	Scientist - Genentech
Mehdi Ghadiani	Computer Programmer/parent
Linda Baker	COVA board/AUSD Program Specialist SpEd
Jim Simpson	Tutor High Risk students
Renae Briggs	Music-Technology Teacher
Sylvia Chesson	Interior Design Specialist
David Chick	Financial Planning Specialist
Reverend Randy Rowden	Minister/Parent
Ray Roberts	Oakland Parks and Recreation Dept.
Liz Aduan	Parent
Dr. June Hopkirk	Grant and Funding Specialist/Science Teacher
Dr. John Hopkirk	Grant and Funding Specialist/Science Teacher
Sgt. Arguinzoni-Gil	Guitarist-Band director, Teacher - ROTC
Dr. Beth Halbert	Psychologist: Parent-Child Specialist
Joan Davis	Parent, SpEd Paraprofessional
Daniel Stephens	Student
Carolyn Stephens	Student
Ariel Mitchell	Student
Danielle Rowden	Student
Jessica Aduan	Student
Philip Aduan	Student
Michael Rowden	Student
Tina Saechao	Student
Sharon Saechao	Student
Jilisa Brown	Student
Leron Beard	Student
Hilary Song	Student
Vanessa Ray	Student
Jennifer Louan	Student
Cory Taylor	Student
Tiffney Baskridge	Student
Richard Taylor	Student

Appendix C

Conservatory of Vocal/Instrumental Music Charter School (COVA)
DRAFT: Outreach Plan for Student Recruitment

Timeline	Location	Activity	Target Population
December 2006 – March 2007	Mosswood Recreation Center	Music night for local residents. Student performances.	North/West Oakland students.
January - March 2007	Boys and Girls Clubs	COVA school presentation	Oakland Locations
February 2007	TBA – School faire	Participate in the Oakland School faire	All Oakland students.
February – March 2007	Bay Area neighborhoods	Informational “door hangers” to neighborhood homes	North/West Oakland Downtown Oakland
February – March 2007	Fast food restaurants	Informational leafleting MacArthur to 51 st below Broadway.	North/West Oakland students. Downtown Oakland
February – March 2007	Fast food restaurants	Informational leafleting San Pablo corridor.	West Oakland students.
February – April 2007	Local print media	Advertising	All Oakland Students
February - April	Public Libraries	Information leaflets to after school programs.	Various
February - April	Recreation Centers	Information leaflets for after school programs and Center Advisory Councils.	Various
February - April	Local Churches	Information leaflets, church meetings and bulletins.	Various
February - May	Local neighborhood activities/citywide activities (parades, festivals)	Information leaflets and brochures, applications, student music participation.	Various
March 15	Various Locations	Applications available.	All students.

Appendix D

Research to Support Music Integration

Music gives a soul to the universe,
Wings to the mind,
Flight to the imagination ...
And life to everything.

--Plato

In 2001 the Reviewing Education and the Arts Project (REAP), conducted a meta-analysis of studies conducted between 1950-1999 testing the claim that studying the arts leads to academic improvement. A large causal relationship was found between learning music and spatial-temporal reasoning. The effect was greater when standard music notation was learned in conjunction with music performance, but even without notation the effect was large. The value for education is great, since the effect worked equally for both general and at-risk populations, had relatively little cost, and influenced many students.

Gordon Shaw and Frances Rauscher suggested a relationship between music and spatial intelligence that included the ability to recognize objects visually, form mental images of them, and detect variations among objects. Shaw proposed that these processes involve certain firing patterns in highly structured, interconnected neurons in the brain. The development of these firing patterns allows us to perform complex tasks requiring advanced reasoning used in chess, mathematics, and engineering. Shaw and Rauscher suggested that music cognition required the same temporal sequences as spatial-temporal reasoning and the ability to execute the higher reasoning tasks could be strengthened through experience or learning. Shaw and Rauscher conducted a study using 42 boys and 36 girls of normal intelligence between the ages of 3 and 5. The children were divided into 4 groups: keyboarding (students received private piano lessons and participated in group singing); singing (participated in the group singing only); computer (received private computer lessons involving use of software to teach basic reading and math skills); no lessons (control group who received only the general pre-school program). The children were tested before and after the training on the Spatial Reasoning subtest of the Wechsler Preschool and Primary Scale of Intelligence-R. The results revealed that music training for the keyboard group produced a dramatic overall increase in spatial-temporal abilities such as figuring out jigsaw puzzles and shape arrangements. Pre-training scores produced a mean value of 9.79, with post-training scores having a mean of 13.41. All other groups scored significantly lower; with a mean score at least 2 points lower.

Research in neuropsychology suggests ways that music can enhance learning. Optimal learning occurs when the two hemispheres of the brain work together. Any teaching strategy, such as music, that integrates the functions of both hemispheres uses the natural design of the brain to make learning easier, faster, and more fun (Caine, Caine, & Crowell, 1994; Campbell, 1986; Healy, 1994; Howard, 1994; Williams, 1983).

Music synchronizes the right and left hemispheres of the brain. Researchers report that the left hemisphere analyzes the structure of music, while the right hemisphere focuses on the

melody (Breitling, Guenther, & Rondot, 1987; Campbell, 1986). The hemispheres of the brain work together when emotions are stimulated, attention focused, and motivation heightened. Rhythm acts as a hook for capturing attention and stimulating interest. Once a person is motivated and actively involved, learning is optimized.

Electroencephalogram tests reveal that music alters brain waves, making the brain more receptive to learning. Don Campbell, Director of the Institute for Music, Health, and Education, explains that music "rhythmically and harmonically stimulates essential patterns of brain growth" (Campbell, 1992, p. 53). A number of recent research studies suggest other ways that music accelerates learning:

- Preliminary research at the Center for the Neurobiology of Learning and Memory at the University of California, Irvine, shows that music enhances higher-brain functions. Subjects who listened to 10 minutes of music (in this case, Mozart) prior to taking the abstract reasoning portion of the Stanford-Binet ability test did better than those using a relaxation tape or meditating before the test. It appears that complex music may promote more complex thinking (Viadero, 1993).
- Mary Jane Collett (1991) reports that the Learning To Read Through the Arts (LTRTA) program results in improved attitudes toward the arts, reading, and learning in general, and that it substantially improves academic achievement. This program uses the arts, including music, as a stimulus for teaching reading, writing, and higher-level thinking skills.
- Shaw (1993) examined how learning to play an instrument or singing in groups affected children's learning. The preliminary results showed that music training improves preschoolers' performance on spatial-reasoning tasks, such as puzzles or mazes.
- Campbell (1986) and Keen-Payne & Cagle (1993) found music heightens emotional involvement in learning. This heightened involvement creates a stronger neural connection, which in turn makes it easier to remember information. All learning incorporates emotions and thinking (Caine & Caine, 1991). Instructional approaches that combine both, as music does, are most effective.

Hanson, Silver, and Strong (1991) identified four types of learners: 1) sensing thinking, 2) sensing feeling, 3) intuitive thinking, and 4) intuitive feeling. Schools tend to focus on the learning styles of sensing and intuitive thinking students, shortchanging those students classified as sensing feeling or intuitive feeling. Sensing-feeling students typically focus on personal feelings and values, friendships, and interpersonal relationships. They tend to do well through grade four, but they often struggle in the upper elementary / middle school years, when the learning environment becomes more competitive. Intuitive feelers look for new ways of doing things. Although not academically at risk, they often feel alienated. Music offers all students, regardless of learning style, the opportunity to explore the self, communicate, generate ideas, and focus on relationships.

Music in the classroom can reduce stress, increase productivity, regulate energy, and create a relaxed and supportive learning environment. Such an environment aids students in learning. Stress reduces the flow of blood and oxygen to the brain, results in mental blanks, a reduced willingness to take intellectual risks, difficulty engaging in higher level thinking, and often a sense of helplessness. Too much stress interferes with learning (Caine & Caine, 1991).

Suggestology, a teaching method designed by a Bulgarian physicist, Dr. Georgi Lozanov, uses music to accelerate learning (Campbell & Brewer, 1991; Ostrander & Schroeder, 1979; Prichard & Taylor, 1980). This approach has found success in accelerating learning by focusing on creating optimal internal and external conditions for learning through music, specifically of the baroque style including composers such as Bach, Handel, Pachelbel, and Purcell.

Music's novelty, its power to evoke emotions, and its role as a universal language all serve to nurture creativity. It provides new perspectives for sensing the world around us.

Most people learned their ABCs musically. Teachers have long known that students more readily remember facts when they are put to a rhythm. Advertisers count on the public remembering their products because of an advertising jingle or song. The rhyme, rhythm, and repetition of music make it easier to remember facts. Music captures our attention and balances repetition with novelty, which, in turn, facilitates retention (Maute, 1987; Woolfolk, 1995). In addition, our bodies "feel" the rhythm, thus incorporating our kinesthetic sense in the remembering process. Musical mnemonics, because of their novel, multi-sensory approach, are particularly beneficial to at-risk learners (Gfeller, 1986; Hanson, Silver, & Strong, 1991).

Research is clear that physical and mental health are important factors in learning. Carefully designed musical compositions can help fortify our immune system, reduce our feeling of pain, and enhance certain higher mental functions (Pouliot, 1998). Recent studies show that music does more than "pep us up", it can actually alter the body's physiology, making us happier, healthier, and smarter. Alan Watkins of the Department of University Medicine, Southampton General Hospital, England, examined music's effect on the immune functions in healthy adults. Based on preliminary investigation, researchers postulated that if music induces a positive mind-set, it should enhance the production of salivary immunoglobulin A. Immunoglobulin A (IgA) is the first line of defense in the body's immune system. When a virus or other microbe enters the body, we immediately increase our production of IgA to intercept and fight off the invading pathogen. In a study at the Institute of HeartMath, subjects were exposed to three types of music (rock, New Age, and designer) for 15 minutes per day. The designer music consisted of melodies and rhythms created to produce the desired result (such as music to induce relaxation, attention, etc.). Saliva samples were collected immediately before and after the listening period, and the samples were tested for the change in content of salivary IgA. Using the designer music, salivary IgA shot up 140 percent on average, indicating a major boost for the immune system. Rock and New Age music did not lead to statistically significant changes in IgA levels. Numerous studies have also indicated that certain types of vibrations, particularly musically fluctuating vibrations, have a strong influence on our perception of pain and thus on our overall sense of health.

Dai and Shader (2001) conducted a study of parent's motivation for selecting music education for their children, and how their involvement impacts children's continuation in music instruction. Besides the straightforward development of musical talent, there are many incentives that motivate parents' decisions to involve their children in musical training. One reason relates to intrinsic benefits such as the development of musical and aesthetic sensitivity and enrichment of inner life (Csikszentmihalyi, Rathunde, & Whalen, 1993). Other reasons relate to more extrinsic factors such as status (e.g., social recognition, fame, applause) and more opportunities and avenues for success. Yet another category of reasons involves the use of musical study as a way to develop desirable personal attributes, such as work ethic, diligence, or increased intelligence (Gardner, 1997). In a retrospective study, Sosniak (1997) found that parents of eminent pianists typically had an avocational interest in music. Davidson et al. (1996) also found that parents of musically successful children tended to be involved in music themselves (in the form of listening to music) and tended to increase their own levels of involvement over the period of time when their children were taking music lessons.

There is research suggesting that parental encouragement emphasizing the intrinsic value of the task at hand facilitates children's intrinsic motivation for that task, while an emphasis on extrinsic consequences decreases children's intrinsic motivation (Gottfried, Fleming, & Gottfried, 1994). Besides, intrinsic expectations (with an emphasis on intrinsic rewards of music training) have a more positive influence than extrinsic expectations (with an emphasis on extrinsic rewards), although both may be needed to sustain a prolonged process of talent development (Dai, Moon, & Feldhusen, 1998).

In addition to the intrinsic and extrinsic values discussed above, music training is also associated with personal benefits such as: improvement in academic performance (Graziano, Peterson, & Shaw, 1999); improved intellectual performance in general (Gardner, 1997; Laczo, 1985; Phillips, 1976); personal growth (Levin, 1989); and discipline and diligence (Sloboda, 1990). A review of achievement literature indicates that parental provision of goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987). This parental support also plays an important role in helping a child persist through the difficult stages of mastery. The influence of parents' intrinsic and extrinsic orientations and their reactions to their child's performance and progress will impact the child's intrinsic motivation to learn and practice.

Discussion

Given that much research correlates learning music with improvement in cognitive ability (Gardner, 1997; Laczo, 1985; Phillips, 1976), academic achievement (Graziano, Peterson, & Shaw, 1999), personal growth (Levin, 1989), discipline and diligence (Sloboda, 1990), health (Pouliot, 1998), and parental involvement and support (Olszewski et al., 1987), the inclusion and integration of musical study can be identified as an important factor in improved overall performance of students. With a national focus on achievement, and the overwhelming evidence that indicates parental provision of goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987), a school with a strong musical instructional component would enhance the educational experience for students. Given an opportunity to develop skills in an environment that integrates the instruction of music and

academics, students will benefit academically and socially, developing poise and confidence through public performance and discipline through practice. A Conservatory Charter school of music can provide this opportunity for students from all ethnic and economic backgrounds. It is the intent of this application to apply the principles of research to the benefits of musical instruction on general learning.

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Appendix E

Integrating Music Throughout the Curriculum

Reprinted from the book *Music and Learning* by Chris Brewer, 1995.

BRINGING EDUCATION TO LIFE WITH MUSIC

How is it that for most people music is a powerful part of their personal life and yet when we go to work or school we turn it off? The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities. Plus, using music for learning makes the process much more fun and interesting! Music, one of the joys of life, can be one of the joys of learning as well. The following pages give you suggestions for when and how to use music during your teaching or training. With these techniques, you, the teacher, can orchestrate a classroom environment that is rich and resonant-- and provide learners with a symphony of learning opportunities and a sound education!

Music helps us learn because it will--

- * establish a positive learning state
- * create a desired atmosphere
- * build a sense of anticipation
- * energize learning activities
- * change brain wave states
- * focus concentration
- * increase attention
- * improve memory
- * facilitate a multisensory learning experience
- * release tension
- * enhance imagination
- * align groups
- * develop rapport
- * provide inspiration and motivation
- * add an element of fun
- * accentuate theme-oriented units

WHAT ARE SPECIFIC WAYS MUSIC CAN BE USED IN THE CLASSROOM?

Here are three areas of teaching where integrating music can be highly effective. For each intent, there is a rich repertoire of classroom techniques that can be used simply and easily by anyone--a brief example is given in each. These techniques work for people of all ages and from many societies. The very young, teens and adults will experience an increase in their effectiveness and joy of learning from these uses of music.

LEARNING INFORMATION

Music can be used to help us remember learning experiences and information. In Active Learning Experiences music creates a soundtrack for a learning activity. The soundtrack increases interest and activates the information mentally, physically, or emotionally. Music can also create a highly focused learning state in which vocabulary and reading material is absorbed at a great rate. When information is put to rhythm and rhyme these musical elements will provide a hook for recall. Here are three ways we can use music to help us learn information:

* **Active Learning: Experiences**

Music will activate students mentally, physically, and emotionally and create learning states which enhance understanding of learning material. For example, play music with an association for your topic in the background while reading a concise summary of the important information. The more interesting and dramatic, the more easily the information is remembered. In a social studies class, I have read Chief Joseph quotes and a brief synopsis of his tribes' famous journey toward Canada while playing native music in the background. This introduction to the "Last Free Days of the Nez Perce" is powerful and memorable because the music helps students to appreciate the experience and set the mood. To activate information physically, play upbeat music during a related movement activity or role-play. For example, while learning about the flow of electrons in electricity, I play Ray Lynch's *Celestial Soda Pop* while we create a classroom flow of electricity. Some students are stationary neutrons and protons while others are moving electrons. When we add "free electrons" like a battery would, the electrons begin flowing and voila! we have an electrical current! Ray Lynch's upbeat music keeps us moving and makes the role play more fun.

* **Focus and Alpha State Learning**

Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned. Baroque music, such as that composed by Bach, Handel or Telemann, that is 50 to 80 beats per minute creates an atmosphere of focus that leads students into deep concentration in the alpha brain wave state. Learning vocabulary, memorizing facts or reading to this music is highly effective. On the other hand, energizing Mozart music assists in holding attention during sleepy times of day and helps students stay alert while reading or working on projects.

* **Memorization**

Songs, chants, poems, and raps will improve memory of content facts and details through rhyme, rhythm, and melody. Teaching these to students or having them write their own is a terrific memory tool!

ATTENTION, ATTITUDE AND ATMOSPHERE

(The Three A's) Preparing for a learning experience can make the difference between lessons well-learned and just passing time. Certain music will create a positive learning

atmosphere and help students to feel welcome to participate in the learning experience. In this way it also has great affect upon students' attitudes and motivation to learn. The rhythms and tempo of musical sound can assist us in setting and maintaining our attention and focus by perking us up when we are weary and helping us find peace and calm when we are over-energized in some way. Here are two ways to use music for attitude, attention and atmosphere:

* **Welcoming and Attention**

Background music is used to provide a welcoming atmosphere and help prepare and motivate students for learning tasks. Music can energize lagging attention levels or soothe and calm when necessary. Simply playing music as students enter the classroom or as they leave for recess or lunch totally changes the atmosphere. Depending on the music, you can enliven, calm, establish a theme or even give students content information with content-songs!

* **Community Builders**

Music provides a positive environment that enhances student interaction and helps develop a sense of community and cooperation. Music is a powerful tool for understanding other cultures and bonding with one another. Selecting and playing a classroom theme song, developing a classroom "ritual"---such as a good-bye or hello time that uses music, or other group activities with music are ways to build lasting community experiences.

PERSONAL EXPRESSION

Music is the doorway to the inner realms and the use of music during creative and reflective times facilitates personal expression in writing, art, movement, and a multitude of projects. Creation of musical compositions offers a pathway to expressing personal feelings and beliefs in the language of musical sound. Here are two ways music can help us express ourselves:

* **Creativity and Reflection**

Background music is used to stimulate internal processing, to facilitate creativity, and encourage personal reflection. Playing reflective music, such as solo piano in either classical or contemporary styles, as students are writing or journaling holds attention for longer periods of time than without the music. In one study, students wrote twice as much with music than without!

* **Personal Expression through the Musical Intelligence**

The creation of music expresses inner thoughts and feelings and develops the musical intelligence through understanding of rhythm, pitch, and form. Writing songs related to content allows students to express how they feel about issues brought up in historic incidents, social studies topics or literature. Students can also create an instrumental "soundtrack" with simple rhythm instruments that auditorily portrays a particularly important scientific discovery, a poignant historical event, or the action within a novel.

THE MUSICAL ECHO

As you begin to resonate with your new musical classroom experiences, you may find transformations occurring in other aspects of your life. Your students may share with you wonderful experiences occurring in their lives because of doorways which were opened through the inclusion of music in the learning process. When this happens, celebrate and bless the connections to life meaning that has occurred. Everything that we do as teachers has echoes and reverberations that contribute to the whole of life. If there are no echoes it may mean that what we are teaching has less meaning than we thought. Expect and enjoy the miracles that occur!

LEARNING THEORY AND MUSIC

Educational theorists have long sought answers to the question of how we can best teach students to learn well. Models for teaching have evolved and will no doubt continue to be developed. Some of today's leading learning technologies embrace the use of music to assist in learning. Nearly all methods can be enhanced through the use of music. The guidelines provided in this book can help teachers and trainers learn how to use music no matter what learning methods are being used. Special note is given here to three successful learning models in which the use of music is particularly relevant.

THE MULTIPLE INTELLIGENCES

In 1983 Howard Gardner, psychology professor at Harvard University, presented his Multiple Intelligence theory based upon many years of research. Promoting the concept that intelligence is not one entity but that there are many different forms of intelligence, Gardner has awakened a revolution in learning. Multiple Intelligence teaching methods recognize eight (though there may be more) forms of intelligence: visual-spatial, linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, musical, and most recently naturalist. Multiple Intelligence teachers strive to broaden students familiarity and skill levels in each area.

The Multiple Intelligence teaching model emphasizes education for understanding rather than rote memory or the mimicking of skills. Practical hands-on skill development is coupled with factual knowledge and the ability to apply skills and information in real-life situations and make meaningful contributions to society.

Development of the musical intelligence can be greatly aided by the use of music throughout the curriculum. In addition to learning about musical elements and how to create music, the musical intelligence involves developing an ability to respond to musical sound and the ability to use music effectively in one's life. As a musician who has taught general music in public and private schools I can speak to the value of having students hear music throughout the school day as a means of increasing musical intelligence. The more students listen and respond to a variety of music, the more they will know about music on a personal, real-experience level, the deeper will be their

understanding of why people throughout time and around the world create music, the greater will be their ability to use music productively in their lives, and the more eager they will be to develop their musical skills because they will understand, appreciate and enjoy music more!

As a music teacher, I can say that the methods for using music in the classroom not only enhance the learning process but also contribute to the development of the musical intelligence.

ACCELERATED LEARNING

In the 1960's, Dr. Georgi Lozanov and Evelyn Gateva researched ways to increase memory abilities including the use of music in the classroom. Their successes caught the attention of the world. Teaching techniques developed from their creative experiments and today we have a solid format for effective multisensory and whole brain learning called Accelerated Learning. This book does not describe the full philosophy or method designed by Lozanov. It will, however, draw upon the knowledge of music in Lozanov's method to share successful ways of using music for learning.

The use of background music during lectures, vocabulary decoding, or group readings is a cornerstone of Accelerated Learning techniques. Two methods for using music, designed to create very different but equally effective learning environments, were developed through Lozanov's methods. They are called concerts. The Active Concert activates the learning process mentally, physically and/or emotionally while the Passive Concert is geared to place the student in a relaxed alpha brain wave state and stabilize the student's mental, physical and emotional rhythms to increase information absorption. Both teaching methods result in high memory retention. Used together the two concerts provide a powerful learning experience.

Another component of Accelerated Learning techniques is the recognition that the learning setting and student comfort level with learning is of great importance to student success. Lozanov's methods included using music as students enter the classroom, leave the classroom and during break times to help establish a positive learning atmosphere.

TURNING MUSIC ON IN YOUR CLASSROOM

You will find many ideas that feel comfortable and exciting to you in this book. You will probably also find techniques that do not resonate for you. Keep in mind that you do not have to use music in all the ways presented here in order to be effective in enhancing learning through music. The addition of even one music technique in your classroom will add richness and improve the learning process. My suggestion is for you to begin your musical journey by incorporating one technique that resonates greatly with your teaching style. When you have mastered this use of music in your classroom, go on to explore a

new method. Your students enthusiasm and response will be a guideline and incentive for future ideas and uses.

Integrating Music to Enhance Learning

Focus and Concentration Music

Play as background music while students study, read, or write to:

- · increase attention levels
 - · improve retention and memory
 - · extend focused learning time
 - · expand thinking skills
-
- * *Relax with the Classics.* The LIND Institute. Accelerated Learning research indicates slow Baroque music increases concentration.
 - * *Velvet Dreams.* Daniel Kobialka's exceptional music-favorite classics such as Pachelbel's Canon at a very slow tempo.
 - * *Celtic Fantasy.* Kobialka uses the warmth of Celtic music played slowly to facilitate relaxed focus.
 - * *Music for Relaxation.* Chapman and Miles. Quietly sets a calming mood.
 - * *Baroque Music to Empower Learning and Relaxation.* The Barzak Institute uses slow and fast Baroque era music to hold attention.
 - * *Mozart and Baroque Music.* The Barzak Institute. A useful compilation with 30 minutes of Mozart and 30 minutes of Baroque music.
 - * *Mozart Effect: Strengthen the Mind Enhance Focus with Energizing Mozart,* selected by Don Campbell.
 - * *An Dun.* Calming the Emotions Chinese music that actually does calm and appeals to all ages.
 - * *Accelerating Learning.* Steven Halpern's music assists learners in focus and is good background for reading-free-flowing and peaceful.

Creativity and Reflection Music

Play as background for activities such as:

- journaling or writing
 - problem-solving or goal-setting
 - background for project work
 - brainstorming
-
- * *Pianoforte.* Eric Daub. This thoughtful classical piano music sets the tone for introspective creativity and processing. Excellent!
 - * *Medicine Woman I or II.* Medwyn Goodall gives us music to delve into deep thoughts and meaningful feelings.
 - * *Oceans.* Christopher Peacock. Motivating and great team-building music.

- * *Mozart Effect: Relax, Daydream and Draw.* Don Campbell's collection of reflective Mozart for gently enhancing creativity.
- * *Fairy Ring.* Mike Rowlands' touching music in a classical style. Long cuts hold the mood. Good for reading with important information or stories.
- * *Living Music and Touch.* Michael Jones uses solo piano music to encourage reflection.

Welcoming Music

Play as background for entries, exits, breaks. Use to:

- greet your students
 - create a welcoming atmosphere
 - set a learning rhythm
 - expand musical awareness
- * *Dance of the Renaissance.* Richard Searles. Delightful music of 15th-17th century England. This upbeat music appeals to all ages.
 - * *Emerald Castles.* Richard Searles. Pleasing sounds of the Celtic countries played on acoustic instruments.
 - * *1988 Summer Olympics.* Various rock songs from the Olympics that inspire.
 - * *Celtic Destiny.* Bruce Mitchell. Dynamic instrumental Celtic music. Stimulating with a variety of paces.
 - * *Sun Spirit.* Deuter. Delightful flute music that energizes melodiously.
 - * *The Four Seasons.* Vivaldi Beautiful melodies to set a warm mood no matter what the season.
 - * *Boundaries.* Scott Wilkie. Relaxed jazz to set a an easy-going learning pace.
 - * *Echoes of Incas.* Ventana al Sol. Joyful South American melodies and rhythms open the door to learning.

Active Learning Music

Use for a sound break or movement activities to:

- increase productivity
 - energize students during daily energy lulls
 - provide a stimulating sound break to increase attention
 - make exercise more fun
 - encourage movement activities
- * *Tunes for Trainers.* An all-in-one CD with categories of Fun Stuff, Energy Break, Brainstorm, Quiet moods and more.
 - * *Jazzy Tunes for Trainers.* A versatile compilation with lively background music for a wide variety of teaching and training activities.
 - * *Earth Tribe Rhythms.* Brent Lewis. This wonderful rhythmic music is played on 20 tuned drums for both rhythm and melody. Great for any movement activities.

- * *Best of Ray Lynch.* Ray Lynch A classic electronic and acoustic recording that adds fun and interest. Useful for topic associations.
- * *Funny 50's and Silly 60's.* Old songs that are just plain fun like Purple People Eater, Wooly Bully and more.
- * *Hooked on Classics.* The beat that doesn't quit! Great for body and brain wakeups.
- * *Earth, Sea, and Sky.* Nature recordings. Provides a variety of sounds.
- * *Best of World Dance Music.* Hopping happy music from everywhere. Some vocal and some instrumental.

SOUND DIRECTIONS for using music to enhance learning!

"Take a music bath once or twice a week for music is to the soul what water is to the body."

-- Oliver Wendall Holmes

Slow, Baroque selections are between 55 and 80 beats per minute. Research has shown that this music will help you maintain focus and concentration. It assists you in reaching the alpha brain wave state, a state which enhances learning and memorization.

Use this music

- during writing or reading activities
- with Passive Concerts in Accelerated Learning teaching and training (for more information, see *Music for Learning*, by Chris Brewer)
- Pachelbel's Canon in D is especially useful for synthesizing and summarizing activities (such as the Overhead/Power Point Review form of Passive Concerts)
- during tests, goal-setting
- for mind-calming exercises
- to relax

Tips for Memorizing Words, Terms Facts (Passive Concert):

- Select text important to the content such as explanatory information (text from a book or reading), words and their definitions, or a metaphorical story.
- Ask your participants to sit comfortably and give them time to settle in, close their eyes, sit back, etc. Let them know they will be hearing music for a minute or two and then you will begin your reading.
- Begin the music and let it play for a minute or two. Then begin to read your content information slowly and in a calm voice that is loud enough to be heard above the music. The music and your voice should be about equal or your voice should be slightly louder. If reading words and definitions, pause for a mental count of 4 between sets of words. Keep your reading to 30 words/definitions or 3-5 minutes or text-less for young students.
- When you have completed your reading, allow the music to play for a minute or two after you have finished speaking, then slowly turn the volume down on the CD player.

Learning From Lyrics

Johnathan Chase

"We must prepare young people for living in a world of powerful images, words, and sounds." -- UNESCO, 1982

M.U.S.I.C., Inc. is a non-profit 501(c)(3) publicly supported organization. We promote the educational use of songs by teachers in all subject areas hence, extending the study of music beyond traditional General Music programs. Songs are a timeless expression of the human experience. They capture the history of events, ideas, and people that have shaped our pluralistic society. Lyrics are an excellent teaching tool, that will engage and excite young people, while introducing meaningful information. Our organization is planning a variety of special programs involving both educators and members of the music industry. This text is our second cooperative project. Some other special projects and activities in development include:

- * Workshops and seminars for educators
- * Production of Audio Visual educational materials
- * Network to arrange school visitations by musicians

We also have a web site, (<http://www.wpe.com/~musici>). This site functions as an on line resource for students and educators. There is also a message board to share and discuss teaching ideas and lessons.

"Good artworks catch your heart and then make you think. You ask a lot of questions. A good artwork gives you alternative ways to observe the world you live in." [1]

Using contemporary or popular music in the classroom serves as a means of combating student apathy. Raised on MTV and Nintendo, many young people have become passive listeners and learners, accustomed to intense visual and audio stimuli. Popular music, a youth friendly medium provides an emotional hook to gain the interest of students.

Student centered instructional strategies are successful because the youth are actively involved in the learning process. Students are given structured but "open" tasks, which require them to select materials and design a classroom activity. Allowing all students to succeed, regardless of ability, by building upon individual strengths, and allowing for a variety of routes towards completion. The projects and activities are inherently relevant and interesting to students as they incorporate popular culture and music. Intrinsic motivation is readily achieved when a program allows students to make choices, in the context of a task that matters to them.

The process of critiquing a song empowers students, while helping them to acquire insight, knowledge, and critical thinking skills. With the introduction of state and national learning standards in the 1990's educators have witnessed the development of new forms of assessment, which require students to analyze and interpret a series of primary and secondary source documents making connections and drawing conclusions from the data

presented. Lyric based learning activities help students develop the higher order thinking and writing skills necessary to meet State Standards.

Music can create pathways to improved communication and greater understanding between people of different backgrounds and cultures. It is an ideal medium for teaching about tolerance and respect for the differences among people. Contemporary music also presents differing views and attitudes on social problems.

Music can also foster and enhance intergenerational communication. Historically, music has been viewed as a force that widens the "gap" between generations. The critical thinking approach to music serves to bring parent and child together to share interests, ideas, and feelings. While the sound and style of music has changed dramatically over the years, the content or subject matter of many songs has remained constant, as artists continue to sing about personal, social, and political issues.

About the Author: John is the founder and president of M.U.S.I.C., Inc. a non-profit organization promoting the interdisciplinary use of popular music.

John has authored a source book for educators, "Learning From Lyrics; 2nd Edition" and also regularly provides staff development sessions for schools and organizations.

SAMPLE UNIT: Zydeco music of Southwestern Louisiana
Integrating Music into English and History

Grade Levels: 6-8

State Standards: English, History, Music, Technology

UNIT OVERVIEW:

I. BACKGROUND:

Music in the Context of the Inner City

Unfortunately, for many inner city teen and young adults, music holds no value unless it is top forty and played on their favorite radio stations. To those unfamiliar with urban culture, it may appear as though inner city youth are a culturally deprived group of people who view things only from their perspective of limited exposure to aesthetics and value standards outside of their own culture group. Many reject academic achievement and other standards they believe are reserved for the dominant culture. To these youth, becoming assimilated to mainstream culture means they have turned their backs on their own cultural group with whom they identify. By introducing and presenting music and cultural elements to students the teacher stimulates a heightened awareness of diversity and identity, and increases motivation for the process of researching and presenting knowledge of cultural roots and contributions. This unit may be used to integrate ethnic music from other cultures such as Greece, the Caribbean, Latin America, Israel, or African to teach reading, social studies and English. This unit focuses on the exploration of music from the Southern cultures of the US. Because of the depth, scope and nature of this assignment, students may include family members and friends. As a result, all those contributing to the project were able to walk away with an appreciation for music with which they were unfamiliar.

Purpose

This curriculum unit will offer methods and strategies in which library and internet research can be used to facilitate the integration of ethnic music and English. The subject covered in this unit is the culture and music of southwestern Louisiana and its influences on the evolution of what is called Zydeco music. Upon the completion of the unit, students will be able to demonstrate the ability to compare and contrast the historical concepts of the Louisiana (and southern US) history and culture, and employ the critical thinking skills in analysis and synthesis when writing a research paper; they will successfully conduct library and internet research, organize data collected from various sources, paraphrase the work of an author and finally compose a well-written research paper or prepare a powerpoint presentation using graphics, video, and music on the given topic related to the musical styles developing out of African/French American cultures in the Southern US. Examples include: students examine similarities and differences with Acadians in Acadia, compare and contrast Nova Scotia and Cajuns in Acadiana or critique the *code noir* in Louisiana before and after the Louisiana Purchase. In the process, students display progress with each successive task. As a result of exposure to

such information, students will increase their awareness and appreciation of music from southwestern Louisiana and other southern cultures.

By developing library and internet and technology skills needed for research, students will gain more experience, self-discipline and confidence. Students will not only improve reading, vocabulary, summarization, writing, and technology skills but also explore geography and history through exposure to a series of projects and assignments specifically developed to master the intended skills over a six-week period. The unit finale will consist of students learning basic Zydeco two-step and Zydeco to a live Zydeco band. Students will also participate in a cultural food faire, sharing ethnic foods from southern heritages, and learning some basic French vocabulary used in Louisiana.

Zydeco Emerges

The word Zydeco is thought to be another Louisiana phenomenon. With its roots in the Atchafalaya and Sabine river basins in southwestern Louisiana, Zydeco has become synonymous with Louisiana just as Mardi Gras has with New Orleans. Zydeco has evolved from a set of rural, isolated and impoverished conditions into a commercially viable genre as did the blues. Although Zydeco's antecedents, French slave and Caribbean music, can be traced to colonial Louisiana and la la music to the end of World War II, it did not grow into its present form until the 1950s.

Linguistic and religious aspects gleaned from African and French cultures were intermingled by black Creoles. The Afro-Francophone community of Louisiana society became acknowledged for world-renowned culinary skills as well as musical ingenuity. The revival of black French music reserved a space for the recognition of Zydeco in the popular music circle.

The term *Zydeco* actually comes from French, *les haricot* meaning the snap beans aren't salted. This idiomatic expression stems from the hard economic times. There was no money to buy salt or salt meat to add flavor to the snap beans. Those who left Louisiana in search of work with little more than hope for a better life expressed themselves through music. According to the *Garland Encyclopedia of World Music*, Francophones enjoyed evening parties and dances. The social gathering or *bals de maison* would take place at the dancehall or *fais do-do*. At these gatherings the music was commonly called la la or Zydeco. La la and Zydeco not only made reference to a certain type of music, but also a specific type of dance.

Cajun French music and black Creole French music both had beginnings in folk music. Cajun music combined continental French, Acadian, Anglo Southern and Afro musical elements. The Old World French folk songs were mingled with music of Acadian peasants and black Creoles. These traits produced a musical tradition in southern Louisiana consisting of love ballads, lullabies, game songs and drinking songs. Cajun bands tend to play more waltzes, place an emphasis on melody and include the violin, steel guitar, small iron triangle and the diatonic accordion. Less frequent are the

washboards and horns. As rock n' roll and rhythm and blues rose in popularity among young Cajuns, fais-do-do was combined with the old-style Cajun music and a new genre called Swamp Pop was born. In Bernard's *Swamp Pop*, it is described as fifty percent Fats Domino while the remaining half is fais-do-do. Again, New Orleans and Cajuns have made another imprint in music history. After World War II when the accordion was reintroduced to Cajun music and the guitar and fiddle were featured less, rhythm and blues and rock n' roll were becoming more popular.

Lyrics in black Creole music were filled with satire and ridicule directed toward light-skinned Creoles who passed for white or arrogant white Creoles. Black Creoles however drew from French slave songs, Afro Caribbean rhythms and African American blues. La la is essentially a Cajun two-step, but is faster and more syncopated with an emphasis on rhythm. No Zydeco band is complete without *le frotoir*, a rubboard/rubboard vest, and a three-row button piano accordion. The three-row is important because without the three-row button, blue notes cannot be played to produce the component of the blues found in Zydeco. Between 1790 and 1803 many Francophone refugees, including those from France and the French West Indies, fled Santo Domingo and settled in Louisiana. They brought with them the Caribbean polyrhythms, religious practices, spicy cuisine and the French language. Continental French lullabies, ballads, game songs, field chants and songs were fused with the music of the Cajuns, black Creoles and the slaves. A particular form of dance song known as *jure* singing, derived from the French word, *jurez*, meaning to testify, played an important role in the music played in the house party of the rural black Creoles. *Jure* was sung a capella and was commonly associated with the Lenten season in black Catholic communities with the restriction of instruments. Spoons, bottle openers, the washboard and other makeshift instruments as traditions based in *jure* moved away from the religious realm as it matured to the secularized la la. *Jure* is a local form of African American ring shout, involving clapping, shuffling, stamping and sometimes metal-on-jawbone scraper, a percussion instrument closely related to the washboard and the 'tit fer or small iron triangle. Percussion instruments in Louisiana were not banned, as they were in most of the southern states and consequently added a unique characteristic to music that cannot be found anywhere else in the South.

A secular dance associated with jawbone scraper is the *calinda*. Unlike the *jure*, which involves singing and dancing, the *calinda* is only a dance. It is suggestive in style and originally linked to the Afro population in New Orleans, is now the *colinda*, with a fast, syncopated, two-step in Zydeco dancing. The *Coonjai* is a dance performed regularly at Congo Square in New Orleans as well and is described in 1818 as having two women holding a handkerchief by each corner, barely moving their bodies or feet (Rose, 1977). Black Creole singer and accordionist Amede Ardoin played to audiences that would dance on handkerchiefs while they stayed in place (Tisserand, 1998). Evidently, the object of the dance was not to disturb the handkerchief. Ardoin made his first recording of French music in 1929 with Dennis McGee, a Cajun fiddler for Columbia Records. The duo set a precedent because up to that time, biracial teaming in all-white dance halls was not done. Furthermore, Ardoin was known for his Cajun-style music. Chris Strachwitz, founder of Arhoolie Records, indicated that Ardoin's music was indistinguishable from Cajun music. Strachwitz has been documenting Zydeco and Cajun music since the early

1960s. He sang with a high-pitched classic Cajun voice and played waltzes, one- and two-steps on his single row diatonic accordion popular in Cajun music. Spitzer believes that Amede Ardoin and other black Creoles had more of an influence on Cajun music than previously thought (Spitzer, 1986). He argues the presence of polyrhythmic and syncopation inherent in black Creole music.

Ardoin sang in French and added foot tapping. Foot tapping replaced percussion instruments found in earlier forms black Creole music. Ardoin at times modified his performance for his audience, to meet the cultural differences between Cajuns and blacks, groups did not have the same aesthetic values—Cajuns preferred more melodic tunes whereas Creoles wanted a bit of the blues and faster syncopated music with a strong rhythm. With the combining of traditional Cajun and Afro French music, black Creole la la was brought forth with strongly accented Afro Caribbean polyrhythms.

Wood states that it was in Texas that Creole immigrants and their descendants first fused traditional Louisiana French music with blues and urban rhythm and blues to create the new sound made possible only with the accordion and washboard. Zydeco made its first mark in Houston during the post war era. Houston was the first site where the word Zydeco appeared. Spellings were inconsistent at the time: *zolo go*, *zittico*, *zarico*, *zoridico*, *zodico* and *zadacoe* were perhaps erroneous English phonetic substitutions because people lacked formal instruction in the French language.

The majority of black Creoles were concentrated in Frenchtown in Houston's Fifth Ward where they continued to speak French, play French la la, practice Catholicism, and *boucherie* (slaughtering of hogs or cows and distributing portions to neighbors). The close society of Francophones in Houston was the result of linguistic and cultural differences. House parties were becoming increasingly rare while nightclubs increased in popularity. When Willie Green began the nightclub circuit, French music experienced a rebirth. Other Frenchtown accordionists were L.C. Donatto, Jesse and Joseph Reynolds, Alfonse Lonnie Mitchell, Charlie Johnson, Herbert Good Rockin' Sam, Albert Chevalier and Mack McCormick. But it was Clifton Chenier who took Zydeco to another level, becoming the genre's first superstar. He popularized the music and sound of Zydeco and apparently popularized the name Zydeco as well. Mack McCormick was responsible for documenting the term and standardizing the spelling, but Chenier is unequivocally recognized as the King of Zydeco.

Chenier made his first recording in 1955, "Zodico Stomp." His 1964 recording, "Zydeco Sont Pas Sale"—the snap beans aren't salty replaced *les haricots*—the beans. The metaphor in its entirety is "*les haricots sont pas sales*," a figure of speech expressing financial hardship.

Zydeco and Cajun music represent ethnic identity and cultural experiences from marginalized groups in southern Louisiana. Renewed interest in the French music from the Atchafalaya and Sabine areas has established music from this part of the United States as worthy of recognition in its own right. Whether Zydeco or Cajun, urban or rural, traditional folk music from Louisiana has been influenced by current popular music, but

has not strayed too far from its origins. Despite adversity and social exclusion, Louisianans have the overwhelming desire to remain close to home. The Council for the Development of French in Louisiana (CODOFIL) was established to preserve and promote Cajun culture, music.

Lesson Plan:

This unit explores the French and Spanish influences on colonial Louisiana and its effect on the music of Creoles and Cajuns. Students will find information about the historical circumstances that led to the development of Zydeco which is the focus of this curriculum unit. After careful research, students should be able to write a paper about the significant events in colonial Canada under British and French rule and evaluate the economic and political issues leading to ethnic and religious discrimination against French-speaking Catholics in Acadia. Students will be expected to compare and contrast the conditions of intolerance faced by ethnic groups such as African Americans and Cajuns in Louisiana and cultural traditions brought to Louisiana by French and Spanish West Indians. Additionally, data collected on colonial Louisiana will prepare students to evaluate the reasons why cultural differences and the unique set of experiences by the ethnic population in Louisiana contributed to the making of Zydeco. The unit will conclude with a Zydeco music festival and sample-sized portions of crawfish gumbo and boudin.

Lesson One

Objective

- Record bibliographical information using given guidelines.
- Demonstrate ability to paraphrase and use own words.

Materials

- Index cards
- Highlighter
- Library (preferably a research library)
- Samples of different genres of music

Time

This assignment is to begin on a Monday can be completed in three weeks, depending on the number of sources required by the teacher.

Allow students to listen to samples of music from the following genres: Southern folk, country, jazz, Blues and French waltz music. Ask the to identify instruments if known and suitable setting for each genre.

Students will select seven sources and record bibliographical information on index cards from three books, two encyclopedias and one journal *from the library or two from the Internet*. Each index card must include the following:

- Books - Record author, title, place of publication, publisher, year and pages/chapters used. Highlight the above information.
- Encyclopedia - Author (if signed), name of encyclopedia, edition (year).
- Periodicals - Author, title of article, name of journal, volume, month, year, pages. Highlight the above information.
- Internet - List resources in proper format for web address: www.mmmm.org

Topic for Research

Cultural values toward music among the French, Cajun and African Americans in Louisiana. Students should record five facts from each source on one index card. By the end of the week, students should have at least one source. In 1-2 class periods students will receive instructions on paraphrasing, practice from a classroom text (any subject will do) and submit several examples. Once students have the first few sources at the end of the first week, they can begin to paraphrase from the index cards. Organization, elaboration, etc. are not required. After paraphrasing exercise is complete, students will work in cooperative editing/proofreading groups, make corrections and submit for credit.

Lesson Two

Materials

- Computer
- Completed index cards from previous assignment
- Video of Cajuns, Creoles or Zydeco
- Cajun music

Time

Two weeks

Objective

- Demonstrate organizational and analytic skills when developing a paragraph.
- Compare and contrast circumstances leading to the development of zydeco in Louisiana.

Students will continue working on research and paraphrasing. They will also take notes while watching a video on the evolution of southern music. Students must choose two facts from each index card and highlight. There should be no more than 14 facts that must be paraphrased. Facts must be organized and in complete sentences referred to as a fact sheet. Students will work in cooperative editing groups, make corrections and submit for credit.

Lesson Three

Materials

- Computer
- Zydeco music
- Samples of Louisiana cuisine

Time

One week

Objective

Evaluate and synthesize relevance of information obtained in research in written form.

Extract unimportant details when gathering research in written form.

Students will develop and type three paragraphs, double-spaced from fact sheets examining the reasons behind the forming of Zydeco.

Students should feel comfortable with paraphrasing and be able to write at least three paragraphs about the circumstances under which the development of Zydeco in Louisiana took place. This should be completed independently. Cooperative groups can be used for feedback, rather than for editing or proofreading.

Zydeco Festival

Students will listen to Zydeco music as well as southern folk, blues, and others.

There will be voluntary participation in:

- sampling ethnic foods.
- Zydeco dances
- Singing or playing Zydeco style music

APPENDIX: Jambalaya Recipes

Note: Making jambalaya is idiosyncratic—there are no two cooks who prepare jambalaya exactly the same way. Jambalaya is also the counterpart to paella of Spain.

Jambalaya Recipe #1

4 cups cooked rice

1 can Cajun spiced stewed tomatoes, chopped (save sauce)

1/2 cup finely chopped onions, sautéed

1/2 cup finely chopped bell peppers, sautéed

1/2 cup pre-cooked cubed chicken

1/2 cup pre-cooked shelled, deveined shrimp (thawed)

1/2 cup crawfish (crayfish) tails (thawed)

1 hot link or smoked sausage thinly sliced

2 dash hot sauce or cayenne

Seasoned pepper

Olive oil

Use heavy Dutch oven. Pour enough olive oil to cover bottom of pan. Heat oil until grain of rice sizzles. Do not over heat. Add precooked rice, sautéed onions and peppers and stir. Add chopped stewed tomatoes and bring to a boil. Add precooked chicken and sausage. Cover and simmer until done. Season to taste with hot sauce and seasoned

pepper. When done add shellfish and cover until ready to serve. 6-8 servings. Quantities and selections of meats and shellfish may be modified or eliminated.

Jambalaya Recipe #2

1 box Mediterranean preseasoned rice pilaf, precooked (*or box of rice and vermicelli mixture associated with cable cars and San Francisco*)

All meat and shellfish in recipe #1

1 can chopped tomatoes with green chiles

*Sautéed vegetables from Recipe #2 are optional

Follow same directions as above. You may not need to add seasoning.

Providing Meaningful Learning Through Story and an Inquiry Approach to Science Education

by Kathleen Carroll, Ph.D.

CA State Content Standards:

Curricular Area: Art-Dance & Music, History/Social Science, Language Arts

Grade: Sixth - Eighth

Cognitive Processes: Organization- Analysis and Theory- Synthesis

CA Content Standards Language Arts: 1.0 Written and Oral English Language Conventions; 1.0 Listening and Speaking Strategies; 2.0 Speaking Applications (Genres and Their Characteristics). **Arts:** 1.0 Artistic Perception, 2.0 Creative Expression, 4.0 Aesthetic Valuing **Social Studies:** Chronological and Spatial Thinking; Research, Evidence and Point of View.

Description

During the 1980s, music, dance, fashion, and art experienced a boom of energy and innovation. This series of lessons seeks to explore the cultural and creative phenomenon of the 1980s for the youth of today. The Music lesson gives students the opportunity to create music videos using their favorite songs, implementing the use of story boards and set design.

Objective

To assist students in thinking sequentially, as they would in writing, but with music and video, other time-based mediums that allow for narratives to unfold and transform.

To provide students with the freedom to express themselves creatively while using a technical and conceptual framework in which to discover critical thinking skills.

To challenge students to work collaboratively, as well as to build tolerance and understanding for other students' creative tastes.

To expand students' understanding of the filters involved with how we experience art-listening to music vs. seeing a music video.

To give students experience in using equipment they might not otherwise be exposed to.

To share with students creative career paths that are available in the arts.

Materials

Pencils

Lined paper

White drawing paper

One sheet of black construction paper

Foam core

Paint

Painting supplies

Large roll of white paper (or even better- photo backdrop paper)

Small stereo

Microphone (unplugged, optional)

Camcorder
Camcorder tapes
Tripod (optional)
Clip lamps (optional)
Makeup
Old dress-up clothes

Procedure

Teacher Note

In preparation for this lesson, create a story board template. To do this, cut out a square shape from a small piece of black construction paper (approx. 3" x 3"). Then cut out a rectangle below it. Photocopy it on white paper and repeat it several times so that the image appears as a series of TV sets with caption spaces below each one. Photocopy enough story boards for an entire class.

STEP 1

Listen to students' favorite songs in class (make sure music is appropriate for the classroom setting while preparing). During each song, without identifying the student who chose the song playing, ask each student to write down a few words or feelings they experience while listening to it. At the end of each song, ask students to share their thoughts with the class. Identify the student who chose that song and have all of their classmates provide them with a list of their notes observed while they were listening.

STEP 2

Bring in some comic books. Examine how the drawings tell a story depending on the perspective and proximity to the subject. Explore the idea of who is documenting (who is framing the picture), how they relate to the subject (the information included in the picture), and the meaning of their vantage point to the narrative (the purpose of including this picture in order to tell a story). (Comic Book lesson plan)

Next, introduce Story Boards. Discuss how they are used- for commercials, movies, music videos, job presentations... Examine why the use of story boards would be the most appropriate form of presentation to convey a story using pictures (or visual narrative). Compare the notes observed from the comic books with story boards. How are they used? Are they designed for the same audience? Does a different audience dictate their differences? Are comics and story boards created by the same kind of artists? How do they differ?

Show students several music videos (try to find some older videos from the 1980's by Boy George, Madonna, The Go Go's... as well as some more recent music videos- compare and contrast the videos). Using story board dittos, have them map out the key shots that form up the story line. Remind them to consider where the camera is shooting from.

Ask students to think of their favorite song. Have them bring in their songs for the next class (CD format).

STEP 3

Tell students they are going to create their own music videos.

Using their favorite song, they will create story boards of the video to prepare for such things as camera angles, set changes, movements or dance routines, costumes, narrative elements, dialogue, and camera effects. Using the notes they received from their classmates, encourage students to consider what they would like others to take away from the song AND from their performance and ask them to write a few notes down. Next, have them come up with a WHERE, a WHEN, a HOW, and a WHOM for their music video story.

Hand out story board dittos. Remind students that similar to their song (and to the music video they saw as a class, as well as in letter writing), that there is an opening and a closing as well as a body (and perhaps a bridge) to their song. These elements must be considered as well as the angles, costume, set, and any special effects they might choose. Remind them also, of the comic books and how vantage points can convey a lot of information- what happens when a the camera is down low pointing up, what happens when it's pointing down low from high up? What happens when it's very close to the subject, very far away? Challenge them to include various techniques and vantage points in their story board. They may draw the shots in the TV parts of the story board and may make notes in the space below each TV.

For homework, ask students to find the wardrobe they will require for the person/people who will appear in their video (including themselves). This will determine the "WHOM" category of their music video plan.

STEP 4

Using a roll of paper, provide students with paint and painting supplies to paint their backdrops- this will clarify the "WHERE" and "WHEN" categories of their videos. Student may want to use part of the paper to roll on to the ground so that they can create a floor as well as a backdrop. Other students may need additional props painted on foam core. Reinforce mixing colors instead of using paint straight out of the tube, in addition, remind students of the kinds of brushes and brush strokes that they can use as well as creating varying densities of paint with water. The more complex the students' relationship is to paint and its possibilities, the more they will learn from the medium. Keep in mind that students should be working large- they are painting the illusion of space, not a picture, so their scale ratio should be 1-1.

For homework, ask students to listen to their chosen song several times while looking over their story board. Ask them to make notes on their story board containing the cue number of where their CD is at the point in the song where they need to stop the camera and change the angle/characters/set... Also have students bring in any additional props they think they might need.

Bring in some lamps for lighting.

STEP 5

Couple off a few students so that they can help one another in the production of each of their music videos. Select spaces around the room for each student to hang their set and prepare their space. Each student group should determine who will go first. Their "Production Assistants" should help them prepare their costume/s and make-up. The artists should make sure the first camera angle that they've chosen has the correct effect they are seeking and excludes all space beyond the set. Set up lighting. Make sure stereo is in close proximity to the camera so that no outside noise is picked up. Only one video should be filmed at a time. Cue up the CD and keep the notes to the numbers on the track

to pause at for change in camera angles, make sure everyone's in their place and the camera is set up on the tripod in the first angle shot, and begin rolling- artists should be lip syncing the words. The assistants will pause the CD at the same time that the camera is shut off, the new camera angle will be chosen, lighting will be adjusted- if needed, and filming/music will begin where they left off until the process needs to be repeated again. When the artist is finished, they will trade places with their assistants and will help them to make their music videos. If there is no tripod available and/or you would prefer the shoot be in one take, teach students how to hold and maneuver the camcorder properly, using very slow hand movements and zoom to achieve the desired effects.

STEP 6

When the videos are complete, tape a copy containing all of the videos for each student. Watch each music video. During each song, have students write down a few words and feelings that come to mind. When that music video is complete, ask a few students to share what they wrote. Relate these responses to the first set of responses to the song before the music videos were made. How do the responses compare? How did video transform the music? Why did the video transform the music?

Synthesizing Questions for Students

Did your perception of the song change from when you heard it alone to when you heard it as part of a music video? How did it change? Why do you think your perception might have changed?

How did the performance alter your interpretation of the song?

How did elements of the production (set, costume, story line, camera shots, editing) alter your interpretation of the song?

Can the interpretation of a piece of art (music, dance, film, art, literature) shift?

What sort of factors influence art to be reinterpreted? (time, context in which is presented...)

Are elements of the production forms of art as well as the music itself? Why?

When did the music video industry begin? What do you think inspires musicians to create music videos?

approach to education long before I heard the term. I started teaching: elementary science in 1972. It has always been clear that giving students hands-on experiences and opportunities to construct their own meaning from these experiences results in deeper learning than spoon feeding information. Constructivist approaches also develop thinking and process skills and nurture a love for learning. These are essential habits for lifelong learners.

Another understanding, developed through years of working with children, has been the power of story and the necessity of a context or "trigger picture" where learners can hook their new learning. Dr Renee Fuller calls story "the basic engram of all learning". Reynolds Price, the Southern writer, claims that the human need for story is as fundamental as the need for food and water. Storytelling (including narrative song) was the principle medium for passing on a culture's knowledge and traditions for many

thousands of years in human history. Story gives meaning and importance to learning which could otherwise be perceived as dry, uninteresting facts.

Discovery, learning and story both affect emotion as well as cognition. Dr. Paul MacLean, former Chief of the Laboratory of Brain Evolution and Behavior at the National Institutes of Mental Health has pointed out "that the limbic system, this primitive [emotional aspect of the] brain that can neither read nor write, provides us with the feeling of what is real, true and important." The thrill of personal discovery and the joy associated with a funny song, rap or interesting story connected with science study can also provide a positive emotional environment which motivates students to want to learn more.

The book and audiotape, *Sing a Song of Science* is an outgrowth of my understanding of the need for story, along with hands on investigations, in teaching science. *Sing a Song of Science* demonstrates the use of story (through song, rap and narrative) which teachers can use *after* students have had concrete experiences with scientific phenomena and reflected on the experiences, themselves. Sometimes an inquiry approach used alone can leave students with a fragmentary knowledge of content. Lacking the words to express the concepts they have begun to understand. The stories, raps and songs in *Sing a Song of Science* provide students with the vocabulary and context they need to express the concepts they have been constructing through their investigations and to understand where the new concepts fit in the larger scheme of things.

Years of experience with my own students and enthusiastic reports from teachers around the country who have used *Sing a Song of Science* leaves me confident that this approach works with students.

Sing a Song of Science II is in the works. It will be ready by late spring, 1997. *Sing a Song of Science II* will have duplicable discovery lessons which can be used to introduce scientific concepts as well as songs, plays, narratives and other activities inspired by the multiple intelligences to help reinforce the learnings. Following are some examples of its contents:

- * A series of experiments which help students discover the necessity for controlling variables along with other key concepts followed by the "Scientific Method Blues" song and a funny play help introduce students to scientific methodologies.
- * "Hey, Ain't it Great to be Alive!" "Adaptations", the "Story of a Plant" and the "Dandelion Song" make up parts of a series of lessons on living things.
- * Some simple but effective experiments with sound followed by the song "Vibration is Moving Back and Forth" and the story of Sarah the Sound Wave cover the basic principles of sound.

* Hands-on activities with measurement, followed by the "Metric Song", provide some interesting experiences and fanciful mnemonics for remembering the relationships of quantities in the metric system.

About the Author

Kathleen Carroll is an internationally recognized consultant on brain-compatible strategies to enhance learning. A twenty year veteran of inner city schools, she has received numerous awards including Learning Magazine's *Professional Best Award* (1989) and the National Science Teachers Association *Ohaus Scales Award for Innovations in Science* (1988) for this approach to science teaching.

Sample Lesson Plan in Music Integration

Mary Parks

Curricular Areas: Mathematics – measurement, pitch; Science – volume, measurement, sound theory, investigation and experimentation

Grade: Fifth

Cognitive Processes: Listening and auditory processing; Scientific analysis.

CA Content Standards Math (grade 5): Measurement and Geometry - 1.0 Students understand and compute the volumes and areas of simple objects; Mathematical Reasoning - 1.0 Students make decisions about how to approach problems, 2.0 Students use strategies, skills, and concepts in finding solutions. **Science (grade 5):** Investigation and experimentation (6.)

Making Math Musical Masterpieces

Music is all around us — to hear and to make. This group project uses math, science, and art to help kids explore the tones of music in their world, starting with their own phone numbers. Read on for step-by-step instructions for turning numbers into music; music extension activities; a number-graphing art activity, and resources for combining art, music, and the curriculum.

Musical Numbers, Step By Step

Materials: Identical sets of ten tall glasses (the number of sets you need depends on the number of students), water, ruler, teaspoon, grease pencil.

Tips for teachers: I suggest dividing a class of 30 kids into three groups with a set of glasses per group. If your students are very young, you may want to pour the water yourself. Don't forget to keep paper towels nearby to wipe up spills.

Steps for Students:

1. With your group, hold up a ruler to the side of a glass. Measure the height of the glass, then subtract 1 inch for room at the top.
2. Divide this measurement by 10, and with a grease pencil draw lines to indicate the 10 sections on each glass.
3. Fill the first glass with water up to the first section. Label this glass number 1 with the grease pencil.
4. Then fill the second glass up to the second section. Label it 2. Fill the next glass to the third section and label it 3, and so on until the tenth glass is filled with water to the tenth section. Mark off the tenth glass with the numeral 0.
5. After all the glasses are filled with appropriate amount of water, line them up in order from 1 to 0.
6. With a teaspoon, gently tap the first glass near the rim and listen for the sound. Notice the tone, then tap the second glass. As the numbers get higher and the amount of water increases, you should hear the tones get lower.

Using a teaspoon, have one student tap his or her phone number on the glasses. For example, if the phone number is 555-1234, the student will tap the glass labeled number 5 three times, then go on to tap 1, 2, 3, then 4. Listen to the sounds and notice the notes being played. How does it sound?

7. Give everyone a turn to play his or her own phone number. (Anyone who doesn't have a phone number can make one up.)

More Music-Making

* **Soda-Bottle Orchestra.** Have students bring in narrow-neck bottles, such as soda bottles. Have them blow across the openings to make tones. Help kids figure out that the shape and size of the bottle determines the sounds it will produce. Next, have them add water to the bottles, blow, and notice the difference in tones. Help students figure out that as they add more water to the bottle, the tone gets lower.

* **Glass Band.** Set up five or six glasses, each filled with a different amount of water, on a table and ask for volunteers to be in the band. One at a time, have each student wet his or her index finger with water (vinegar works even better) and rub it along the rim of a glass. Notice the different tones. Then have the band play together. Can they play a song?

Graph Your Numbers

Materials: Construction paper, black marker, tempera paint (crayons optional), paintbrush, scissors.

Steps for Students:

1. On construction paper, plot your phone number as if on a graph. Play it on the glasses and listen to how the tones go up and down, just like the points on the graph.
2. Connect the dots with a marker.
3. Make a design with parallel lines.
4. Describe what your phone number sounds like (happy, sad, scary, and so on) when you play it on the glasses. What color goes with the sound? Choose colors and paint the design.
5. On white paper, write a few sentences describing your number graph. What does the sound make you think of? Why did you choose the colors you did? Attach it to your graph.

Sample Lesson Plan in Music Integration: Arts/History/Language Arts

Curricular Area: Art-Dance & Music, History/Social Science, Language Arts

Grade: Sixth - Eighth

Cognitive Processes: Organization- Analysis and Theory- Synthesis

CA Content Standards Language Arts: 1.0 Written and Oral English Language Conventions; 1.0 Listening and Speaking Strategies; 2.0 Speaking Applications (Genres and Their Characteristics). **Arts:** 1.0 Artistic Perception, 2.0 Creative Expression, 4.0 Aesthetic Valuing **Social Studies:** Chronological and Spatial Thinking; Research, Evidence and Point of View.

Description

During the 1980s, music, dance, fashion, and art experienced a boom of energy and innovation. This series of lessons seeks to explore the cultural and creative phenomenon of the 1980s for the youth of today. The Music lesson gives students the opportunity to create music videos using their favorite songs, implementing the use of story boards and set design.

Objective

To assist students in thinking sequentially, as they would in writing, but with music and video, other time-based mediums that allow for narratives to unfold and transform.

To provide students with the freedom to express themselves creatively while using a technical and conceptual framework in which to discover critical thinking skills.

To challenge students to work collaboratively, as well as to build tolerance and understanding for other students' creative tastes.

To expand students' understanding of the filters involved with how we experience art-listening to music vs. seeing a music video.

To give students experience in using equipment they might not otherwise be exposed to.

To share with students creative career paths that are available in the arts.

Materials

Pencils

Lined paper

White drawing paper

One sheet of black construction paper

Foam core

Paint

Painting supplies

Large roll of white paper (or even better- photo backdrop paper)

Small stereo

Microphone (unplugged, optional)

Camcorder

Camcorder tapes

Tripod (optional)

Clip lamps (optional)
Makeup
Old dress-up clothes

Procedure

Teacher Note

In preparation for this lesson, create a story board template. To do this, cut out a square shape from a small piece of black construction paper (approx. 3" x 3"). Then cut out a rectangle below it. Photocopy it on white paper and repeat it several times so that the image appears as a series of TV sets with caption spaces below each one. Photocopy enough story boards for an entire class.

STEP 1

Listen to students' favorite songs in class (make sure music is appropriate for the classroom setting while preparing). During each song, without identifying the student who chose the song playing, ask each student to write down a few words or feelings they experience while listening to it. At the end of each song, ask students to share their thoughts with the class. Identify the student who chose that song and have all of their classmates provide them with a list of their notes observed while they were listening.

STEP 2

Bring in some comic books. Examine how the drawings tell a story depending on the perspective and proximity to the subject. Explore the idea of who is documenting (who is framing the picture), how they relate to the subject (the information included in the picture), and the meaning of their vantage point to the narrative (the purpose of including this picture in order to tell a story). (Comic Book lesson plan)

Next, introduce Story Boards. Discuss how they are used- for commercials, movies, music videos, job presentations... Examine why the use of story boards would be the most appropriate form of presentation to convey a story using pictures (or visual narrative). Compare the notes observed from the comic books with story boards. How are they used? Are they designed for the same audience? Does a different audience dictate their differences? Are comics and story boards created by the same kind of artists? How do they differ?

Show students several music videos (try to find some older videos from the 1980's by Boy George, Madonna, The Go Go's... as well as some more recent music videos- compare and contrast the videos). Using story board dittos, have them map out the key shots that form up the story line. Remind them to consider where the camera is shooting from.

Ask students to think of their favorite song. Have them bring in their songs for the next class (CD format).

STEP 3

Tell students they are going to create their own music videos.

Using their favorite song, they will create story boards of the video to prepare for such things as camera angles, set changes, movements or dance routines, costumes, narrative elements, dialogue, and camera effects. Using the notes they received from their classmates, encourage students to consider what they would like others to take away from

the song AND from their performance and ask them to write a few notes down. Next, have them come up with a WHERE, a WHEN, a HOW, and a WHOM for their music video story.

Hand out story board dittos. Remind students that similar to their song (and to the music video they saw as a class, as well as in letter writing), that there is an opening and a closing as well as a body (and perhaps a bridge) to their song. These elements must be considered as well as the angles, costume, set, and any special effects they might choose. Remind them also, of the comic books and how vantage points can convey a lot of information- what happens when the camera is down low pointing up, what happens when it's pointing down low from high up? What happens when it's very close to the subject, very far away? Challenge them to include various techniques and vantage points in their story board. They may draw the shots in the TV parts of the story board and may make notes in the space below each TV.

For homework, ask students to find the wardrobe they will require for the person/people who will appear in their video (including themselves). This will determine the "WHOM" category of their music video plan.

STEP 4

Using a roll of paper, provide students with paint and painting supplies to paint their backdrops- this will clarify the "WHERE" and "WHEN" categories of their videos. Student may want to use part of the paper to roll on to the ground so that they can create a floor as well as a backdrop. Other students may need additional props painted on foam core. Reinforce mixing colors instead of using paint straight out of the tube, in addition, remind students of the kinds of brushes and brush strokes that they can use as well as creating varying densities of paint with water. The more complex the students' relationship is to paint and its possibilities, the more they will learn from the medium. Keep in mind that students should be working large- they are painting the illusion of space, not a picture, so their scale ratio should be 1-1.

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Bring in some lamps for lighting.

STEP 5

Couple off a few students so that they can help one another in the production of each of their music videos. Select spaces around the room for each student to hang their set and prepare their space. Each student group should determine who will go first. Their "Production Assistants" should help them prepare their costume/s and make-up. The artists should make sure the first camera angle that they've chosen has the correct effect they are seeking and excludes all space beyond the set. Set up lighting. Make sure stereo is in close proximity to the camera so that no outside noise is picked up. Only one video should be filmed at a time. Cue up the CD and keep the notes to the numbers on the track to pause at for change in camera angles, make sure everyone's in their place and the camera is set up on the tripod in the first angle shot, and begin rolling- artists should be lip syncing the words. The assistants will pause the CD at the same time that the camera is shut off, the new camera angle will be chosen, lighting will be adjusted- if needed, and

filming/music will begin where they left off until the process needs to be repeated again. When the artist is finished, they will trade places with their assistants and will help them to make their music videos. If there is no tripod available and/or you would prefer the shoot be in one take, teach students how to hold and maneuver the camcorder properly, using very slow hand movements and zoom to achieve the desired effects.

STEP 6

When the videos are complete, tape a copy containing all of the videos for each student. Watch each music video. During each song, have students write down a few words and feelings that come to mind. When that music video is complete, ask a few students to share what they wrote. Relate these responses to the first set of responses to the song before the music videos were made. How do the responses compare? How did video transform the music? Why did the video transform the music?

Synthesizing Questions for Students

Did your perception of the song change from when you heard it alone to when you heard it as part of a music video? How did it change? Why do you think your perception might have changed?

How did the performance alter your interpretation of the song?

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Can the interpretation of a piece of art (music, dance, film, art, literature) shift?

What sort of factors influence art to be reinterpreted? (time, context in which is presented...)

Are elements of the production forms of art as well as the music itself? Why?

When did the music video industry begin? What do you think inspires musicians to create music videos?

Integrating Soundbeam into the curriculum: Making Music for the Disabled

Soundbeam is a simple instrument that can be used by students with disabilities to create sound and music. Soundbeam can be used across the curriculum with pupils with diverse abilities and needs, and in a range of different contexts. For some pupils, the severity of their needs results in them taking very small steps as they work with Soundbeam; while for others, Soundbeam provides the means to make giant leaps in learning.

Integrating Soundbeam into work across the curriculum provides all school staff with a tool that is exciting, interesting and motivational for pupils as well as themselves.

Exploring and developing the use of Soundbeam provides opportunities for free exploratory creativity, as well as more structured means of music making. Structuring the use of Soundbeam in no way limits its creative potential. By harnessing some of the sounds available and organizing them into structures, Soundbeam users can extend the creative possibilities open to them.

Soundbeam can be used in many ways and for many purposes in different areas of the curriculum.

In music curriculum lessons:

- * as both a stimulus and means of realizing creativity
- * as a sound source with a wide range of diverse sounds, scales, chords and special effects
- * as a tool for improvisation and composition
- * alongside and integrated with a range of instruments (for example classroom percussion and various orchestral instruments)
- * to isolate, explore and combine musical elements
- * as a source of instrumental sounds from a range of cultures
- * as vehicle for solo and group performance
- * as a vehicle to initiate and stimulate pupils' responses
- * as a means of motivating participation, response and creativity.

In individual, group and class sessions for:

- * curriculum lessons music and communication
- * music therapy
- * physiotherapy.

In ICT lessons to meet objectives identified as part of the ICT National Curriculum:

- * using and investigating sounds and structures
- * refining and enhancing performances and compositions
- * extending knowledge and awareness of styles and conventions
- * giving wider access to musical experiences.

In dance, movement and PE lessons:

- * for warm-up activities
- * for sequencing and linking movements
- * to respond to music using movement and gesture
- * to stimulate pupils to make specific movements, for example stretching fully to trigger a sound above them.

In drama sessions and literacy:

- * to enhance storytelling, poems and chants
- * for characterisation (for example using a different sound(s) for each character)
- * mood music/scene setting
- * sound effects.

For integrated arts productions:

- * providing thematic banks of sounds for a musical production/play
- * providing sound effects (for example a circus show, where pupils break the beam using juggling balls)
- * incidental improvised and composed music.

In science:

- * for exploring sounds
- * cause and effect.

In Personal, Social and Health Education:

- * to facilitate group work and co-operation
- * to raise self-esteem through the ability to create music and perform alongside instrumentalists
- * to develop confidence as musicians
- * to improve health and fitness for pupils with limited movement.

Natural Connections: Developing the Personal Intelligences Through Music and Movement

by Judy Bonne

Singing "Keep the Peace," dancing to "Please Don't Put Me Down," role playing "Tell the Truth"; these are some of the activities helping students improve their ability to use appropriate social skills to build positive relationships and problem solve and to practice the concepts of respect and personal responsibility, based upon the musical, inter and intrapersonal components of the theory of multiple intelligences.

The core curriculum for the social skills program is developed within the lyrics of the POWER SKILLS songs. These ten original songs stimulate memory and long term learning. The songs include: "YOU'VE GOT THE POWER," an anthem conveying five messages about pride, order, work, energy and respect. The anthem is represented by the acronym, P.O.W.E.R. All students are given their own individual tape that includes each of the ten skill songs and a POWER tee shirt. Staff development is conducted monthly and assessment is continuous. Teachers use the POWER SKILLS tapes, skill posters and supporting materials to reinforce the social skills in their classrooms. Parents and community members participate in the monthly assemblies. Parents are encouraged to become active partners in the program and provided materials to guide them. Power citations are awarded daily to students demonstrating the "skill of the month." These citations along with monthly classroom assessments provide the basis for individual and grade level awards at each assembly.

"KEEP THE PEACE" provides students with three options in a conflict; walk away, speak your mind, or find someone who can help.

"TELL THE TRUTH" encourages making honest responses even when the immediate results might seem difficult.

"PLEASE DON'T PUT ME DOWN," better known as PDPMP, emphasizes empathy and reminds students that name-calling and put-downs are hurtful and harmful.

"LIKE A RIVER" highlights the spirit of cooperation as well as the value of maintaining good health, thinking independently and setting goals.

"WORK AND PLAY" promotes a healthy balance between work and recreation and stresses the importance of each.

"IT'S OKAY TO SAY NO" reinforces the importance of making good choices and resisting negative peer pressure.

"EVERYBODY'S DIFFERENT" encourages appreciating individual differences and celebrating diversity.

"TAKE YOUR TURN" conveys the importance of patience.

"SKILL POWER" serves as a lyrical summary of the other nine social skills.

Drama and Teaching Math

by Mark Wahl

Over my many years of mentoring math students of all ages I have noticed an "opera" appear in pieces as I search for metaphors and connections that convey math concepts. For instance, when teaching addition and subtraction of negative integers, especially to preadolescents, I find that moods are the best metaphor. A -9 mood is pretty grumpy while a $+20$ is ecstatic.

The expression $-7 - (-2)$ describes a person starting out with a -7 mood, receiving a compliment that removes (subtracts) -2 (two negatives) from his mood and now he is in a -5 mood. Later, students can use the mnemonic shortcut that two dashes together, i.e., a $- (-)$ can crisscross to form a $+$, making the expression become $-7 + 2$. Without conceptual development or the mood model, though, a student will retain no "gut feeling" as to why the answer to $-7 - (-2)$ *must* be -5 .

Continuing the personal approach, I speak of two different "lands," Multiplication Land and Addition Land. In multiplication land there are factors that multiply, but there are other things that go on there like division, powers and square roots. In Addition Land, only addition and subtraction happen. Zero is the "nobody" of Addition Land because it goes over to, and adds with, a number and the number doesn't even think anything happened. It just shrugs and walks away unchanged. But if zero takes a vacation and goes to Multiplication Land, look out! It feels very powerful as it annihilates anybody it comes into contact with! On the other hand, *one* is the "nobody" of Multiplication Land. Yet when it goes to Addition Land it can at least cause numbers to gently change.

The expression "5 to the zero power" means that there are zero *factors* called 5. This happens in *Multiplication* Land, so the absence of any factors, when nothing is happening, gives us the *nobody* of Multiplication Land, *one*. When "nothing is happening" there we must signify it by 1.

Most new learners think "5 to the zero power" should yield zero, the nobody of *Addition* Land, but "5 to the zero power" has no taint of Addition Land in it. (Of course there are mathematical arguments for why "5 to the zero power" should be 1, but "dramatic" talk like this helps a learner to expect the correct concept.)

A last example (among many possible) of the use of personal references and drama to make number concepts meaningful and memorable is the simple teaching of addition facts. I like to speak of ten as the "big shot" or "ruler" or "king" of our number system. Some kids don't believe it is the most important number in Numberland. I say, "How do you find out who is, or has been, very important in a country? You look at the coins and stamps." If you're in Numberland all you look carefully at the numbers. You'll find here's

hardly a whole number that lacks the imprint of ten. There are numbers like *six-teen* (meaning six and *ten*) and *six-ty* meaning "six *tens*" and 6 (being one of exactly *ten* one-digit numbers) and one hundred (meaning *ten tens*).

Then how does 9 feel? (*Almost* important.) We could describe 9 as "Hungry for 1." So when it meets 7 it says "How would you like to hang around with a ten?" The 7 says "Wow! Of course!" The 9 says "You only have to make one sacrifice. You must give up one and be a 6." The 6 says "It's worth it!" and hands over 1, and together they are six-teen (six and ten). The moral of this story is that when 9 meets any number in Addition Land (even 47) it asks for one and becomes a ten.

The use of drama in communicating math is one way to tap the intrapersonal and interpersonal intelligences to teach math. There are eight known intelligences (using Howard Gardner's multiple intelligences model) that we can tap for training and communicating math. See my book *Math for Humans: Teaching Math Through 8 Intelligences* for many more ideas on this approach.

About the Author:

Mark Wahl is the author of *Math for Humans: Teaching Math Through 8 Intelligences* (LivnLern Press, 1999), and *Math Nuggets: 80 Thoughtful One-Page Activities for Pleasure, Insight, and Challenge* (LivnLern Press, 1997). You can order either book by calling LivnLern Press at 1-360-221-8842.

Interactive Music Strategies for the Academic Curriculum

by Michelle Lazar

Music is often a part of the preschool and kindergarten child's school experience. But what happens in first grade and beyond? Music time is often limited to a weekly music class or a school play. The current pressure on teachers to meet curriculum standards and focus on math and literacy often means that music is put on the back burner. Luckily, with a little creative planning, music can actually serve as the *method* to teach selected curriculum units. No longer is music viewed then as a non-academic activity, but rather as just another multi-sensory approach to teaching math, literacy, science, and social studies.

How can I convince the administration that music activities are not detracting from academic time?

Just like games, worksheets, videos, and manipulatives, music activities can be considered one type of instructional approach. The music activities used will directly carry the curriculum content that the student is to learn. For example, if the student is to add single digit numbers, the lyrics to the educational song or chant will deal directly with that target skill.

Research supports the use of music as mnemonic device for learning of new information, in addition to the role of music in focusing attention and providing a motivating context for learning. Educational research also supports that we learn and retain information better when it is interesting and meaningful to us. (See reference list.)

What are some practical ways to integrate music approaches into the curriculum?

Reading & Spelling

- * Students clap or tap out syllables on a drum when practicing new vocabulary. Example: "Wa-ter-me-lon"
- * Students are given rhymes to recite that correspond with important spelling rules such as "I before E except after C"
- * Lyrics to a song are given as a reading assignment. When they are able to read it correctly, the students get to sing the song out loud. Example: "On Top of Spaghetti", "Yankee Doodle"
- * A song is presented via recording or sung with lyrics. Students then utilize comprehension skills to discuss what the song is about and draw inferences as to what may happen in the next verse. Unfamiliar vocabulary can be discussed. Example: "Puff the Magic Dragon"

Writing

- * Students listen to a short song and then write the words. Once complete they can sing what they wrote.
- * Simple rhymes are given to help students remember basics of letter formation such as “g and j and p and q their tails are really great. Two curl back and one curls front and one just hangs there straight.”

History/ Science/ Social Studies

- * Play songs from various eras when teaching American History.
- * Play songs that represent a historical event and have students discuss relevance of lyrics. Ex. “Wreck of the Edmund Fitzgerald”, “Battle Hymn of the Republic”.
- * Play songs from various countries when studying cultures or geography. Make an instrument from the designated country or culture. Ex. Native American Indian rainstick, African drum, etc.
- * Use simple rhymes to help recall of facts. Ex. “In 1492, Columbus sailed the ocean blue”

Math

- * To address patterns, have group stand in circle and listen while teacher claps a rhythm pattern. Each student must then copy the rhythm one after another until it goes around the entire circle correctly.
- * Chant addition or multiplication facts to a rhythm.
- * Use a tune to remember various counting patterns. Ex. Count by 3’s to the tune of “Jingle Bells”, 4’s to the tune of “Old McDonald”, 6’s to the tune of “I’m a Little Teapot”, etc.
- * Teach concept of fractions by studying how various music rhythms are divided (whole note, half note, quarter note, eighth note, etc.)

Ensuring that the students retain the information outside of the music context:

Pair songs with corresponding visual material or written text that relates to the content. Provide the students with a verbal “quiz” or related worksheet after the song to review the information that was covered. Implement other fading techniques of the music such as moving from sung addition facts, to chanted addition facts, to spoken addition facts.

Examples of classrooms that have successfully used music as a curriculum approach:

1) A 3rd grade teacher incorporated group singing regularly to introduce new units and motivate the class for transitions. The classroom had “risers” set up so the group could move out of their seats when the group singing took place. Songs included a teacher-created “Read It” song about different types of literature set to the tune of “Beat It” by

Michael Jackson. In addition, simple chants were recited by the group to learn spelling rules and math facts. The students viewed the music as a “fun” time of day when they could be along side their peers in an interactive environment, while the teacher was able to meet the curriculum standards required of their grade level.

2) A 3rd grade teacher used a “theme song of the month” to pair with social studies units and national holidays. Themes included black history month/ Martin Luther King song, “You’re a Grand Old Flag” for U.S. history, and a President’s Rap for Washington and Lincoln’s birthday. Lyric sheets were provided to the students for each song, and the content used as a springboard for discussion of new vocabulary, historical figures, and events surrounding the period when the song was written.

3) A Kindergarten teacher incorporated various pre-academic music recordings relating to phonics and beginning math concepts into a Listening Center rotation, in which the children were able to listen to the recordings while following along with corresponding visual aids and worksheets. Worksheets were enclosed in plastic sheet covers so each student could complete with a wet-erase marker and erase after having their work reviewed.

Educational music recordings to use in my classroom:

Reading

Learn to Read Sing-Along Series PreK-2 (songs on cassette that accompany student books and big book series) www.creativeteaching.com.

Rockin’ Readers K-3 (12 student books plus CD with narrative reading and song lyrics) www.musicK8.com.

Schoolhouse Rock: Grammar Rock (catchy tunes for each part of speech) www.amazon.com.

Math

Addition/ Subtraction/ Multiplication Rap & Hip Hop Booklet and tape series by Twin Sisters. Catchy tunes for various ages, www.twinsisters.com.

Multiplication/ Addition/ Subtraction Unplugged Recordings by Sara Jordan Publications. Available at www.amazon.com.

Math in Motion: Wiggle, Gallop, and Leap with Numbers Book by Betsy Franco & Denise Dauler. Basic math skills such as counting, add/ subtract, time/ money, patterns, skip-counting, etc. paired with movement games. Available at www.creativeteaching.com.

Schoolhouse Rock: Multiplication Rock www.amazon.com.

History/ Science/ Social Studies

Schoolhouse Rock: Science Rock, America Rock www.amazon.com.

Rap of the States, Rap of the Presidents, Rap of the Solar System- Booklet with CD or Cassette. www.musick8.com or 1-800-437-0832.

Weather, Oceans, Chemistry, Space, Celebrate America, States & Capitals- CD or Cassette, www.twinsisters.com.

About the author

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Music for Educators: Music, Literacy and Standards

by Alan Warhaftig

Music provides a thread, an occasion for interpretation. Musical works are often explicitly mentioned in literature, to make a point or establish a setting, a mood or a character. Music is used in film to create tension or comment on the action like a Greek chorus. As students increasingly use multimedia projects to fulfill course requirements, music will be an essential element.

Take for example, *A Child of Our Time*, an oratorio by Sir Michael Tippett. This was his expression of social conscience, inspired by the infamous Kristalnacht pogrom of 1938. He used "Go Down, Moses" as part of a survey of oppression in the world. The juxtaposition is interesting -- an African-American song based on the oppression of the Jews in ancient Egypt being used in a piece that comments on the Nazi genocide of the Jews. That's a sophisticated idea. Do you think that high school kids might be able to grasp that? Is this the sort of higher-order thinking the standards seek to stimulate?

Play "Go Down, Moses" to classes reading Ralph Ellison's *Invisible Man*. To understand how Ellison uses "Go Down, Moses," it is necessary to know the song first. Then we can move to the function the song serves in the novel. The unnamed narrator, the Invisible Man, has been hired by an organization called The Brotherhood, and is attending a party in the luxurious apartment of one of the members of the organization. The Brotherhood sees itself as a revolutionary vanguard and believes that it knows what is best for everyone.

The relevant passage describes an encounter between the Invisible Man and a drunken member of The Brotherhood, who asks that the Invisible Man sing because "all black people sing." Brother Jack, a leader of the organization, is horrified by what he characterizes as "unconscious racism." What is it that the drunken man wants the Invisible Man to sing? "Go Down, Moses."

It is ironic that a song about oppression should be used to reinforce a stereotype which oppresses, and that the request to sing it should come from a member of what purports to be a progressive political party. If you can get kids to understand this, you don't need to worry about the standards -- you're meeting them. Reading, of course, is more than just passing one's eyes over a page -- it's about constructing a context -- understanding the world within the text, how it comments on the world in general, and how it relates to the reader's individual universe.

A film to teach is *Sullivan's Travels*, the great Preston Sturges comedy. It's about a Hollywood film director during the depression who wants to direct a heavy drama when his career had been built on musicals and comedies. He insists that he needs to do this until one of the studio execs asks, "What do you know about suffering?" Sullivan realizes that he has never suffered, so he embarks on a journey to gain experience. After a series of adventures, he finds more misery than he had planned and ends up in a chain gang sentenced to years of hard labor. One evening the prisoners are invited by a black

church to watch movies with the congregation. In *Sullivan's Travels*, the song "Go Down Moses" welcomes the chain gang, whose prisoners are mostly white, to an all-black congregation which, while not wealthy in the material sense, feels an obligation to help those who are less fortunate.

In *Invisible Man*, "Go Down, Moses" helps Ellison make the point that racial prejudice exists despite the desire of The Brotherhood to convince people to focus on economic class rather than race.

In *Sullivan's Travels*, "Go Down, Moses" reveals how a congregation, which might claim possession of the song based on race, actually transcends race because of religious principles.

About the Author

Alan Warhaftig teaches American Literature and co-coordinates the Fairfax Magnet Center for Visual Arts in the Los Angeles Unified School District. A graduate of Stanford University and a National Board Certified Teacher, Mr. Warhaftig co-founded the Los Angeles Philharmonic's Music for Educators professional

Appendix F

Sample Daily Schedule
COVA Sample Instructional Day

Number of instructional days per school year: 183 Extended year: 22

Number of instructional minutes per day: K: 350 minutes, Grades 1-8: 435 minutes.

Sample Day: 8:00 am – 5:00 pm

(music and technology will be integrated throughout the curriculum as well as before and after school)

Time	Course	Grades
8:00 – 8:40	Music instruction: groups/ensemble Morning tutorial – Homework Club Music Appreciation	4 – 8 1 – 8 K - Optional
8:45 – 10:40	Language Arts Instruction (Open Court)	K - 6
8:45 – 9:45	English/Language Arts Grade 7 (Reach)	7
9:45 – 10:45	Math Grade 7	7
8:45 – 9:45	Math Grade 8	8
9:45 – 10:45	English/Language Arts Grade 8 (Reach)	8
10:45 – 10:55	Recess (7 – 8)	K - 6
10:45 – 11:00	Recess (K – 6)	K - 6
11:00 – 11:55	Math Instruction	K – 6
10:55 – 11:55	Science Grade 7	7
10:55 – 11:55	History Grade 8	8
11:55 – 12:15	Literature – Junior Great Books	3 - 8
11:55 – 12:15	Classroom music instruction/Motor-fitness (P.E.)/Art	K-2
12:15 – 12:45	Lunch	K - 8
12:45 – 1:20	LTRA Reading/School wide leveled oral reading (choral reading, small group play reading, silent independent reading).	K - 8
1:15 – 2:10	Science/Social Science	K - 6
1:15 – 2:10	Social Science Grade 7	7
1:15 – 2:10	Science Grade 8	8
2:10 – 2:25	Recess	K - 8
2:25 – 3:30	Foreign Language or EL /Art/ P.E./Light Junior Opera (Wheel courses)	K - 8
3:30 – 4:15	Small group teacher led tutorials, homework assistance, peer tutoring, computer assisted instruction, etc.	1 - 8
4:15 – 5:00	Music ensembles/lessons	3 - 8

Sample Teacher Scheduling – 2007 - 2008

Wheel electives will utilize the specific skills and certifications of each teacher

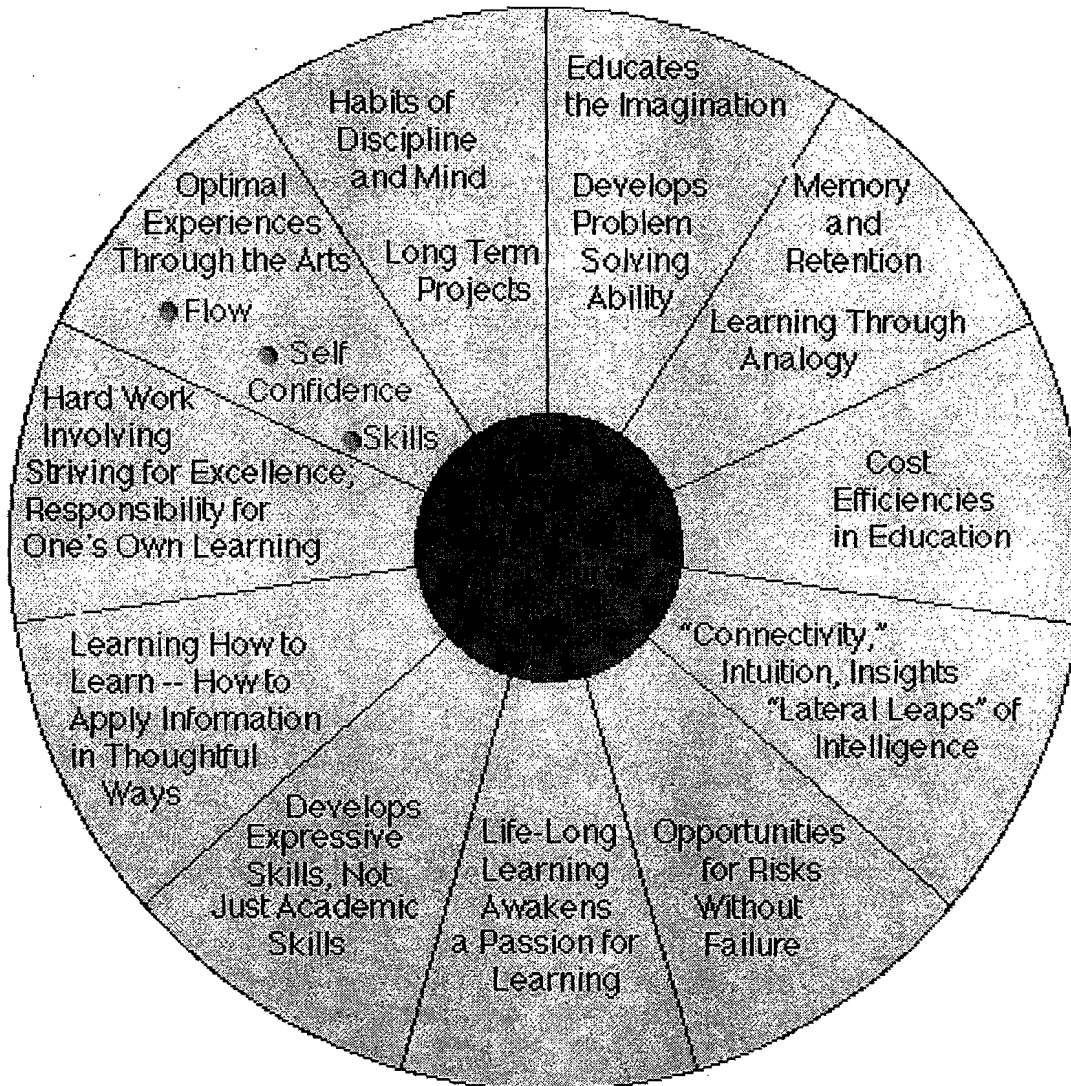
Teacher			8:45 – 10:15	10:30 – 12:00	12:30 – 1:25	1:30 – 2:25	2:35 – 3:30
A	Grade 3 Self-Contained	Full - Day	—————→				Wheel Electives
B	Grade 4 Self-Contained	Full - Day	—————→				Wheel Electives
C	Grade 5 Self-Contained	Full - Day	—————→				Wheel Electives
D	Grade 6 Block Schedule: Teacher credentialed for L.A./History		L.A. Teacher D	Math Teacher E	History Teacher D	Science Teacher E	Wheel Electives
E	Grade 7 Block Schedule: Teacher credentialed for Math/Science		Math Teacher E	L.A. Teacher D	Science Teacher E	History Teacher D	Wheel Electives

and include: P.E./Health, Art, Drama, Conversational Foreign Language, Author's Workshop, Video Production, Computer: Design and Composing, and other courses developed by teachers or parents.

Appendix G

Developing a High Standard of Culture for All
An Address to the Council of Elementary Principals Meeting
Boston, MA Public Schools
May 18, 1995
Eric Oddleifson, Chairman CABC

The Benefits of the Arts in the Curriculum Why the arts have a dramatic impact on learning abilities and the school environment



Appendix H

COVA Music Charter

DRAFT: Proposed CORE Textbooks

Name of Text/Curriculum: Description, Subject Areas	Reason for Choosing
SRA/McGraw-Hill Reading: Open Court (K-6)/Reach (6-8)	Basal series for specific phonological skill development and comprehension.
Literature: Great Books	Reading classic novels to enhance knowledge, vocabulary, supports CORE Knowledge, and enrichment of the curriculum.
CORE Knowledge	Sequenced knowledge for each grade level and aligned with the CA Content Standards.
Math: (K-6) One of the following: <i>Harcourt Math, Grades K-6.</i> <i>McGraw Mathematics, Grades K-6.</i> <i>Scott-Foresman CA Mathematics K-6.</i>	State approved and Standards aligned math series.
Pre-Algebra/Algebra (7-8) <i>Prentice-Hall Pre-Algebra, CA Edition.</i> <i>Prentice-Hall Algebra I, CA Edition.</i>	State approved and Standards aligned Algebra series.
Math: Neufeld – Understanding Math	Supplementary individualized computer-based instructional program to enhance math skills.
Learning to Read through the Arts	Reading supplement program integrating the arts into reading instruction.
Science: (K-5): One of the following: <i>McGraw-Hill Science</i> <i>Harcourt Science</i> <i>Houghton-Mifflin Science Discoveryworks .</i> Science: (6): - Holt Science and Technology: Earth Science - Pearson Prentice-Hall Science Explorer: Focus on Earth Science Science: (7): - Holt Science and Technology: Life Science - Pearson Prentice-Hall: Focus on Life Science Science: (8): - Holt Science and Technology: Physical Science - Pearson Prentice-Hall: Focus on Physical Science	State approved and aligned science texts (McGraw: K-5, Holt: 6 – 8)
Social Science/History K – 5: Pearson <i>Scott Foresman K – 5 History-Social Science for California</i> 6 – 8: Pearson Prentice Hall's middle school standards-based three-level series—Ancient Civilizations, Medieval and Early Modern Times, and America: History of Our Nation	State approved and aligned Social Science/History texts.
The Arts: Music McGraw-Hill <i>Share the Music</i> for Grades K-8.	State approved and aligned Arts texts.

Appendix I

MULTIPLE INTELLIGENCES: STRATEGIES IN THE CLASSROOM¹

The following list provides a survey of the techniques and materials that can be employed in teaching through the multiple intelligences.

Linguistic Intelligence

- * lectures, debates
- * large- and small-group discussions
- * books, worksheets, manuals
- * brainstorming
- * writing activities
- * word games
- * sharing time
- * storytelling, speeches, reading to class
- * talking books and cassettes
- * extemporaneous speaking
- * journal keeping
- * choral reading
- * individualized reading
- * memorizing linguistic facts
- * tape recording one's words
- * using word processors
- * publishing (e.g., creating class newspapers)

Logical-Mathematical Intelligence

- * mathematical problems on the board
- * Socratic questioning
- * scientific demonstrations
- * logical problem-solving exercises
- * creating codes
- * logic puzzles and games
- * classifications and categorizations
- * quantifications and calculations
- * computer programming languages
- * science thinking
- * logical-sequential presentation of subject matter
- * Piagetian cognitive stretching exercises
- * Heuristic

Spatial Intelligence

¹ Excerpted from Armstrong, T. *Multiple Intelligences In The Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (1994).

- * charts, graphs, diagrams, and maps
- * visualization
- * photography
- * videos, slides, and movies
- * visual puzzles and mazes
- * 3-D construction kits
- * art appreciation
- * imaginative storytelling
- * picture metaphors
- * creative daydreaming
- * painting, collage, visual arts
- * idea sketching
- * visual thinking exercises
- * graphic symbols
- * using mind-maps and other visual organizers
- * computer graphics software
- * visual awareness activities
- * optical illusions
- * color cues
- * telescopes, microscopes, and binoculars
- * visual awareness activities
- * draw-and-paint/computer- assisted-design software
- * picture literacy experiences

Bodily-Kinesthetic Intelligence

- * creative movement, mime
- * hands-on thinking
- * field trips
- * the classroom teacher
- * competitive and cooperative games
- * physical awareness and relaxation exercises
- * all hands-on activities
- * crafts
- * body maps
- * use of kinesthetic imagery
- * cooking, gardening, and other "messy" activities
- * manipulatives
- * virtual reality software
- * kinesthetic concepts
- * physical education activities
- * communicating with body language/ hand signals
- * tactile materials and experiences
- * body answers

Musical Intelligence

- * musical concepts
- * singing, humming, whistling
- * playing recorded music
- * playing live music on piano, guitar, or other instruments
- * group singing
- * mood music
- * music appreciation
- * playing percussion instruments
- * rhythms, songs, raps, chants
- * using background music
- * linking old tunes with concepts
- * discographies
- * creating new melodies for concepts
- * listening to inner musical imagery
- * music software
- * supermemory music

Interpersonal Intelligence

- * cooperative groups
- * interpersonal interaction
- * conflict mediation
- * peer teaching
- * board games
- * cross-age tutoring
- * group brainstorming sessions
- * peer sharing
- * community involvement
- * apprenticeships
- * simulations
- * academic clubs
- * interactive software
- * parties / social gatherings as context for learning
- * people sculpting

Intrapersonal Intelligence

- * independent study
- * feeling-toned moments
- * self-paced instruction
- * individualized projects and games
- * private spaces for study
- * one-minute reflection periods
- * interest centers
- * personal connections
- * options for homework
- * choice time
- * self-teaching programmed instruction
- * exposure to inspirational/ motivational curricula
- * self-esteem activities
- * journal keeping
- * goal setting sessions

Appendix J

CHECKLIST FOR ASSESSING STUDENTS' MULTIPLE INTELLIGENCES¹

This checklist may be completed by a student's teacher, parent, or anyone knowledgeable with the student, to develop the student's individual "Intelligences" profile.

Name of Student: _____ Date _____

In each of the following categories, check all items that apply.

Linguistic Intelligence

- _____ writes better than average for age
- _____ spins tall tales or tells jokes and stories
- _____ has a good memory for names, places, dates, or trivia
- _____ enjoys word games
- _____ enjoys reading books
- _____ spells words accurately (preschool: does developmental spelling that is advanced for age)
- _____ appreciates nonsense rhymes, puns, tongue twisters, etc.
- _____ enjoys listening to the spoken word (stories, commentary on the radio, talking, books)
- _____ has a good vocabulary for age
- _____ communicates to others in a highly verbal way

Other Linguistic Strengths: _____

Logical-Mathematical Intelligence

- _____ asks a lot of questions about how things work
- _____ computes arithmetic problems in his/her head quickly (preschool: math concepts are advanced for age)

¹ Excerpted from Armstrong, Thomas. *Multiple Intelligences in the Classroom*, Alexandria, Virginia, Association for Supervision and Curriculum Development (1994).

- _____ enjoys math class (preschool: enjoys counting and doing other things with number)²
- _____ finds math computer games interesting (no exposure to computers: enjoys other math³ or counting games)
- _____ enjoys playing chess, checkers, or other strategy games (preschool: board games requiring counting squares)
- _____ enjoys working on logic puzzles or brain teasers (preschool: enjoys hearing logical nonsense such as in Alice's Adventures in Wonderland)
- _____ enjoys putting things in categories or hierarchies
- _____ likes to experiment in a way that shows higher order cognitive thinking processes
- _____ thinks on a more abstract or conceptual level than peers
- _____ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths: _____

Spatial Intelligence

- _____ reports clear visual images
- _____ reads maps, charts, and diagrams more easily than text (preschool: enjoys visuals more than text)
- _____ daydreams more than peers
- _____ enjoys art activities
- _____ draws figures that are advanced for age
- _____ likes to view movies, slides, or other visual presentations
- _____ enjoys doing puzzles, mazes, Where's Waldo? or similar visual activities
- _____ builds interesting three-dimensional constructions for age (e.g., LEGO buildings)

¹ Excerpted from Armstrong, Thomas. *Multiple Intelligences in the Classroom*, Alexandria, Virginia, Association for Supervision and Curriculum Development (1994).

_____ gets more out of pictures than words while reading

_____ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths: _____

Bodily-Kinesthetic Intelligence

_____ excels in one or more sports (preschool: shows physical prowess advanced for age)

_____ moves, twitches, taps, or fidgets while seated for a long time in one spot

_____ cleverly mimics other people's gestures or mannerisms

_____ loves to take things apart and put them back together again

_____ put his/her hands all over something he/she's just seen

_____ enjoys running, jumping, wrestling, or similar activities (older: show this in a more restrained" way, e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways

_____ has a dramatic way of expressing himself/herself

_____ reports different physical sensations while thinking or working

_____ enjoys working with clay or other tactile experiences (e.g., finger-painting)

Other Bodily-Kinesthetic Strengths: _____

Musical Intelligence

_____ tells you when music sounds off-key or disturbing in some way other way

_____ remembers melodies of songs

_____ has a good singing voice

_____ plays a musical instrument or sings in choir or other group (preschool: enjoys playing percussion instruments and/or singing in a group)

_____ has a rhythmic way of speaking and/or moving

- unconsciously hums to himself/herself
- taps rhythmically on the table or desks as he/she works
- sensitive to environmental noises (e.g., rain on the roof)

Other Musical Strengths: _____

Interpersonal Intelligence

- enjoys socializing with peers
- seems to be a natural leader
- gives advice to friends who have problems
- seems to be street smart
- belongs to clubs, committees, or other group organizations (preschool: seems to be part of a general education social group)
- enjoys informally teaching other kids
- likes to play games with other kids
- has two or more close friends
- has a good sense of empathy or concern for others
- others seek out his/her empathy or concern for others
- others seek out his/her company

Other Interpersonal Strengths: _____

Intrapersonal Intelligence

- displays a sense of independence or a strong will
- has a realistic sense of his/her strengths and weaknesses
- does well when left alone or to play or study
- marches to the beat of a different drummer in his/her style of living and learning

_____ has an interest or hobby that he/she doesn't talk much about

_____ has a good sense of self-direction

_____ prefers working alone to working with others

_____ accurately expresses how he/she is feeling

_____ is able to learn from his/her failures and successes in life

_____ has high self-esteem

Other Intrapersonal Strengths: _____

MULTIPLE INTELLIGENCES STUDENT SELF-ASSESSMENT

Student _____ Date _____

Where does your true intelligence lie? This assessment will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.

1. _____ I'd rather draw a map than give someone verbal directions.
2. _____ I can play (or used to play) a musical instrument.
3. _____ I can associate music with my moods.
4. _____ I can add or multiply in my head.
5. _____ I like to work with calculators and computers.
6. _____ I pick up new dance steps fast.
7. _____ It's easy for me to say what I think in an argument or debate.
8. _____ I enjoy a good lecture, speech or sermon.
9. _____ I always know north from south no matter where I am.
10. _____ Life seems empty without music.
11. _____ I always understand the directions that come with new gadgets or appliances.
12. _____ I like to work puzzles and play games.
13. _____ Learning to ride a bike (or skates) was easy.
14. _____ I am irritated when I hear an argument or statement that sounds illogical.
15. _____ My sense of balance and coordination is good.
16. _____ I often see patterns and relationships between numbers faster and easier than others.
17. _____ I enjoy building models (or sculpting).
18. _____ I'm good at finding the fine points of word meanings.
19. _____ I can look at an object one way and see it sideways or backwards just as easily.

Appendix K

DRAFT

Conservatory of Vocal/Instrumental Arts Charter School

Students

Administrative Regulation

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Conservatory of Vocal/Instrumental Arts Charter School (“COVA”).
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Executive Director, [INSERT NAME], shall serve as COVA's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at [INSERT PHONE NUMBER].

B. Referral, Assessment and Evaluation Procedures

1. COVA will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another COVA employee will be forwarded to the Section 504 Coordinator.
3. COVA has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team may also consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **COVA, 504 Coordinator, [INSERT ADDRESS], [INSERT PHONE NUMBER]**. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. Executive Director shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within COVA's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, COVA may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is

extended by mutual written agreement of the parent/guardian and COVA. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Executive Director or the Executive Director's designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and COVA.
 7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and COVA.
 8. The parent/guardian and COVA shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

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Conservatory of Vocal/Instrumental Arts Charter School

Students

Board Policy

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of the Conservatory of Vocal/Instrumental Arts Charter School ("COVA") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEIA"). The identification, evaluation and education of students eligible for services under the IDEIA is addressed at **[INSERT DISTRICT BOARD POLICY/ADMINISTRATIVE REGULATION #s]**.

The Executive Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If COVA does not assess a student after a parent has requested an assessment, COVA shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural

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safeguards guaranteed by law. COVA shall periodically review the student's progress and placement.

COVA will implement this policy through its corresponding administrative regulation.

Legal References:

UNITED STATES CODE, TITLE 20

1400 Individuals with Disabilities Education Improvement Act of 2004

UNITED STATES CODE, TITLE 29

701 Rehabilitation Act of 1973

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially sections:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

Current Policy Approval Date:

Amended:

Amended:

Original Approval Date:

Appendix L

Proposed

Proposed

COVA Music Charter School – 2007 - 2008 School Calendar

August				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 27, 28, 29, 30 Staff dev./planning days
September 31, 3 **Labor Day Holiday**
 ☐ September 4 First day of school
September 18 Back to School Night
October 11 Progress reports go home
October 12 Staff Development Day
October 31 Dia de los Muertos
November 9 **End of Marking Per 1**
November 9 Staff Development Day
November 12 Veteran's Day Holiday
November 13 - 15 Report Card Conferences
November 21 - 23 Thanksgiving Holiday
December 17 Progress reports go home
December 19 Winter Concert
December 20 - 31 Winter Break
January 1, 2 New Year's Holiday
 ☐ **January 3** School Opens
January 14 M.L. King Holiday
January 16 - 18 Student Semester Conf.
January 25 Staff Development Day
January 25 **End of Marking Per 2**
January 28 Report Cards Mailed
January 29 - Feb. 1 Report Card Conferences
February 15, 18 President's Holiday
March 3 Progress reports go home
March 4 - 7 Parent Conferences
March 20 - 25 Spring Break
April 4 Staff Development Day
April 4 **End of Marking per 3**
April 7 Report Cards Mailed
April 8 - 10 Report Card Conferences
April 28 Spring Concert
May 16 Progress reports go-home
May 16 - 22 Testing
May 21 - 24 Parent Conferences
May 23 - 26 Memorial Day Holiday
June 17 **End of Marking per 4**
June 19 **End of Year Concert**
June 20 Last day of school
June 20 Report Cards Mailed

Extended Year: June 30 – July 30
Instructional Days = 183

January				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

March				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

Appendix M

A Day in the Life of a COVA 3rd Grader

This "Day" follows a COVA third grader, Keisha, through an average school day.

8:00 – 8:40: Keisha arrives at COVA. She goes to the Homework Club where she is greeted by the teacher and she takes out her homework. She asks questions about items she didn't understand while working on it at home, and the Homework Club facilitator checks her assignments and works with her to correct any missed items. When she completes her homework check, she goes to the music practice room to rehearse music pieces assigned.

8:45 – 10:40: Keisha moves to her classroom where she is greeted by the teacher. The teacher introduces the story of the week from the Open Court Series. Students look at the title and picture and make predictions about the story, which the teacher records on the board. The teacher introduces key vocabulary from the story: lists the words on the board; and discusses word meanings, multiple meanings, and meanings within the story context. The class then reads the story orally (either in turns or choral reading). After the story, the teacher asks students to summarize the ideas in the story and has them compare the story to their predictions. The teacher introduces a song that supports the story theme or from the story time period. Students sing through the song reinforcing story concepts. Students then write about one of the Characters in the story, describing the character's role in the story and how they contributed to the story (their actions, feelings, etc.). While the students write, the teacher works with small groups of students on the Open Court decoding strategies and extended activities. Next the teacher introduces spelling words from the story and students write them down to study for the Friday test.

10:45 – 11:00: Recess. Keisha and her friends organize a game of 4 square and play cooperatively until the bell rings. Students eat a morning snack.

11:00 – 11:55: Keisha's teacher tells students to take out their math book, manipulatives, and music notation book. The teacher tells the students that they are going to review fractions. The teacher asks Keisha if she knows what a fraction is. Keisha responds "a fraction is a part of something". The teacher give a positive response and then presents a large watermelon for a morning snack. She asks the students how much watermelon does she have. The students respond eagerly..."a whole watermelon". The teacher responds positively and then takes a large knife and cuts the watermelon in half. The students enthusiastically wave their hands, anticipating the next question. The teacher then asks, how much watermelon do we have now? The students offer 2 halves...the teacher then says good. (pointing to one part) how much is this part....the students cry out "one half". The teacher continues to cut up the watermelon asking the students how much each part is, until there are 20 pieces to be eaten. She then asks how much of the watermelon will each student get, and they respond $1/20^{\text{th}}$. She then passes out the watermelon and as the students eat, she goes around asking how much of the watermelon does this group have? How much of the watermelon does Keisha, Jacob, and Maria have? Having the students create new fractions and recording them on the board. After the

snack, the teacher asks students to take out their music notation books. The teacher asks students to name the notes: whole note, half note, quarter note, eighth note. Then the teacher asks the students to get into their groups of 4, and asks each group to make up as many "whole measures" as they can in 4/4 time using the 4 types of notes. The groups share their solutions with the class. The teacher then has the students open their workbooks to the corresponding fractions page and they students complete the assignment. Keisha finishes early and helps one of her table-mates.

11:55 – 12:15: The teacher tells the students to take out their books...the class is reading Pat Cummings Ananse and the Lizard: A West African Tale, from the California State recommended literature list. The students discuss the ideas presented in the story and what they learned about Ananse in their homework reading. The teacher asks them to compare and contrast the ideas presented to other stories or experiences they have had. The students read in unison from the book (choral reading). The teacher assigns homework reading.

12:15 – 12:45: Keisha goes to the multipurpose room and sits with her friends eating lunch. When finished, they sit in the "game area" and play checkers and board games.

12:45 – 1:15: The teacher tells the students that they are going to perform a musical play for the school called "Life Cycles: How Plants and Animals Change", by Bad Wolf Press. The play covers the science concepts of the biological sciences: metamorphosis; the food chain; shared characteristics; the plant cycle; nourishment (water, food, light); adaptation to the environment, meeting National Education Standards: Arts Standard 3 for Dance; 1 and 8 for Music; 2, 3, and 5 for Theater; History Standard 4 for K-4; and National Social Studies Standard 1. The teacher introduces the characters, and the class selects parts. Keisha selects the part of the Biologist.

1:15 – 2:10: The teacher directs students to take out their science books and turn to the section on Life Cycles. The teacher points to the Life Cycles Chart on the wall and introduces the terms of: life cycles, metamorphosis, and adaptation. The teacher leads textbook reading on life cycles. Students provide examples of organisms that undergo metamorphosis and examples of adaptation. Students draw pictures of an organism showing metamorphosis or adaptation. Keisha draws a picture of a chameleon lizard carefully blending with its environment (Science and History alternate days).

2:10 – 2:25: Recess. Keisha and her friends take out a long jump rope and take turns being the "turners and jumpers". Students eat an afternoon snack.

2:25 – 3:00: Keisha's class rotates into P.E. They start by doing sequenced exercises (running, jumping jacks, etc.). The students divide into teams for a game of dodgeball.

3:00 – 3:30: Keisha's class goes to the multipurpose room to begin rehearsal for their Life Cycles musical play (Play rehearsal, art and foreign language alternate days).

3:30 – 4:15: Keisha is in the accelerated program, attending a reading enrichment program. Students read poems and study styles of poetry. The students write poems to be published in the school literary magazine. Students in Keisha's class who need to develop basic skills go to the tutor center where they receive reading instruction targeted to their individual needs.

4:15 – 5:00: School-wide music. Students participate in self-selected musical ensembles. Keisha loves to sing and goes to the school Choir rehearsal, other students go to band or orchestra rehearsals or to individual or small group instrumental lessons.

5:00: Keisha's mother picks her up...Keisha is excited about the class musical play and tells her mother about her part, then sings the song learned in Choir for her mother.

Appendix N

BYLAWS
OF
COVA EDUCATION CHARTER RESOURCES, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. **NAME.** The name of this corporation is COVA Education Charter Resources, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 6454 Valley View Road, Oakland, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary of the Board of Directors on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote the Conservatory of Vocal/Instrumental Arts Charter School ("COVA"), a California public charter school. The Corporation may also engage in other charitable activities and purposes described in Internal Revenue Code Section 501(c)(3). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

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

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

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

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

The Board may generally delegate the management of the corporation's activities to any COVA employee, other person(s), management company, or committee of the Board of Directors, 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 (i.e., the Board retains ultimate responsibility over the performance of those powers or duties so delegated).

Such delegation shall:

- a. Be in writing;
- b. Specify the individual or entity designated as the delegated authority;
- c. Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise of power, and the beginning and ending dates of the delegation; and
- d. Require an affirmative vote of a majority of the Directors present at a meeting duly held at which a quorum (as defined in Article VII, Section 20 of these bylaws) is present.

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all agents and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. BOARD RESPONSIBILITIES. The Board of Directors shall be responsible for the operation and fiscal affairs of COVA, including but not limited to:

- a. Approval of the annual COVA budget, calendar, salary schedules, major fundraising events, and grant writing;
- b. Negotiation and approval of a Memorandum of Understanding (MOU) or other contracts with the District;
- c. Approval of all contracts, contract renewals, and personnel actions (e.g., hiring,

discipline, and dismissal) (subject to the disclosure and recusal of employee Board members);

- d. Approval of bylaws, resolutions, and policies and procedures of COVA operation;
- e. Approval of all changes to the COVA charter to be submitted as necessary in accordance with applicable law;
- f. Long-term strategic planning for COVA.
- g. Participation as necessary in dispute resolution;
- h. Monitoring overall student performance;
- i. Evaluation of the Executive Director (subject to the disclosure and recusal of employee Board members);
- j. Monitoring the performance of COVA and take necessary action to ensure that COVA remains true to its mission and charter;
- k. Monitoring the fiscal solvency of COVA;
- l. Participation in the independent fiscal audit of COVA;
- m. Participation in the programmatic audit of COVA;
- n. Participation as necessary in student expulsion matters;
- o. Updating the District of changes to the COVA Board of Directors;
- p. Conduct all Board meetings in compliance with the provisions of the Brown Act, California Government Code Sections 54950, *et seq.*, as said chapter may be modified by subsequent legislation;
- q. Adopt a Conflicts of Interest Code in compliance with (1) the provisions of the Political Reform Act, California Government Code Section 87100 *et seq.*, as said chapter may be modified by subsequent legislation; and (2) applicable conflict of interest provisions in the California Corporations Code; and
- r. Participate in regularly held training regarding Board governance, the Brown Act, and conflict of interest rules.

Section 4. DESIGNATED DIRECTORS AND TERMS. The initial Board of Directors ("Founding Board") shall be appointed by the Sole Incorporator, and shall comprise six members, including the Lead Petitioner, two parents, and one teacher. Terms for the Founding Board members shall be staggered to ensure continuity in governance.

The Founding Board shall be as follows:

<u>NAME</u>
Valerie M. Abad, Lead Petitioner
[INSERT NAME]
[INSERT NAME]
[INSERT NAME]
[INSERT NAME]

<u>EXPIRATION OF TERM</u>
[INSERT DATE]
[INSERT DATE]
[INSERT DATE]
[INSERT DATE]
[INSERT DATE]

The permanent Board of Directors shall consist of at least seven (7) members, including: the Executive Director, a parent elected by the Parent Advisory Council, a teacher, a business leader with organizational finance experience, a corporate/business representative, and two community members (at least one from the professional music community). Additionally, in accordance with California Education Code Section 47604(b), the District may appoint one representative to the Board of Directors. If the District chooses to appoint a voting member of the Board of Directors, COVA shall increase its Board by one member in order to prevent an even number of Board members.

All Board members will be committed to the goal of providing a high quality academic and musical education for enrolled students. Each Board member will represent expertise necessary for governance of a successful charter school. The Board member representative positions and qualifications shall include, but are not limited to, the following:

- Executive Director: Shall have experience in school leadership, teacher support, educational law (including Title I, English Learners, Special Education IDEIA and federal 504 statutes), student achievement, curriculum, instruction, and assessment.
- Teacher Representative: Shall have experience in curriculum development and implementation, and faculty mentoring and leadership.
- Business Leader Representative: Shall have experience in financial planning and oversight of charter schools or equivalent organizations.
- Corporate Representative: Shall have experience, which will provide direction in best practices for sound and stable organizations.
- Parent Representative: Shall provide a conduit between the Board and parents, bringing parental concerns and representation to the Board.
- Community Leader Representative: From the field of professional music to assist in the growth and development of the music aspects of the program.
- Community Leader Representative: To bridge any areas necessary for efficient and effective operation and growth of the school (i.e., attorney, accountant, facilities manager, etc.)

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. DIRECTORS' TERM. Except for the terms of the Founding Board, each Director shall hold office for two years and until a successor Director has been designated and qualified.

Section 7. NOMINATIONS BY COMMITTEE. The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of Directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary of the Board of Directors shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Directors, at any meeting of the Board at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting; and (e) termination of employment with COVA.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the President of the Board of Directors, the Secretary of the Board of Directors, or the Treasurer of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 12. REMOVAL OF DIRECTORS. Any Director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided in Section 13.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (a) the unanimous consent of the Directors then in office, (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining Director.

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

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors relating to school business shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.¹

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).²

The Board of Directors shall meet annually 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 of Directors.

¹ As the corporation is operating a California public charter school, Board meetings held for the purpose of conducting school business shall meet the requirements of the Brown Act (as described in Sections 15-22 and 25 of Article VII of these bylaws). However, if the Corporation chooses to engage in other types of charitable activities and purposes described in Internal Revenue Code Section 501(c)(3), then meetings of the Board held for those non-school business purposes shall not be held in accordance with the Brown Act (and Sections 15-22 and 25 of Article VII of these bylaws shall not be applicable).

² As previously noted, as the corporation is operating a California public charter school, Board meetings held for the purpose of conducting school business shall meet the requirements of the Brown Act (as described in Sections 15-22 and 25 of Article VII of these bylaws). However, if the Corporation chooses to engage in other types of charitable activities and purposes described in Internal Revenue Code Section 501(c)(3), then meetings of the Board held for those non-school business purposes shall not be held in accordance with the Brown Act (and Sections 15-22 and 25 of Article VII of these bylaws shall not be applicable).

Section 17. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, shall be held not less than once per month at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 18. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, the Secretary of the Board of Directors, the Treasurer of the Board of Directors, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director 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 Directors are regularly held.
- b. 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.
- c. 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 20. **QUORUM.** A majority of the voting Directors then in office shall constitute a quorum. With the exception of the removal of Board members described in Article VII, Section 12 of these bylaws, all acts, decisions, or measures voted on by the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Voting Directors may not vote by proxy.

Section 21. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which COVA operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 22. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as Directors or Board officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 24. CREATION AND POWERS OF COMMITTEES OF THE BOARD OF DIRECTORS. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees of the Board of Directors, each consisting of two or more voting Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

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

Section 25. MEETINGS AND ACTION OF COMMITTEES OF THE BOARD OF DIRECTORS. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees of the Board and the calling of special meetings of such committees of the Board may be set either by Board of Directors' resolution or, if none, by resolution of the committee of the Board. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee of the Board may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. COVA and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII BOARD OFFICERS

Section 1. OFFICES HELD. The officers of the Board of Directors shall be a President, a Secretary, and a Treasurer.

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

Section 3. ELECTION OF BOARD OFFICERS. The officers of the Board of Directors (e.g., President, Secretary, and Treasurer) shall be elected annually by the Board of Directors at the final COVA Board meeting of the school year.

Section 4. RESIGNATION OF BOARD OFFICERS. Any Board officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the Board officer is a party.

Section 5. VACANCIES IN OFFICE. A vacancy in any Board office because of death, resignation, removal, disqualification, or any other cause shall be filled as provided in in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 6. PRESIDENT OF THE BOARD OF DIRECTORS. The meetings of the Board of Directors will be headed by the President of the Board of Directors ("Board President"). The Board President has the general powers and duties usually vested in the office of the President of the Board of Directors, and shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 7. SECRETARY OF THE BOARD OF DIRECTORS. The Secretary of the Board of Directors shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board of Directors and committee of the Board meetings.

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

The Secretary of the Board of Directors shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The

Secretary of the Board of Directors shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 8. TREASURER OF THE BOARD OF DIRECTORS. The Treasurer of the Board of Directors shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer of the Board of Directors shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

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

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

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors have a material financial interest) unless all of the following apply:

- a. The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the COVA Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS OR BOARD OFFICERS

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

ARTICLE XII INDEMNIFICATION

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

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly

decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

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

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

ARTICLE XV INSPECTION RIGHTS

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

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

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

incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary of the Board of Directors shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

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

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

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any Director or Board officer of the corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description

of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter that created the Conservatory of Vocal/Instrumental Arts Charter School or make any provisions of these bylaws inconsistent with that charter, the corporation's articles of incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

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

CERTIFICATE OF SECRETARY OF THE BOARD OF DIRECTORS

I certify that I am the duly elected and acting Secretary of the Board of Directors of the COVA Education Charter Resources, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on August 1, 2006; and that these bylaws have not been amended or modified since that date.

Executed on August 1, 2006 at Oakland, California.

Daphne Gammage, Secretary



SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

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

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

SEP 23 2004



Kevin Shelley
Secretary of State

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and secretary, respectively of Computer Education and Technology Resources, Inc., a California Corporation.
2. The name of the Corporation to be changed from Computer Education and Technology Resources, Inc. to COVA Education Charter Resources, Inc.

AND

Article III of the Articles of Incorporation of this corporation is amended to read as follows:

The objectives of this corporation shall be: To provide information and educational instruction to students, teachers, and others in the community. To provide access to music and technology education through the Charter School COVA Music Conservatory. To provide technology instruction and resources to students, teachers, and others in the community.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date 8/19/04

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

AUG 18 2004

KEVIN SHELLEY
Secretary of State

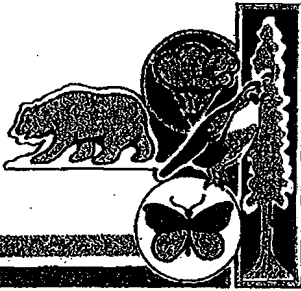
Valerie M. Abad

Valerie M. Abad, President

Daphne Gammage

Daphne Gammage, Secretary





State
of
California

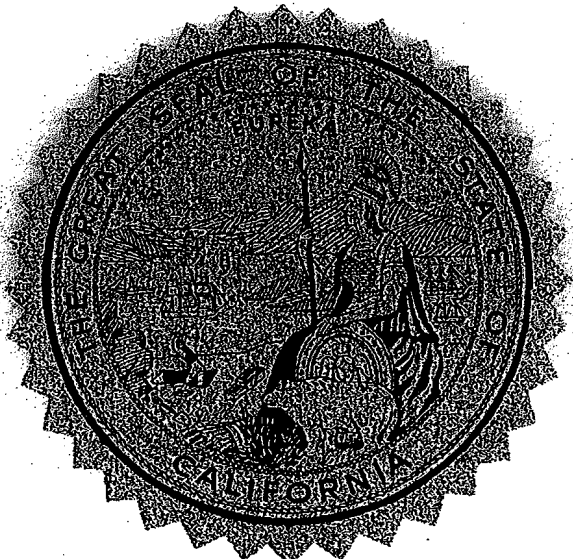
OFFICE OF THE SECRETARY OF STATE

I, *MARCH FONG EU*, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

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

JUN 6 1984



March Fong Eu

Secretary of State

1248393

ENDORSE
FILED

Office of the Secretary of
of the State of California

MAY 30 1984

MARCH FONG EU, Secretary of

Leslie Glenn
Deputy

ARTICLES OF INCORPORATION
OF

COMPUTER EDUCATION AND TECHNOLOGY RESOURCES, INC.

ONE: The name of this corporation is Computer Education and Technology Resources, Inc.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which the corporation is organized are to provide information and educational instruction on computers to teachers, students, and others in the community and to serve as a clearing house for the providing of computers and other related equipment for use by said teachers, students, and others in the community.

THREE: The name and address in the State of California of the corporation's initial agent for service of process is Valerie Abad, 6454 Valley View Road, Oakland, CA 94611.

FOUR: (a) The property of this corporation is irrevocably dedicated to charitable purposes, and no part of the net income or assets of this organization shall ever inure to the benefit of any director, officer, or member of this corporation, or to the benefit of any private person.

(b) Upon the winding up or dissolution of this corporation, and after paying or adequately providing for the debts and liabilities of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

FIVE: (a) This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(b) No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, nor shall this

corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

Dated: 5/16, 1984.

Valerie M. Abad
Valerie Abad, Incorporator

I hereby declare that I am the person who executed the above Articles of Incorporation, which execution is my act and deed.

Valerie M. Abad
Valerie Abad

Appendix O

COVA, Inc. Current Board of Directors:

Dr. Valerie Abad – Lead Petitioner/Executive Director
Lucella Harrison – Retired OUSD Administrator, OUSD School Board Member
Jeff Stephens – Parent/Film Editor
William Patterson – President of the Board: East Bay Utility District, Oakland Mayor
Elect Dellums Transition Team, Peralta Colleges Foundation Board, Oakland Ethics
Commission
Erika Miranda – Music Teacher/Professional Musician
Daphne Gammage – Parent/Recreation Specialist
Jeff Taylor – Middle School Teacher
David Ramirez – Assistant Principal
Dr. Sandi Carpenter – State Gear-Up Coordinator/Administrator/Teacher
Linda Baker – Special Education Program Specialist
Dr. June Hopkirk – Grant Writer/Science & Math Specialist
COVA Executive Board

Advisors to the Board:

Spector, Middleton, Young & Minney Law Offices
Vogel and Associates – School Fiscal Planning
California Charter School Association
David Chick – Financial Consultant
Dr. Beth Halbert – Child and Family Therapist
Dr. John Hopkirk – Science Educator
Sylvia Chesson – Interior and Space Design
Dr. Carolyn Stephens – Child health specialist/researcher
Saundra Leake - Videographer

Appendix P

COVA Education Charter Resources, Inc.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the COVA Education Charter Resources, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of COVA Education Charter Resources, Inc. ("COVA"), as specifically required by California Government Code Section 87300.

II. DESIGNATED EMPLOYEES

Employees of COVA and the California public charter school(s) it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

III. STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

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

- A. Initial Statements. All designated employees employed by COVA and the California public charter school(s) it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the County Board of Supervisors (code reviewing body), shall file Statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a designated employee shall file an Initial Statement within 30 days after the effective date of the amendment.
- B. Governing Board Candidates. Candidates for election to the governing board shall file Statements within 5 days after the final date for filing nomination petitions.

C. Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file Statements within 30 days after assuming designated positions.

1. Annual Statements. All designated employees shall file Statements no later than **April 1.**

2. Leaving Office Statements. All persons who leave designated positions shall file Statements within 30 days after leaving office.

3. Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.

4. Statements Filed With COVA. All Statements shall be supplied by the COVA or the California public charter school(s) it operates. All Statements shall be filed with COVA or the California public charter school(s) it operates. The filing officer of COVA or the California public charter school(s) it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

IV. STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

A. Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.

B. Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.

C. Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The Statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the Statement, with the date of acquisition or disposal.

D. Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last Statement filed and the date of leaving office. The Statement shall include any reportable investment or interest

in real property, partially or wholly acquired or disposed of during the period covered by the Statement, with the date of acquisition or disposal.

V. STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

A. Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the Statement shall contain the following:

1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property; and
4. A statement whether the fair market value of the investment or interest in real property exceeds two thousand dollars (\$2,000), exceeds ten thousand dollars (\$10,000), exceeds one hundred thousand dollars (\$100,000), or exceeds one million dollars (\$1,000,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of two thousand dollars (\$2,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

B. Personal Income Disclosure

When personal income is required to be reported under this Code, the Statement shall contain the following:

1. The name and address of each source of income aggregating five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), greater than ten thousand dollars (\$10,000), or greater than one hundred thousand dollars (\$100,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

5. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

C. Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the Statement shall contain:

1. The name, address, and a general description of the business activity of the business entity; and
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars (\$10,000).

D. Business Positions Disclosure

When reporting business positions, a designated employee shall list the name and address of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

VI. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any COVA decision (or the decisions of the California public charter school(s) it operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

- A. Any business entity in which the designated employee has a direct or indirect investment or interest worth two thousand dollars (\$2,000) or more;
- B. Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
- C. Any source of income, other than gifts, and other loans by a commercial lending institution in the regular course of business on terms available to the public without prior regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision was made;
- D. Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or holds any position of management; or

- E. Any donor, or any intermediary or agent for a donor of, a gift or gifts aggregating three hundred sixty dollars (\$360) or more provided to, received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The fact that the vote of a designated employee who is on a voting body is needed to break a tie vote does not make his/her participation legally required.)

VII. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

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

VIII. DEFINITION OF TERMS

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

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
- A. Members of the Board of Directors
 - B. Candidates for Member of the Board of Directors
 - C. Corporate Officers
 - D. Executive Director
 - E. Consultants¹
 - F. Other Employees²
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
- A. Registrar
 - B. Other Employees³
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
- A. Registrar
 - B. Contractor
 - C. Other Employees⁴

EXHIBIT B

¹ The Executive Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² "Other Employees" include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ "Other Employees" include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

⁴ "Other Employees" include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than two thousand dollars (\$2,000).

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds two thousand dollars (\$2,000). No source of income is reportable unless the income received by or promised to the public official aggregates five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

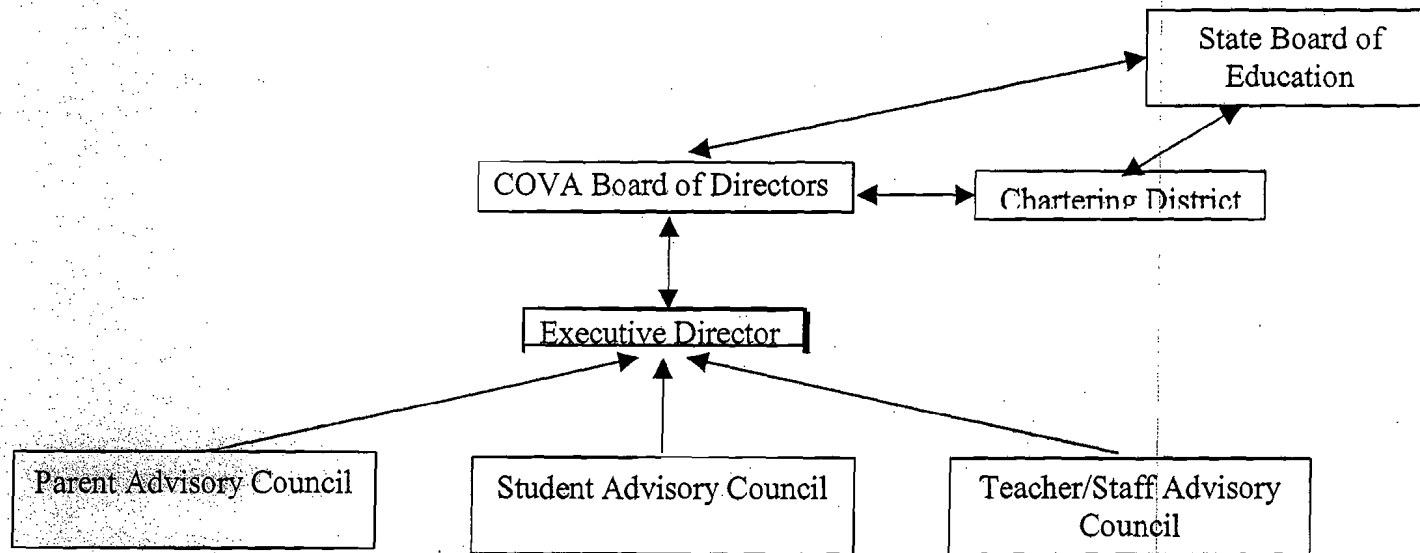
Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

APPENDIX

Appendix Q

CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS CHARTER SCHOOL
ORGANIZATIONAL CHART



Appendix R

**Conservatory of Vocal/Instrumental Arts
Charter School**

Employee Handbook

CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS CHARTER SCHOOL EMPLOYEE HANDBOOK

WELCOME TO THE CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS CHARTER SCHOOL

As an employee of Conservatory of Vocal/Instrumental Arts Charter School ("COVA" or "Charter School") the importance and value of your contribution cannot be overstated. Our goal at the Charter School is to provide the finest quality educational opportunities to our students and their families and to create an atmosphere that is conducive to harmony among all the team members. You are a valued team member. You directly affect and influence the students, families, community and the quality of the Charter School. We are glad you have joined us and we hope you will find your work challenging and rewarding.

THE MISSION OF THE CONSERVATORY OF VOCAL/INSTRUMENTAL CHARTER SCHOOL

COVA's mission is to create a K-8 school serving inner city Oakland students, with musical interests, with a focus on students who are attending underperforming schools in a site-based state standards aligned program delivered through the integration of the musical arts into each subject area to enable students to participate passionately in music and performance, and become self-motivated, competent, life-long learners who are able to read, write, speak, and calculate with clarity and precision.

PURPOSE OF THIS HANDBOOK

This Handbook is intended to assist employees in becoming acquainted with the Charter School. It explains our employment guidelines. We hope that it serves as a useful reference document for employees throughout their employment at the Charter School.

The Handbook neither implies nor establishes a contract between the Charter School and employees. It is provided for your use as a ready reference and as a summary of our relevant Charter School personnel policies. You are required to read the entire Handbook and ask any questions that may arise for you to ensure that you have a complete understanding of the material covered. Your signature on the last page of the Handbook (the Acknowledgement Form) will signify your receipt and review of the Handbook. Should you have any questions, concerns or suggestions regarding Charter School policies, work conditions, compensation or procedures, please contact the Executive Director immediately. The Charter School will make every effort to respond effectively to all staff concerns.

Please understand that this Handbook only highlights our personnel policies, it is not exhaustive or all-inclusive. Circumstances may require that some policies, benefits, and practices described in this Handbook be changed from time to time. Consequently, the Charter School reserves the right to amend, supplement or rescind any provisions of this Handbook, as it deems necessary at its sole and absolute discretion. As the policies are

revised, updated pages will be distributed to you. Please keep your Handbook available and insert the updated material promptly so that your Handbook is current at all times.

SECTION 1: CONDITIONS OF EMPLOYMENT AT COVA

TERM

The term of an employee's employment with the Charter School is dictated by his or her employment agreement.

If the employee does not have an employment agreement for a specified term, then his or her employment is at-will. As such, either the Charter School or the employee may terminate the employment relationship at any time, with or without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, Charter School memoranda or other materials provided to employees in connection with their employment shall create greater or different rights than provided for in any applicable employment agreement. Other than the Executive Director or duly authorized designee, no Charter School representative is authorized to modify this policy for any employee.

EQUAL EMPLOYMENT OPPORTUNITY IS OUR POLICY

The Charter School is an equal employment opportunity employer, hiring on the basis of qualifications and promoting on the basis of merit. The Charter School does not unlawfully discriminate against qualified applicants or employees with respect to any terms or conditions of employment based on race, color, national origin, sex, political affiliation, ancestry, age, religion, creed, sex, sexual orientation, medical condition, physical or mental disability, marital status, citizenship status, military service status, or other basis protected by law.

When necessary, the Charter School will reasonably accommodate employees and applicants with disabilities if the person is otherwise qualified to safely perform all of the essential functions of the position, as described in the applicable job description

Any staff member who feels that discrimination has occurred should immediately contact the Executive Director. The Charter School shall keep such matters confidential and shall disclose information only as is necessary under the circumstances. Retaliation against complainants or witnesses is strictly prohibited.

PROHIBITION OF HARASSMENT

Policy

The Charter School is committed to providing a workplace free of sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School will not condone or tolerate sexual harassment of any type by any

employee. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, up to and including termination, if warranted.

The Charter School, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the Academy's policy and prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act. Your signature on the "Acknowledgement of Sexual Harassment Policy" page of the Handbook will signify your receipt and review of this policy. Should you have any questions, concerns or suggestions on reporting procedures, please contact your supervisor immediately.

Definition of Harassment

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexually suggestive nature when (1) submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; (3) that conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.

The following illustrations are not to be construed as an all-inclusive list of prohibited acts under this policy. Sexual harassment may also include, but is not limited to:

Physical assaults of a sexual nature, such as:

1. Rape, sexual battery, molestation or attempts to commit these assaults; and
2. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.

Unwanted sexual advances, propositions or other sexual comments such as:

1. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any employee who indicates or who has indicated in any way that such conduct is unwelcome in his or her presence;
2. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward; and
3. Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

1. Displaying pictures, cartoons, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic, or bringing to the work environment or possessing any such material to read, display, or view at work.
2. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and
3. Displaying signs or other materials purporting to segregate an employee by sex in any area of the workplace (other than restrooms and similar semiprivate lockers and changing rooms).

Preventing Sexual and Other Unlawful Harassment

Each supervisor has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should a supervisor become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to a supervisor. A Sexual Harassment Complaint Form may be obtained from the Executive Director and a copy of this Form is attached to this Handbook. The Executive Director will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will

be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's manager or human resource representative, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the President of the Board Directors.

Investigations and No Retaliation

It is unlawful to retaliate or take reprisals in any way against an employee who has articulated a good faith concern about sexual harassment or discrimination against him or her or against another individual. Complainants and witnesses under this policy will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in the filing of a complaint, acting as a witness, or the reporting of sexual harassment.

Any employee who believes that he or she has been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to a supervisor. The Charter School will investigate complaints promptly and provide a written report of the investigation and decision within thirty (30) days of receipt of the complaint unless that time is extended for good cause.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

COMPLIANCE WITH DISABILITY LAW

The Charter School will comply with all state and federal disability law.

CERTIFICATION AND LICENSURE - CORE ACADEMIC TEACHING STAFF

The Charter School's core academic teachers defined as the following subjects: are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The Charter School intends to comply with the federal No Child Left Behind Act "Highly Qualified" requirements as applicable to charter schools.

CLERICAL, OTHER STAFF, SUBSTITUTES, AND CONSULTANTS

The Charter School's clerical, other teaching and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in applicable job specifications.

USE OF COVA E-MAIL AND VOICEMAIL

The Charter School will permit employees to use its electronic mail and voicemail systems subject to the following:

1. Minimal personal use at break time or lunch hour.
2. The e-mail system is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs shall not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of e-mail or voicemail messages without the latter's express permission.
4. The Charter School staff will not enter an employee's personal e-mail files or voicemail unless there is a legitimate business need to do so. The Charter School retains a copy of all passwords; passwords unknown to the Charter School may not be used. System security features, including passwords and delete functions, do not neutralize the Charter School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Unless directly part of the student's educational program and approved by the director in advance, internet games and chat rooms shall not be allowed on the office computers.

DRUG FREE WORKPLACE

The Charter School complies with all Federal and State regulations regarding drug use while on the job. The unlawful manufacture, distribution, dispensing, possession, or use of any controlled substances, including alcohol while on the job are grounds for immediate dismissal. Over the counter and prescribed medication, when taken as directed, are permissible.

The Charter School is a no smoking environment, including the areas outside of Charter School buildings. This policy is for the health and safety of all and for healthy modeling for our students. We request that you observe this policy.

WEAPONS POLICY

Unless for educational purposes, no weapons may be possessed on the premises (including in cars) by employees unless the prior express written consent for such possession has been obtained from a supervisor.

RIGHT TO PRIVACY

Employees should be aware that desks, computers, emails, internet activity sheets, PDA's and other personal spaces provided by the Charter School are School property, and are subject to search if necessary.

CONFIDENTIAL INFORMATION - REGARDING STUDENTS

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

Please note: The release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. When in doubt, check with the Executive Director before releasing information.

CONFLICT OF INTEREST

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest, as defined by Charter School policy. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the Charter School's business dealings. For purposes of this policy, a relative is any person who is related by blood, adoption, or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms, however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties. Please refer to the COVA Conflicts Code for further detail.

PERSONAL APPEARANCE

Personal appearance of employees shall be one that emanates pride and professionalism to correspond with the position held. Neatness and cleanliness are absolutely necessary at all times. The Charter School's professional image, as well as its atmosphere is maintained, in part, by the image that each employee presents to students and parents. Please dress accordingly. If employees have any questions about what constitutes proper attire within the classroom, please consult with your supervisor.

SCHOOL FACILITIES

Employees are responsible for cleaning up after themselves at all times in Charter School facilities.

PERSONAL LETTERS, ARTICLES AND PUBLIC AFFAIRS

When writing articles for publication or when participating in public affairs, staff members are cautioned to avoid inappropriate or compromising situations. Personal letters are not to be written on organization letterhead. Individuals who are involved in endorsements, testimonials, publications, and participation in public forums or affairs should make it known that the employee is acting and speaking in a personal capacity and not as a representative of the Charter School. Reporters seeking information about the Charter School must be referred to the Executive Director.

CHILD NEGLECT AND ABUSE REPORTING

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as a physical injury, which is inflicted by other than accidental means on a child by another person. Child abuse can take the following several forms:

Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself constitute suspicion of child abuse.

Neglect: Neglect occurs when a child's custodian has failed to provide adequate food, clothing, shelter, medical care, or supervision that may or may not have resulted in any physical injury.

Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.

Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer unjustifiable pain or mental suffering" or when any person endangers a child's health.

Child protective agencies responding to incident reports are prohibited from disclosing a reporter's identity to a reporter's employer.

Any person failing to report child abuse as required by law is guilty of a misdemeanor.

SECTION 2: THE WORKPLACE

SAFETY AND HEALTH

Each employee is expected to obey safety rules and to exercise caution in work activities. Any employee who notices a dangerous, or potentially dangerous, situation should report it to a supervisor immediately. We must view our environment with a view to safety for all, in particular for all the children. The Charter School is a smoke-free environment, and smoking is prohibited on school grounds.

ACCIDENT/INJURY REPORTING

If an accident or injury occurs on school property, it should be reported immediately to a supervisor. An Incident Report form should be completed as soon as possible. As much information about the exact circumstances of the accident or injury should be gathered as soon as possible, as well as the names, addresses, and phone numbers of all involved. It is important that this be done no matter how insignificant the accident or injury may seem.

INCIDENT REPORTING

If any incident occurs on school property, or while conducting Charter School business off site, it should be reported on an Incident Report form to be submitted to the Executive Director within 24 hours from the time of the incident. As much information as is available at the time about the exact circumstances of the incident should be reported.

VISITORS ON CAMPUS

The main office must be notified when visitors, other than parents are coming onto the Charter School campus. Staff should make every effort to greet all visitors and direct them to where they need to be.

SECTION 3: EMPLOYEE WAGES AND SALARIES

EMPLOYEE STATUS

Unless specifically indicated in an employment agreement, all employment at the Charter School is at-will. At-will employees and the employer have the right to terminate employment at any time, with or without advance notice, and with or without cause. Generally, employees may also be demoted or disciplined and the terms of their employment may be altered at any time, with or without cause, at the discretion of the Charter School.

The Charter School reserves the right to decrease or eliminate an employee's salary, hours or work year based upon, among other things, program demand, change in program direction, restructuring, or if it is deemed to be in the best interest of the program by the employee's supervisor and ratified by the Board of Directors of COVA, inc.

No person other than the Board of Directors of COVA, inc., or duly authorized designee, has the authority to alter this at-will arrangement, to enter into any agreement for employment for a specified period of time, or to make any agreement contrary to this policy, and any such agreement must be in writing, must expressly state that it is changing the at-will relationship, and must be signed by the Board President, or duly authorized designee, and by the affected employee.

Employees may be given employment for a specified term based on the discretion of the Charter School. However, such term and conditions of that employment relationship shall be specifically enumerated in a contract for employment.

OVERTIME PAY

Employees who work in hourly (clerical) positions, which are subject to overtime pay and will be compensated for overtime work consistent with all applicable state and federal laws. Overtime work must have prior approval by the employee's supervisor and submitted on an extra hourly timesheet on the last day of the month.

PAYROLL

Employees are paid twice monthly – on the 15th and 30th day of each month. If a check issue date falls on a Saturday, Sunday, or a legal holiday, paychecks will be issued on the last working day prior.

All federal, state, and social security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Charter School Executive Director and to fill out a new W-4 form.

Federal and state law requires the Charter School to withhold the following taxes from an employee's wages:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors, which apply to federal withholdings, apply to state withholdings.
3. STRS/PERS and/or Social Security: The Federal Insurance Contribution Act (listed on the paycheck as FICA) requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by The Charter School.
4. Medicare Taxes: These taxes are withheld every month and, as with all other taxes, the cumulative amount paid will be listed on the employee's Pay Statement.

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

Pay corrections: While all reasonable precautions are taken to ensure that the correct amount of pay is received by each employee, errors can and do occur. In this unlikely event, the discrepancy should be brought to the attention of the Executive Director as soon as possible so that the situation can be reviewed and corrections can be made in a timely manner.

All payroll information is confidential and only the Executive Director and contracted payroll provider shall have access to this information. Only the Executive Director may acknowledge dates of employment, position, salary and wage information regarding employees for the purposes of credit checks, purchase of homes, etc.

SECTION 4: REQUIREMENTS FOR EMPLOYMENT

LEGAL REQUIREMENTS BEFORE THE FIRST DAY OF EMPLOYMENT:

- State and federal fingerprint clearance to work with children;
- Criminal record summaries will be maintained by the Executive Director in a confidential secured file separate from personnel files, as required under the law;
- Proof of a clear TB Tine test dated within 60 days;
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification;
- A completed Certificated Employment Application for Credentialed staff;
- A completed Non-certificated Employment Application for all other staff;
- Copy of Teaching Credential; Proof of Highly Qualified Requirements as applicable to the position
- Resume;
- Three letters of reference with contact phone numbers;
- W-4 Income tax form completed;
- Contracts with Independent Contractors addressing the legal requirements for contractors must be in place prior to work commencing.

REQUIREMENTS FOLLOWING THE FIRST DAY:

- Employees must attend professional development scheduled by the Executive Director during the year.
- Employees must attend all staff meetings during the year. Absences must be arranged ahead of time with the Executive Director. In the event of an absence from a staff meeting, it is the employee's responsibility to obtain the information from the meeting.
- Completion of all required paperwork in a complete and timely manner.

ADDITIONAL COMPLIANCE REQUIREMENTS

Employees are required to adhere to the requirements for employment described in the Charter, this Employee Handbook, any applicable employment contract, and any applicable state and federal laws.

STAFF CLASSIFICATION

Staff classifications are based on the duties being performed not the education level of the individual.

Employee Appointments are made by the COVA, inc. Board of Directors, or designee.

Full time employees are those hourly (clerical) employees working no less than 40 hours per week or full-time instructors. Full time employees are eligible for health benefits to be paid by the Charter School, subject to any caps. If benefits exceed the cap, the employee will be responsible to pay the difference through payroll deductions.

Part Time employees are those hourly (clerical) employees working less than 40 hours per week. Part Time employees who work 20 hours and over per week are eligible for health benefits paid by the Charter School at a prorated amount. The employee must pay the balance if he or she desires coverage. This share will be deducted automatically from the employee's payroll check once the employee has signed a payroll deduction agreement.

"Substitutes" are employees who work on an hourly on and on call basis to fill a temporary need.

SECTION 5: PERSONNEL EVALUATION AND RECORD KEEPING

CLERICAL EMPLOYEE ORIENTATION

The employment status of all clerical employees will be evaluated if the employee remains employed by the Charter School for a minimum of 6 months. This serves as an opportunity to demonstrate the employee's ability to achieve satisfactory performance levels on the job, and to determine if the position meets the employee's expectations. The Charter School uses this period to assess employee capabilities, work habits and overall performance. This official performance review will be conducted and the written evaluation will become part of the employee's personnel file. Either the employee or The Charter School may end the employment relationship at will at any time with or without cause or advance notice.

EMPLOYEE REVIEWS AND EVALUATIONS

All employees shall be reviewed by the Executive Director (or the Board President shall evaluate the Executive Director). The purpose of these reviews is to identify strengths (noting particularly good work), recognize areas for improvement and skill development, encourage growth, and develop strategies within a supportive team.

Reviews will generally be conducted during the 4th quarter of each year but interim evaluations may be conducted throughout the year as deemed appropriate.

RESPONSE TO FORMAL OBSERVATION AND REVIEW FINDINGS

All employees shall have the right to make their own written comments in response to the observations or review findings within two weeks of receipt. This response will be attached to the observation and/or evaluation and kept in the employee's Confidential Personnel File.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

The Executive Director or his or her designee shall maintain a Confidential Personnel File for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge.

The Confidential Personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. An employee will be provided a copy of all evaluation documents placed in his or her Confidential Personnel File.

Employees must be given notice and opportunity to review and comment on information of a derogatory nature before it is entered or filed in the Confidential Personnel File with limited exceptions as provided by law.

Confidential Personnel Files are protected from unauthorized disclosure to third parties unless in compliance with lawful subpoenas, court orders, or written employee authorization. In the case where an employee will not initial the document (to be placed in his or her Confidential Personnel File), the Executive Director shall make a notation on the document indicating that the employee has been given a copy of the document and has refused to initial the document. Employees have the right to inspect their Confidential Personnel Files at reasonable times and at reasonable intervals, but not at a time when the employee is required to render services to the School.

It is the policy of the Charter School to check the employment references of all prospective employees.

The Executive Director, so designated, will respond to all reference check inquiries from other employers. Responses to such inquiries will be limited to factual information that can be substantiated by the Charter School's written records. No other employment data, including wage information, will be released without written authorization and release signed by the individual who is the subject of the inquiry.

Each employee is responsible to promptly notify the Charter School of any changes in personnel data, such as personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in case of emergency, education accomplishments, and credential information. Any other such status reports should be accurate and current at all times.

Employment applications will be kept on file for 90 days, after which time they will be destroyed. Applications of those hired become part of the personnel file of the employee.

CONTINUING EDUCATION

The Charter School is a learning environment for all. We are all life long learners.

The Charter School staff is required to keep their credentials current and is encouraged to keep their professional training and knowledge current through ongoing educational experiences that may include travel, retreat, university courses, workshops and other means, which will further their personal growth and enhance their teaching skills.

Reimbursement or time-off for educational experiences must be approved in advance by the Executive Director.

SECTION 6: THE WORK DAY

WORK SCHEDULE

The work schedule for certificated employees shall be as follows: **[TO BE INSERTED]**

PUNCTUALITY AND ATTENDANCE

The students and families of the Charter School count on the attendance and punctuality of Charter School employees. These are important qualities necessary for success of the School.

Being late without advance permission for two (2) or more days in a two (2) month period is considered excessive. It is the employee's responsibility to notify the Executive Director if the employee will be late, even if it is a few minutes. Supervision of students and course material will need to be covered. Frequent absence or tardiness decreases the employee's effectiveness on the job, affects morale and decreases co-workers job efficiency since they must cover for an absent or tardy employee.

Any employee who is unable to report for work must notify office staff as soon as possible before the start of each scheduled workday that they will be out.

If an employee fails to report to work without notification to the Executive Director, the Charter School may consider that that employee has abandoned his or her employment and has voluntarily terminated the employment.

If an employee is absent for medical reasons for more than three (3) working days, the employee must, on return, provide the Director with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

PARTICIPATION IN NON-SCHEDULED PROGRAMS

Teachers are required to participate in all Charter School programs, which may be held outside school hours.

PHONE CALLS

The phones, internet access, and e-mail accounts are intended for business use. [Refer to pages 8-9, Email/Voicemail for guideline on usage]. Employees making personal calls out of the local calling area should use personal calling cards and make such calls during breaks only. Such telephone calls should be kept as short as possible (e.g. 3 minutes or less). Family members and friends should be reminded during work hours, telephone calls should be limited to emergencies only.

SECTION 7: LEAVES AND VACATIONS

VACATION LEAVE

While the Charter School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the School. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the Charter School to be established in the applicable employment agreement.

Paid vacation time for the Executive Director will be established in the Executive Directors applicable employment agreement.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Executive Director. Clerical staff may take no vacation time during the last two weeks of August unless specifically authorized by the employee's supervisor.

Vacation time may not be utilized before it is earned unless approved in advance by the Executive Director. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of four (4) weeks of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

SICK LEAVE

Five (5) days of fully paid sick leave per school year will be available to full time employees only.

Sick leave is to be used only when actually required to recover from illness or injury. Time off for medical and dental appointments will be treated as sick leave. Abuse or misuse of your sick leave privilege will not be permitted.

If the employee is absent for three (3) or more consecutive days due to illness, medical evidence of the illness and or medical certification of fitness to return to work satisfactory to The Charter School will be required.

Sick leave is granted for only the reasons listed above. Unused sick leave will not be paid to the employee at the time of separation from The Charter School. However, employees may apply their unused sick leave towards STRS/PERS retirement credit. This is the employee's responsibility, not the Charter School.

BEREAVEMENT LEAVE

In the event of death of a current spouse, child, parent, legal guardian, brother, sister, grandparent, grandchild, or mother-, father-, sister-, brother-, son- or daughter-in-law, employees may take up to three (3) days of paid bereavement leave with the prior approval of the Charter School.

INDUSTRIAL INJURY LEAVE (Workers' Compensation)

The Charter School, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include: 1) medical care, 2) cash benefits, tax free, to replace lost wages, 3) vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives all workers' compensation benefits to which he or she may be entitled, you will need to: 1) immediately report any work-related injury to your supervisor, 2) seek medical treatment and follow-up care if required, 3) complete a written Employee's Claim Form and return it to your supervisor, and 4) provide the Charter School with medical certification from your healthcare provider regarding the need for workers' compensation disability leave and your ability to return to work from the leave.

Under most circumstances, upon submission of a medical certification that an employee is able to return to work from workers' compensation leave; the employee will be reinstated to his/her same position held at the time the leave began or to an equivalent position if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. If the employee's same position is not available upon the employee's return to work, an employee's returning to work will depend on job openings existing at the time of his or her scheduled return. Additionally, an employee's return will depend on his or her qualifications for any existing openings.

If, after returning from workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, the Charter School's obligations to the employee may include reasonable accommodation, as governed by applicable disability law.

Employees who are injured in a work-related incident will be referred to a physician designated by the Charter School for medical treatment unless, prior to a work-related injury, the Charter School has received from the employee written notice that the employee wishes to be treated by his or her own physician.

Employees who do not designate their own physician will be treated by the Charter School designated physician for work-related injuries for at least thirty (30) days. Employees may seek treatment from their own physician after thirty (30) days should they so desire.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material misrepresentation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony. The law requires that the Charter School notify its workers compensation carrier of any concerns of false or fraudulent claims.

A violation of this law is punishable for imprisonment for one (1) to five (5) years or by a fine not exceeding \$50,000 or double the value of the fraud, whichever is greater, or both. Additional civil penalties may also be in order.

PERSONAL NECESSITY LEAVE

All employees shall inform their supervisor as soon as possible of any anticipated absence.

The Executive Director may grant use of up to one (1) day of sick leave, if available, per full time employee per year for urgent personal business or other emergencies which can include court hearings. Such leave shall be at full pay and benefits. Requests must be submitted in writing in advance.

UNPAID LEAVE OF ABSENCE

The Charter School may grant unpaid leaves of absence to employees in certain circumstances. It is important to request such leave in writing as far in advance as possible. Upon returning from an unpaid leave of absence, the employee will be given priority to appropriate available positions for which they are qualified. However, employees should be aware that the Charter School generally does not continue to pay premiums for health insurance coverage for employees on unpaid leaves of absence. The employee may self pay the premiums under the provisions of COBRA

FAMILY CARE AND MEDICAL LEAVE

This policy explains how the Charter School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the Charter School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth or adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the Charter School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

Events That May Entitle An Employee To FMLA Leave

The 12-week FMLA allowance includes any time taken (without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.

Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by the Charter School, they will be entitled to a combined total of 12 weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions which is covered by the Charter School's separate pregnancy disability policy).

3. To care for a spouse, child or parent with a serious health condition.

4. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.
2. The "12 month period" in which 12 weeks of FMLA leave may be taken is the 12 month period immediately preceding the commencement of any FMLA Leave.

Pay During FMLA Leave

1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all

accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.

2. An employee on FMLA leave for child care or to care for a spouse, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.
3. All FMLA leaves are unpaid leaves.
4. The receipt of vacation pay, sick leave pay, State Disability Insurance, or paid family leave benefits will not extend the length of the FMLA leave.

Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the Charter School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the Charter School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, The Charter School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
2. If the Charter School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the Charter School may request a second opinion by a health care provider of its choice (paid for by the Charter School). If the second opinion differs from the first one, The Charter School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

3. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form, which can be obtained from **[insert title of appropriate individual]**, and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the Charter School's then-current FMLA leave policy.
2. Employees should provide not less than 30 days notice or such notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the Charter School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary as determined by the health care provider of the person with the serious health condition.
5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that The Charter School will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. In most cases, the Charter School will respond to an FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within ten days of receiving the request. If an FMLA leave request is granted, the Charter School will notify

the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee, the Charter School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
4. If an employee can return to work with limitations, the Charter School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the Charter School.

Employment During Leave

An employee on FMLA leave may not accept employment with any other employer without the Charter School's written permission. An employee who accepts such employment will be deemed to have resigned from employment at the Charter School.

PREGNANCY DISABILITY LEAVE

This policy explains how the Charter School complies with the California Pregnancy Disability Act, which requires the Charter School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is *actually disabled* by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be actually disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for pre-natal care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy Disability Leave does not count against the leave available under the Charter School's policy on Family Care and Medical Leave.

Pay During Pregnancy Disability Leave

1. An employee on Pregnancy Disability Leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of the Charter School's various employee benefit plans govern continued eligibility during Pregnancy Disability Leave and these provisions may change from time to time. When a request for Pregnancy Disability Leave is granted, the Charter School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on Pregnancy Disability Leave remains an employee of the Charter School and a leave will not constitute a break in service. When an employee returns from Pregnancy Disability Leave, will return with the same seniority they had when the leave commenced.

Medical Certifications

1. An employee requesting Pregnancy Disability Leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request Pregnancy Disability Leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to the Charter School's then-current Pregnancy Disability Leave policy.
2. Employee should provide not less than thirty (30) days notice, as practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the Charter School's operations.
4. Pregnancy Disability Leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that

better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, the Charter School will respond to a Pregnancy Disability Leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a Pregnancy Disability Leave request is granted, the Charter School will notify the employee in writing and leave will be counted against the employee's Pregnancy Disability Leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) or such each means of preserving the job for the employee (such as leaving it unfilled or filling it with a temporary employee) would have substantially undermined the Charter School's ability to operate the business safely and efficiently.

If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the Charter School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for Pregnancy Disability Leave is granted to an employee, the Charter School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a Pregnancy Disability Leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee takes FMLA/CFRA leave for reason of the birth of her child at the expiration of her pregnancy disability leave, her right to reinstatement is governed by the Family Care and Medical Leave policy, not by this policy.
5. If the employee can return to work with limitations, the Charter School will evaluate those limitations and, if possible, will accommodate the employee

as required by law. If accommodation cannot be made, the employee will be medically separated from the Charter School.

Employment During Leave

An employee on Pregnancy Disability Leave may not accept employment with any other employer without the Charter School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the Charter School.

PAID FAMILY LEAVE

The Charter School complies with the California Paid Family Leave requirements. For additional information, please contact your supervisor for an informational brochure concerning your rights under this law.

INSURANCE COVERAGE CONTINUANCE

When employees are on extended leave, except under FMLA or PDL, the Charter School does not continue the employee's health insurance coverage. Insurance may be self-paid under COBRA provisions.

MILITARY LEAVE

Any employee who is in the Army Reserve or a similar government military operation may take the time required to maintain membership in such an operation at no pay. Advance notice is required to maintain such a leave status. Available time off may be used for the absence. Vacation, sick time and holiday benefits will not accrue during a military leave.

HOLIDAYS

The following holidays (which are listed on the School calendar) are observed as paid holidays for full time employees: **[TO BE INSERTED]**

These holidays may not be accrued by any employee.

To be eligible for holiday pay, employees must be regularly scheduled to work on the day on which the holiday falls, and the employee must work his or her regularly scheduled working days immediately preceding and following the holiday.

EMERGENCY CLOSING – INCLEMENT WEATHER, ETC.

All staff that qualifies will be paid. When practicable, employees are expected to take work home with them and work from home.

JURY DUTY OR WITNESS LEAVE

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Hourly (clerical) employees may receive up to ten (10) paid days during a jury duty leave. All jury duty time beyond ten (10) days will be unpaid. The Charter School will offset any pay by the amount received by the employee for jury duty. Employees exempt from overtime law will be compensated for time spent on jury duty. If jury duty is canceled or ends before the end of the workday, the employee should return to work and all non-exempt employees will be paid for actual hours worked subtracted by the amount paid by the court. Any employee, when advised of his/her notification of jury duty, must immediately inform the Executive Director.

VOTING TIME OFF

Generally, polling times have been set so there is ample time for voting before or after work.

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working hours, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined.

Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

SECTION 8: HEALTH AND WELFARE BENEFITS

HEALTH BENEFITS

The Charter School will pay health insurance premiums for current full-time employees and their dependents as per the current policy in effect. Part time employees with a minimum of 20 hours per week are also eligible for coverage with the Charter School paying a prorated amount of the monthly cost and the employee paying the balance. The employee share will be deducted from payroll.

The Health Insurance anniversary date at the Charter School is **[INSERT DATE]**. Current employees will only be able to receive benefits on this anniversary date if they do not have them already. For employees who decide not to receive health benefits, the next time the employee will be able to apply for health benefits will be on the July 1 anniversary date.

No staff member will receive paid health benefits following separation from employment. However, employees will be notified when their paid benefits will terminate and that they have the option of continued coverage at their own cost through COBRA.

RETIREMENT PENSION BENEFIT

Qualifying employees will participate in STRS (State Teachers Retirement System) or PERS (Public Employees Retirement System) and/or Social Security. Employee contributions will be deducted from payroll. In addition, the Charter School will contribute the required employer's portion.

SECTION 9: EXPENSE REIMBURSEMENTS

Employees shall be reimbursed for out of pocket expenditures for copies and supplies up to but not to exceed \$25 total per month. Charges over \$25 must be pre-approved by the Executive Director on a "Reimbursement Approval Form." All expenses claimed must be recorded on a "Reimbursement Form" with all the accompanying receipts. Mileage for travel to meet with students or for work-approved travel out of the area must be submitted on the "Reimbursement Form." Mileage will be reimbursed at the IRS approved rate.

The Charter School will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must have advance approval by the Executive Director for reimbursement purposes.

SECTION 10: DISCIPLINE AND TERMINATION OF EMPLOYMENT

Since employment at the Charter School (unless otherwise expressly specified) is at will, both the employee and the Charter School have the right to terminate employment at will, with or without cause or advance notice.

Our School's rules of conduct are based on mutual respect, common courtesy, sound judgment, responsibility, professionalism and business accountability. Personal and professional integrity is, of course, expected of all employees. Without altering the at-will nature of the employment relationship, the Charter School may terminate or suspend the employment of any employee or engage in any other disciplinary actions (e.g. suspension with or without pay, demotion, etc.), if the Executive Director determines that the employee has failed to fulfill his or her duties and responsibilities and/or has failed to demonstrate the responsibility outlined in these personnel policies and the job description or for any lawful reason.

MISCONDUCT SUBJECT TO DISCIPLINE UP TO AND INCLUDING DISMISSAL

The following violations are considered misconduct and will result in disciplinary action up to and including termination of employment. Since it is impossible to enumerate every act or omission, which would justify the imposition of disciplinary action, the list is not intended to be all-inclusive. The following do not affect an employee's at-will employment. (All rules are subject to revisions by the Charter School).

1. Unexcused absence and/or lack of punctuality.
2. Release of confidential information without authorization.
3. Possession of or reporting to work while under the influence of alcohol, narcotics, and/or other controlled substances.
4. Theft.
5. Willful destruction of property.
6. Conviction of a felony or conviction of a misdemeanor, which makes the employee, unfit for he position.
7. Falsification, fraud, or omission of pertinent information when applying for a position.
8. Any willful act that endangers the safety, health or well being of another individual.
9. Any act of sufficient magnitude to cause disruption of work or gross discredit to the School.
10. Misuse of School property or funds.
11. Possession of firearms, or any other weapon, while acting within the course of your employment with the School.
12. Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law.
13. Failure to comply with the School's safety procedures.

14. Insubordination.
15. Failure to follow any known policy or procedure of The Charter School, or gross negligence, which results in a loss to The Charter School.
16. Violations of federal, state, or local laws affecting the organization or your employment with the organization.
17. Unacceptable job performance.
18. Dishonesty.

NON-DISCLOSURE OF PERSONNEL INFORMATION

Reasons for involuntary terminations are privileged information and are treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

No one without a managerial "need to know" is to discuss personnel information.

Inquiries regarding an employee who has been terminated, or otherwise left the employment of the Charter School, should be referred to the Executive Director.

RESIGNATION

Employees are free to resign without repercussion or retaliation. Although the Charter School does not require notice from a resigning employee, as employees are at-will unless otherwise agreed, The Charter School would appreciate thirty (30) day notice. However, the Charter School may ask an employee to leave immediately when necessary. Any accrued and unpaid compensation, excluding sick or personal leave benefits, shall be provided as required under the law and this handbook.

RETIREMENT

Retirement at age 65 is not compulsory. An employee who wishes may retire (or take semi-retirement). The employee may work part time to equal what Social Security will allow. The employee may draw PERS, STRS and/or Social Security at the same time. All other taxes including Social Security will be deducted from salary according to federal and state tax laws.

SALARY AND BENEFITS IN THE EVENT OF TERMINATION

In the event of termination of employment, exempt, or non-clerical or hourly employees shall be entitled only to the prorated salary and benefits earned through the last date of actual service.

SECTION 11: EMPLOYEE DISPUTE RESOLUTION PROCESS

These dispute resolution procedures serve to provide employees, who have a complaint concerning conditions of employment, with a procedure to follow to have the concern or complaint heard by the Executive Director and/or the Board of Directors.

Misunderstandings and problems arise from time to time in any situation. Work situations can be stressful. To provide the best possible working conditions for employees, an honest and open atmosphere in which any problem, complaint, suggestion, or question receives a timely, respectful response is required. Employees and management should have, and display, mutual respect for each other at all times.

A "complaint" or "concern" is defined as any feeling of dissatisfaction or injustice in connection with one's employment situation, which is brought to the attention of a supervisor. If an employee disagrees with the established rules on conduct, policies, procedures, or practice; they can express this concern through the problem resolution procedure outlined herein. No employee will be penalized, formally or informally, for voicing a grievance or complaint with the Charter School in a reasonable, business-like manner, or for using these procedures.

The Executive Director is the official representative between the staff and the Board. S/he or any designee must be accessible and ready to hear suggestions and complaints. The Charter School cannot act on any problem unless it is aware of it, so complaints must be aired as soon as possible.

Not every problem can be resolved to all parties' satisfaction, and only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the smooth, effective operation of the Charter School. The Charter School will strive to provide such an atmosphere at all times. Employees are encouraged to offer positive and constructive criticism, and to take the following steps if they believe that a condition of employment or a decision affecting them is unjust or inequitable:

1. When a problem first arises, the complainant should discuss the matter with the Executive Director, rather than fellow employees.
2. The Executive Director responsible for resolution of the complaint will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the complaint shall be reduced to writing by the complainant and submitted to the Executive Director. The complainant should specify the problem to the fullest extent possible and any remedies sought.
3. Following any necessary investigation, the Executive Director shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.

4. If no satisfactory solution can be reached, the complainant may request to meet with the Board of Directors and the Executive Director. The request for this meeting shall be in writing and must include any and all documentation related to the complaint, along with any solutions that have been proposed by either the complainant or the Executive Director. The request for the meeting is to be delivered to the Board of Directors by the Executive Director within four (4) days before the next regularly scheduled meeting, so that the matter may be properly placed upon the agenda.

5. The Board of Directors and Executive Director will set a date and time for the hearing of any evidence to be presented concerning the complaint. At the hearing, the complainant and a representative of the Charter School shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board of Directors and Executive Director shall make a decision on the complaint in writing. This decision will serve as the final decision of the Charter School.

SECTION 12: COMPLAINT PROCEDURES

COMPLAINTS FROM PARENTS, STUDENTS OR COMMUNITY MEMBERS

While parents and students are encouraged to take their concerns or complaints to staff persons most directly involved, they will, at times, feel too uncomfortable to do so. Often parents and students might feel more comfortable sharing their concerns with another staff person. In such cases the staff member receiving the complaint should take the following steps:

1. Determine, if appropriate under the circumstances, whether the complaint may be resolved informally through discussion. Staff members receiving complaints initially should listen objectively, attentively and actively to the parent or student. The staff member may wish to ask supportive questions to help clarify the nature of the concern. Neither agreement nor disagreement with the complainant should be expressed, but rather those staff members receiving complaints should remain neutral.
2. Once the complainant has been able to express his or her concern, if appropriate under the circumstances ask if the complainant would be willing to speak directly to the staff person. If this is out of the complainant's comfort zone, ask if he or she would like the assistance of one of the Administrators to help in voicing the concern and exploring possible solutions.
3. If the complainant desires assistance, help the person schedule time with the Executive Director.
4. Alert the Executive Director.
5. If the problem cannot be informally resolved direct the complainant to file a written complaint with the Executive Director.

CONFLICT WITH OTHER STAFF

When an employee has a conflict or concern regarding another employee the grievance procedures specified in Section 12 shall be followed unless the complaint relates to a problem, which is covered by separate procedures (i.e. complaints of sexual harassment are resolved through specific sexual harassment complaint procedures).

SECTION 13: VOLUNTEERS

The Charter School welcomes volunteers. Volunteers do have to be fingerprinted and have clearance from the Department of Justice through a criminal history background check before volunteering. This includes parents of the Charter School students. A staff member must provide supervision for office volunteers and provide them with orientation to make their volunteer time with us as enjoyable for them as possible. Teachers must provide supervision and orientation for classroom and field trip volunteers.

SECTION 14: AMENDMENT TO PERSONNEL POLICIES

This Personnel Handbook contains the employment policies and practices of the Charter School in effect at the time of distribution. All previously issued handbooks or any inconsistent policy statements or memoranda are superceded.

The Charter School reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and approved by the Board of Directors, or designee.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way change or alter the provisions of this Handbook.

ACKNOWLEDGMENT OF RECEIPT OF PERSONNEL HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of The Charter School policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the Charter School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the Charter School.

I understand that other than the Executive Director or designee, no employee or representative of the Charter School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Executive Director or designee has the authority to make any such agreement and then only in writing signed by the Executive Director or designee and ratified by the Board of Directors.

Employee's Signature: _____ Date: _____

SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of the Charter School that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of the Charter School, you may file this form the Executive Director.

Please review the Charter School's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name _____

Received by: _____ Date: _____

Appendix S

COVA

Draft Health and Safety Policies

This appendix contains a set of draft of health and safety policies to be considered by the COVA Board. The policies attached are as follows:

- Draft Policy 1: Fingerprinting and Background Checks
- Draft Policy 2: Tuberculin Examinations
- Draft Policy 3: Safe Facilities
- Draft Policy 4: Immunizations/Physical Exams
- Draft Policy 5: Communicable, Contagious, or Infectious Disease Prevention Policy
- Draft Policy 6: Administration of Medications
- Draft Policy 7: Drug-Free Workplace
- Draft Policy 8: Smoke-Free Environment
- Draft Policy 9: First Aid, CPR, and Health Screening
- Draft Policy 10: Exposure Control Plan for Blood Borne Pathogens
- Draft Policy 11: Conditions for Classroom and Charter School Visitation

Fingerprinting and Background Checks

Fingerprinting

COVA ("Charter School") shall comply with the applicable provisions of the Education Code, including Sections 44237, 44803.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The Charter School shall also fingerprint and background check school volunteers, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any COVA students.

Additionally, the Charter School may on a case-by-case basis require an entity providing contract services require the entity's employees to comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of COVA personnel.

Procedures for Background Checks

The Executive Director shall review Department of Justice reports on prospective employees/contractors; volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44803.1 or 45125.1, except with respect to her or himself, in which case the President of the COVA Board will review. The Executive Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Adopted:

Amended:

Tuberculin Examinations

1. No person shall be employed by or volunteer at the Charter School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every two (2) years, with the exception of "food handlers" who shall be examined annually.
4. After such examination each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the Charter School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the Charter School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Adopted:

Amended:

Safe Facilities

The Charter School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Adopted:

Amended:

Applicability

This policy applies to all applicants to the Charter School and the administration of the school in charge of admissions.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Adopted:

Amended:

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations / Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Bloodborne Pathogen Exposure Control Program" Policy)

Administration of Medications

The Charter School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular schoolday, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Adopted:

Amended:

Drug-Free Workplace

The Charter School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any Charter School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The Charter School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- "For cause" drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the Board.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident may subject an employee to immediate termination. All employees are at-will and thus no cause or notice is required to terminate the employee.

Adopted:

Amended:

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Adopted:

Amended:

First Aid, CPR, And Health Screening

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within COVA facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Executive Director, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure

notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted:

Amended:

Exposure Control Plan For Bloodborne Pathogens

The Executive Director, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Executive Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Executive Director, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Executive Director, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Adopted:

Amended:

Conditions for Classroom and School Visitation and Removal Policy

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Executive Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Executive Director or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Executive Director or designee may design a visible means of identification for visitors while on school premises.
3. The Executive Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Executive Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Executive Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Executive Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of

the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Executive Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the Charter School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Executive Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Executive Director's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Adopted:

Amended:

Appendix T

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Conservatory of Vocal/Instrumental Arts Charter School

Board Policy

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, students and third parties doing business with the School.
- **Discipline** - The Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

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- Sexual harassment in California also includes:
 - Verbal harassment, such as epithets, derogatory comments or slurs;
 - Physical harassment such as assault or physical interference with movement or work; and
 - Visual harassment, such as derogatory cartoons, drawings or posters.

Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
 - Vulgar remarks;
 - Sexually derogatory comments regarding a person’s appearance;
 - Physical touching, pinching, patting, or blocking free movement;
 - Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
 - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
 - Offensive sexual jokes, slurs, insults, innuendos or comments; or
 - Physical assault.

Notification

- A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and Board Sexual Harassment Policy number will be provided as part of new student orientation and at the beginning of each new school term.
- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy number upon acceptance of employment.

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- The Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the Board Sexual Harassment Policy number shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy number are encouraged to contact the Director.

Complaint Procedure

Complaint Filing Procedure

- **Informal Resolution** - The Board encourages communication among its employees and students. If you feel that you are being harassed by another student or employee, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the behavior continues, follow the complaint filing procedure.
- **Written Complaint** – Complaints should be submitted as soon as possible and ideally within three (3) days of the date in which the behavior occurred. Complaints must be made within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Director.
- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Director.
- The Director, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Director, or designee, is the subject of the investigation, in which case the Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.

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- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.
- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 - 1) The complainant;
 - 2) The accused;
 - 3) Any witnesses to the conduct; and
 - 4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.

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- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the Executive Director at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.
- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
 - 1) a statement of the allegations and issues;
 - 2) the positions of the parties;
 - 3) a summary of the evidence received from the parties and the witnesses;
 - 4) any response the accused wishes to add to the report; and
 - 5) all findings of fact.
- The final determination report shall state a conclusion that the Investigation Team:
 - 1) Found reasonable cause that the accused violated the sexual harassment policy; or
 - 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the Executive Director.
- The report shall be submitted to the Executive Director(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The Executive Director(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the Executive Director(s) shall provide written notification to the complainant indicating:
 - 1) individual remedies available to the complainant; and

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- 2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
- Within fifteen (15) days of taking disciplinary action against the accused, the Executive Director(s) shall provide written notification to the Investigator indicating
 - 1) the results of any disciplinary actions and the initiation of any appeals; and
 - 2) all further individual remedies available to the complainant.
 - If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the Executive Director, as designated by the Director, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

- 1) There is newly discovered important evidence not known at the time of the report;
- 2) Bias on the part of an Investigator member; or
- 3) The Investigator failed to follow appropriate procedures.

Decision

The Director or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

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Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Director shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Adopted:

Amended:

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SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of the Charter School that all of its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of the Charter School, you may file this form with your immediate supervisor or the Director.

Please review the Charter School's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

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Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

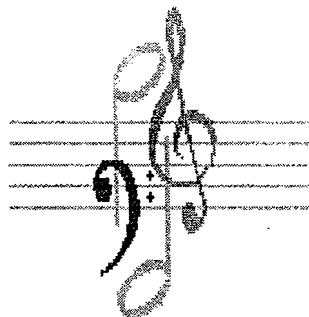
Signature of Complainant Date: _____

Print Name

Received by: _____ Date: _____

Appendix U

**CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS
CHARTER SCHOOL**



STUDENT-FAMILY HANDBOOK

I. ACKNOWLEDGMENT OF STUDENT-FAMILY HANDBOOK

I understand and agree that I will read and comply with the Student-Family Handbook.

Parent/Guardian's Signature

Date

Parent/Guardian's Printed Name

Child's Name

PLEASE RETURN TO THE COVA REGISTRAR.



II. Welcome to the Conservatory of Vocal/Instrumental Arts Charter School

A. Welcome Statement

On behalf of the Executive Director, faculty, staff, and Board of Directors, we would like to WELCOME you and your child to the Conservatory of Vocal/Instrumental Arts Charter School (“COVA” or “Charter School”). We deeply value you and your child(ren) and the choice you have made in your child’s education. Our inaugural year will be an exciting and rewarding educational journey into our unique education model integrating music throughout the core curriculum. We look forward to igniting a passion for learning and music in your children and the success of the year ahead.

B. Handbook Use and Purpose

This Handbook is designed to help family members and students get acquainted with COVA. It explains some of our philosophies, beliefs, structures, procedures, and policies. Although this Handbook is not intended to be an official policy manual, we hope that it will serve as a useful reference to you while your child is enrolled at the Charter School.

Because COVA is a growing and changing organization, it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time.

C. Mission and Vision

- Mission

COVA’s mission is to create a K-8 school serving inner city Oakland students, with musical interests, with a focus on students who are attending underperforming schools in a site-based state standards aligned program delivered through the integration of the musical arts into each subject area to enable students to participate passionately in music and performance, and become self-motivated, competent, life-long learners who are able to read, write, speak, and calculate with clarity and precision.

- Vision

By immersing students in the musical arts in the early grades, COVA students will be prepared to further their music education at the high school and college level, ultimately, demonstrating the ideals of citizenship by contributing to the life enrichment of the community through public musical performance and collaboration. COVA students will graduate from COVA at or above grade level, and ready to continue their achievement of 21st Century learning skills through high school and college graduation and a wide variety of life/career paths that are available due to the strong music and state standards foundation provided at COVA

D. Legal Background

COVA shall comply with all applicable laws including but not limited to the following:

- COVA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

- COVA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- COVA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- COVA shall admit all students who wish to attend the Charter School, and who submit a timely application, 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. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- COVA shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, or disability. [Ref. Education Code Section 47605(d)(1)]
- COVA 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

COVA is a public charter school granted by the Oakland Unified School District ("District").

III. SCHOOL INFORMATION

A. School Calendar

[Final 2007-2008 calendar to be inserted here]

B. Daily Schedule

[Final 2007-2008 calendar to be inserted here]

- **Arrival**

Students can arrive at school as early as [time to be inserted] a.m. Early arrivals to school must go directly to the [to be inserted]. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Remind your child to remain in supervised areas and not to run in the school building or on the sidewalks in front of it. Children may not stay outside the school building before school without parent supervision or without the permission and supervision of a COVA employee.

- **Dismissal**

The regular instructional day ends at [time to be inserted] p.m. At dismissal time, students must be picked up by an adult authorized by the parent to pick up the child or walk, or take the bus home. If the child is walking or taking the bus home without the direct supervision of an adult, the School must be authorized by the parent to release the child to go home in this manner. Dismissal authorization forms can be found in COVA's main office. [after school program options to be insert here]

- **First Day Admittance**

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in his or her new school environment.

C. Dress Code

COVA students will come to school neatly groomed. COVA recommends good hygiene, including brushing of teeth at least twice per day, regular bathing, and brushing/grooming of hair. COVA students will not wear any gang related apparel or apparel with prominent words or branding of any kind. No obscene language will be allowed on apparel. No hats (except for sun protection). More specific or stringent dress requirements may be imposed during performances.

D. Students with Special Needs

If you have any concern that your student may have a disability and/or requires special education services, please contact the Executive Director who will facilitate appropriate and legal procedures for assessment.

E. Ready to Learn Policy

Parents are responsible for ensuring their child comes to school each day ready to learn. Students are "Ready to Learn" if they:

- Have received a good night's sleep.
- Have eaten a complete and nutritious breakfast.
- Come to school dressed in clean, appropriate clothing.
- Practice good hygiene, i.e. his or her hair is washed and combed, teeth are brushed, etc.
- Come prepared with homework completed.

F. Family Involvement at COVA

COVA believes and research supports that when parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. COVA seeks to create a school environment that invites family participation and involvement and that works as a community united in a common purpose. In order to create a strong school community where every child can reach his or her fullest potential, each family must be involved at the school.

Just as we view each child as a unique individual, so we see each family as a unique partner in their child's education. Just as each child has his or her strengths and challenges, so does each family. We strongly urge parents to commit to the following to support the academic success of their child(ren):

- We ask and strongly encourage that each family commit at least two(2) hours per month making positive contributions to the school community and/or the education of their child(ren) by choosing from one or more volunteer opportunities published and available in the School Office.
- Ensure that your child comes to School ready to learn.
- Assist and monitor homework assignments.
- Read with your child(ren) every night and/or provide a quiet place to work.
- Follow through with School recommended actions.
- Review this agreement with my child.
- Send your child to school on time and with a nutritious lunch.
- Support School Policies and Procedures.
- Attend at least quarterly student progress meetings.
- Attend student performances.
- Attend any requested parent/teacher/administrator meetings.
- Actively collaborating and communicating with teachers to meet my child's learning needs.
- Participating on the Parent Advisory Council and/or Board of Directors of COVA, Inc.

G. Parent Advisory Council

COVA shall encourage all groups to participate in and share responsibility for the educational process and educational results through the creation of the Parent Advisory Council ("PAC"). The PAC shall participate in continual efforts to engage the support of the community; facilitate the creation of ad hoc committees as necessary; and organize parent and community volunteer efforts.

The PAC will be encouraged to make recommendations to the Executive Director about issues related to the operation of the School; shall provide a report to the COVA Board at each COVA Board meeting; and shall serve as a link between the COVA Board and parents of the School. The PAC will administer the annual parent evaluations as described below.

H. Emergency Data

Every family shall fill out a new emergency card every school year before classes begin. These must be turned into the COVA' main office. Please fill out a new emergency card immediately if any of the following information changes:

- Home Address
- Home Telephone Number
- Work Phone Number
- Primary Care Giver
- Doctor's/Dentist's Phone Number/Insurance Number(s)
- People who we are authorized to contact in case of an emergency
- Telephone of people to be contacted in case of an emergency
- People authorized to pick up your child from school
- Emergency medical authorization.
- Medication authorization (if applicable)

I. Emergency Release From School

In case of an emergency, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identification may be required. **Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a hand written and signed note to the school notifying the school of this person's identity and proof of identification is required.** The School reserves the right to call the parents of the child to confirm anyone who comes to pick up their child.

J. Leaving School During the Day

It is encouraged that you make appointments and schedule family business outside of school hours, but if you must pick up your child early for an appointment during the school day, please send a note to the classroom teacher or notify the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the classroom teacher to send the student to the office for departure.

K. Visiting the School

Parents are encouraged to make regular visits to the School. In order to monitor traffic and to ensure the safety of the school, it is important that you sign-in when you visit the school and wear a badge of identification. All School visitors, including parents, must sign in and wear a badge.

We ask that when you visit the school, you respect the instructional time of teachers and students. Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please find a mutually agreeable time to discuss the matter.

L. Textbooks/School Materials

The Charter School students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials. Students who destroy school property in any manner will be responsible for replacing the property. Any willful destruction of School property compromises the safety and security of the school community and violates the essence of the Guiding Principles. Parents must replace damaged or lost books or other school property.

M. Lost and Found

Found items belong to someone else and should not be taken by the person who found the item. Any items found at the school site should be taken to the lost and found in the main office. Check for lost items in the main office. The lost and found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school by students including jackets, backpacks, lunch sacks, etc. should be clearly labeled with the child's name.

N. Non-School School Property

Personal property not related to the School's programs are not to be brought to school. Toys, IPODs, Blackberry's, DVD players, "Walkmans," CD Players, Game Boys or other electronic games, pagers, cell phones, etc. will be confiscated and returned to the child's parent at the end of the School day or another appropriate time if they are brought to School.

O. Homework

At the Charter School, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more than can contribute and progress with their learning. Homework is also viewed as a bridge between home and school, giving students an opportunity to share their work with and involve family members.

Parents are responsible for monitoring and assisting with homework assignments of their child. Each child should attempt to complete homework independently, but may need assistance. If you child needs assistance, please do not do his or her homework for him/her. As a parent, guide your child in doing the best that he or she can, allowing them to do their own work.

P. Attendance

At COVA, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. A child is considered absent when he/she is not in school.

We also believe that a child is sick and cannot operate at school or has a communicable illness, that it may be best for the child to stay at home to rest and recover.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order

to participate in any extra-curricular after school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of the Executive Director.

Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment or a death in the family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below).

A parent or guardian must notify the school the **same day** of absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform of us an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

If a child exceeds ten excused or five unexcused absences, the school will require a conference between parent, student, and administration to devise an action plan for ensuring the child does not fall behind in school.

All students are expected to arrive at school on time. A student is considered tardy if he or she is late to school or class. A student must report to the COVA office if he or she is late for school.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. In order to be "excused" the parent/student must submit appropriate written documentation signed by the Parent and/or physician where applicable.

Q. Nutrition

In order for your child to learn as best as he or she can each day, your child requires a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school. Your child will get hungry. Send your child to school each day with:

- A healthy, adequate snack.
- A healthy, adequate lunch
- A non-perishable drink.

<i>Suggested Snacks</i>	<ul style="list-style-type: none"> • A bag of baby carrots • Cheese and crackers • A piece of fruit (orange, apple) • Dried fruit and nuts
<i>Suggested Lunch Items</i>	<ul style="list-style-type: none"> • Leftovers from dinner • Sandwich • Piece of fruit • Bag of pretzels • Granola Bar • Soup in a thermos
<i>Suggested Drink</i>	<ul style="list-style-type: none"> • Water bottle • Real Fruit Juice

Please do not send the following items, which may be confiscated by school staff if found:

- Carbonated Soda
- Candy
- Gum
- Anything frozen or that needs to be cooked

IV. STUDENT DISCIPLINE

A. Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at COVA. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as COVA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Executive Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom COVA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. COVA will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom COVA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. COVA shall notify OUSD of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant OUSD approval rights prior to the expulsion of any such student as well.

- Grounds for Suspension and Expulsion of Students

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

- Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

- Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

- Authority to Expel

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

- Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30)

school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. COVA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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

- Record of Hearing

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

- Presentation of Evidence

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

- Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with COVA.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, COVA 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.

- Disciplinary Records

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

- No Right to Appeal

The pupil shall have no right of appeal from expulsion from COVA as the COVA Board's decision to expel shall be final.

- Expelled Pupils/Alternative Education

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

- Rehabilitation Plans

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

- Readmission

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

B. Progressive Discipline

If a student commits any of the enumerated offenses listed above in “A”, the Executive Director may choose to recommend suspension or expulsion of a student in accordance with the Policy expressed above. However, COVA will endeavor to use progressive discipline where appropriate to include but not be limited to office “time outs”, parent/guardian pick up for the remainder of the day, or detention during lunch or after school.

After a third disciplinary offense, the parent/guardian will be called and informed of the child’s violation(s); the Executive Director may require the parent to attend a conference at COVA to develop a plan to improve upon the child’s behavior, and to observe the child in his/her classroom(s) for at least one hour.

V. Internet Use at the Charter School

A. Internet Use at the School

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. The Charter School provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite the Charter School risk, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted the Charter School Student Internet Use Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. The Charter School Policy sets forth student responsibilities and duties when accessing and using the Internet through the Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with the Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of the Charter School.

Students are reminded that their use of the Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly.

B. Student Responsibilities

1. Use Limited to an Educational Purpose

The student acknowledges that access to the Internet via the Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use the Charter School equipment and resource networks only in a manner specified in Charter School Policy.

a. Educational Purpose

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, the Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of the Charter School Policy.

2. Plagiarism

Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

3. Copyright

Student agrees that he or she will not use Charter School equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by the Charter School.

4. Communication

Student agrees that he or she will use Charter School equipment or resource networks or Charter School email accounts in the following manner:

- a. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or "spam" email to a list of people or to an individual.
- f. Student will not place illegal information on the Internet, nor will student use the Internet in any way that violates federal, state, or local law.
- g. All communications will be polite and respectful of others.
- h. Student will not give out to any other Internet user or post on the Internet the Charter School or her name, address, or telephone number unless expressly authorized by the Charter School in writing.

5. Illegal and Dangerous Activities

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community.

6. Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. The Charter School includes the access of or retrieval of any sexually explicit materials. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of Charter School Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Privacy

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by the Charter School and provided to students for educational purposes. The Charter School reserves the right to access stored computer records to assure compliance with Charter School Policy. Student is aware that communication over Charter School-owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student, if there is suspicion of widespread inappropriate use.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. Commercial Activities

Student agrees that student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by the Charter School in writing.

9. Information About Others

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

10. Violation of Policy

The Student acknowledges that violation of Charter School Policy can result in a loss of all Internet access and email privileges. If Student violates Charter School Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with the educational purposes stated in the Charter School Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in the Charter School Policy, the Charter School may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the internet appropriately, the Charter School reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges and understands that the Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

VI. Student Health and Safety at the Charter School

A. The following is a summary of the health and safety policies of the Charter School:

- **Procedures for Background Checks**

Employees of the COVA will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237, 44830.1 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the school shall monitor compliance with this policy and report to the COVA Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director.

- **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Mandated reporters will be provided with yearly training.

- **TB Testing**

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

- **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. An updated list of required immunizations is available at the COVA office.

- **Medication in School**

COVA will adhere to Education Code Section 49423 regarding administration of medication in school. No medication may be provided by COVA to your child without an accompanying note from a physician and parent authorization.

- **Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis. COVA will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school. COVA will notify parents of screening days with a reasonable amount of time to allow a parent to opt out of screening.

- **Emergency Preparedness**

COVA shall adhere to an Emergency Preparedness Handbook which will be drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

- **Blood borne Pathogens**

COVA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

- **Drug Free/Alcohol Free/Smoke Free Environment**

COVA shall function as a drug, alcohol and tobacco free workplace/ school site.

- **Facility Safety**

COVA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, COVA in conjunction with OUSD (if in OUSD facilities) agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. COVA shall conduct fire drills monthly.

- **Comprehensive Sexual Harassment Policies and Procedures**

COVA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School Sexual Harassment Policy. Please see the Executive Director for a copy of the Policy and related forms.

**Conservatory of Vocal/Instrumental Arts
Charter School**

2006–2007 Budget

and

Multi-Year Strategic Fiscal Plan



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*Conservatory of Vocal ~ Instrumental Arts Charter School
Multi-Year Strategic Fiscal Plan and Budget*

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Section I: Budget Development & Management Plan

Summary Multi-Year Budget Projection

Section I – Strategic Budget Development Management Plan identifies in lay terms the basis on which the school’s budget and fiscal operations are based. It explains and outlines both the school’s key **budget guidelines** as well as the specific **budget assumptions**. Other major highlights of this section also include the identification of the **critical variables** for the school’s budget development and budget management throughout the fiscal year. A **Budget Responsibility Matrix** – ‘who does what when’ in addition to a **Budget Calendar** is listed.

This Section also explains that the budget document is a **fluid document** and is subject to refinement and update on a regular basis. The multi-year budget projection plan intends to review and update the budget for the current year monthly. With each budget refinement for the current year, updates are automatically generated for the future year budget projections.

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Key Budget and Financial Variables						
School Enrollment	0	180	244	296	336	388
School ADA at P-2	0	167	228	278	318	369
Ratio of P-2 ADA to Enrollment	N/A	93.0%	93.5%	94.0%	94.5%	95.0%
Summary Budget Statement						
Total Revenues	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
Total Expenditures	\$ 124,461	\$ 1,013,007	\$ 1,262,437	\$ 1,464,035	\$ 1,679,932	\$ 2,014,057
Net Operations: Sub Total	\$ 56,539	\$ 291,061	\$ 458,873	\$ 664,606	\$ 849,093	\$ 1,010,001
Total Other Financings	\$	\$ 250,000	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)
Total Net Change	\$ 56,539	\$ 541,061	\$ 408,873	\$ 614,606	\$ 799,093	\$ 960,001
Beginning Balance		56,539	597,600	1,006,473	1,621,079	2,420,172
Ending Balance	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

*Conservatory of Vocal ~ Instrumental Arts Charter School
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Overview

The Conservatory of Vocal/Instrumental Arts Charter School, or COVA, presents this Multi-Year Strategic Plan to the Oakland Unified School District, Summer 2006. This Budget Narrative is intended to complement the Multi-Year Strategic Fiscal Plan and Budget of the School and is an important component of the Charter School Petition. The Summary Budget profile for the first five years of the School's operations, 2007-08 to 2011-12, plus the planning year, 2006-07, is based upon the funding parameters for California public schools as included in the adopted State Budget Summer 2006.

The Summary Multi-Year Budget Projection is as follows:

Figure 1: Summary Multi Year Budget Projection for 2006-07 through 2011-12

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Key Budget and Financial Variables						
School Enrollment	0	180	244	296	336	388
School ADA at P-2	0	167	228	278	318	369
Ratio of P-2 ADA to Enrollment	n/a	93.0%	93.5%	94.0%	94.5%	95.0%
A. Revenues:						
Block Grant and Other State Funding (a)	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
Federal	-	-	-	-	-	-
Local	-	-	-	-	-	-
Total Revenues	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
B. Expenditures:						
Certificated Salaries	\$ 27,467	\$ 397,706	\$ 510,260	\$ 619,434	\$ 724,780	\$ 897,255
Classified Salaries	10,800	70,050	74,950	79,488	83,128	87,875
Employee Benefits	5,394	119,396	152,591	187,039	223,142	278,905
Subtotal Compensation Costs	43,661	587,152	737,801	885,961	1,031,049	1,264,034
Books & Supplies	58,800	87,372	115,156	101,211	113,628	134,907
Services & Operational Expenses	7,000	319,834	391,549	461,012	521,515	600,210
Capital Outlay	15,000	18,648	7,856	7,790	7,695	10,876
Other Outgo	-	-	10,075	8,060	6,045	4,030
Direct Support/Indirect Costs	-	-	-	-	-	-
Total Expenditures	\$ 124,461	\$ 1,013,007	\$ 1,262,437	\$ 1,464,035	\$ 1,679,932	\$ 2,014,057
Net Operations: Sub Total	\$ 56,539	\$ 291,061	\$ 458,873	\$ 664,606	\$ 849,093	\$ 1,010,001
C. Other Financings/Sources/Uses						
Plus: Loans and Transfers In	-	\$ 250,000	-	-	-	-
Less: Transfers Out and Other Uses	-	-	(50,000)	(50,000)	(50,000)	(50,000)
Net: Total Other Financings	\$ -	\$ 250,000	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)
Total Net Change	\$ 56,539	\$ 541,061	\$ 408,873	\$ 614,606	\$ 799,093	\$ 960,001
Beginning Balance	-	56,539	597,600	1,006,473	1,621,079	2,420,172
Ending Balance	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

(a) Includes payments made via District for in-lieu property tax funding

COVA is a Charter School that is a not-for-profit organization formed under the guidelines of a 501c(3) agency. The Conservatory of Vocal/Instrumental Arts Charter School is governed by a Board of Directors who set Policy for the School. As a governing body, the Board has fiduciary responsibility for the School. This fiduciary role is noted throughout the document when reference is made to the 'governing board.' The Board of Directors will act on major budget and fiscal issues, including the adoption of the Annual Budget Plan.

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Budget preparation and budget projections for the Multi Year Plan period are particularly challenging with the continued ongoing uncertainty associated with the state budget process and the state's funding for public education. The Budget Plan for the Conservatory of Vocal/Instrumental Arts Charter School has thus been developed on a fiscally conservative basis, with all key variables identified. As the state's budget plans are refined for this and subsequent years, the School's budget plans will be updated and refined.

In addition, the Budget Plan contains Reserves for Economic Uncertainty to allow for changes to both the state budget plan and for mid-year budget adjustments that may be necessary because of a wide range of variable modifications ranging from student enrollment fluctuations to a mid-year state funding changes.

The 2007-08 Budget Plan will be monitored monthly during the Spring of 2007 and refinements and updates will be prepared on a regular basis, so that the Operating Budget adopted by the COVA Board in June 2007 will be well-founded.

The Budget Plan contains the following major sections:

Figure 2: Major Sections of the Multi Year Budget Plan

1. Identification of Key Budget Variables
2. Budget Guidelines for COVA, 2006-07 and beyond
3. Budget Assumptions for COVA, 2006-07 and beyond
4. Multi-Year Budget Projection, 2006-07 to 2011-12
5. School Budget Responsibility Matrix
6. Budget Calendar for 2006-07 and beyond

Critical Budget Variables

While the Multi-Year Strategic Fiscal and Budget Plan for the Conservatory of Vocal/Instrumental Arts is based on known funding variables as of early Summer 2006, one of the first components in the Critical Variables is the notation that there will be an immediate review and refinement of the Plan. This continual assessment is necessary because the multiple variables associated with California public school budgeting require frequent review. As a new school, we are demonstrating our recognition of this need.

Members of the Charter School's Development Team are available to meet with community members and/or staff from the Oakland Unified School District to explain further any and all components of the Charter School's Budget Plan. The Charter School's Budget and Finance Team wishes to emphasize that all budget variables are subject to update and revision. COVA understands and accepts the responsibility for continual budget monitoring and refinement during this period of fiscal uncertainty.

The Goal of the Multi Year Strategic Fiscal Plan is to ensure the long term fiscal viability of the Charter School. As a new school organization, we are demonstrating our recognition of this need and have identified or included the following components in our Financial Plan.

Figure 3: Major Components or Variables of Multi Year Funding Plan

1. Budget Assumptions
2. Student Enrollment, Average Daily Attendance and Other Student Demographic Variables
3. Revenue Projections, including Individual Revenue Variables
4. Identification of Budget Presentation and Adoption Cycles
5. Staffing Projections
6. Employee Benefit Cost Parameters and Projections
7. Multi Year Budget Projection Update Schedule

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Conservatory of Vocal/Instrumental Arts Charter School's Critical Budget Variables are both comprehensive and straightforward. The Critical Budget Variables included in the original plan and the pro forma for future years follow.

Figure 4: Conservatory of Vocal/Instrumental Arts Charter School's Critical Budget Variables

Budget Assumptions

- Prepared by Consultant
- Draft Due for School to Review, Late Winter ~ Early Spring
- Governance Board to Review and Adopt, Late Spring

Student Enrollment and ADA Projections

- Prepared by School
- Draft Due for Review, Early Spring

Revenue Projections

- Prepared by Consultant Based upon Governor's Proposed Funding for Education
- Draft Due for Review, Early Spring

Preliminary Budget for Following Fiscal Year

- Based upon Governance Board Approved Budget Assumptions
- Draft Due for School, District, and County Office of Education Review, Spring
- Governance Board to Review Late Spring

Final Budget

- Based upon Governance Board Approved Budget Assumptions and 'May Revise' Provisions from State
- Updated Draft Due District and County Office Review, Early Summer
- District and County to Provide Written Critique by Early Summer
- School to Update Final Budget Plan, if Necessary, late June
- Governance Board to Review and Adopt, June 30

Staffing Projections

- School to Prepare
- Draft Due for Update, Late Spring
- By Identified Staffing Formula or Ratio
- By Full Time Equivalent Staff

Employee Benefit Matrix

- School to Prepare, Based upon School Parameters
- Draft Due for Review, Late Spring

Budget Update

- School to Prepare, Based upon Governance Board Approved Budget Assumptions and Adopted State Budget Provisions
- Draft Due for District and County Office Review, 20 days after State Budget Adopted
- District and County to Provide Written Critique 30 days after State Budget Adopted
- Governance Board to Review and Adopt, within 45 days after State Budget Adopted

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First Budget Revision Report

- School to Prepare, Based upon Governance Board Approved Budget Assumptions and Actual October Student Enrollment
- Governance Board to Review and Adopt by December 15th
- Document Due for District and County Office Review, December 16th
- District and County to Provide Written Critique by January 15th

Second Budget Revision Report

- School to Prepare, Based upon Governance Board Approved Budget Assumptions and Actual First Period Attendance Data
- Governance Board to Review and Adopt by March 15th
- Document Due for District and County Office Review, March 16th
- District and County to Provide Written Critique by April 15th

Third Budget Revision Report (Optional but Recommended Update)

- School to Prepare, Based upon Governance Board Approved Budget Assumptions and Actual Second Period Attendance Data
- Governance Board to Review and Adopt by May 31st
- Document Due for District and County Office Review, June 1st
- District and County to Provide Written Critique by June 30th

Multi-Year Budget Projections

- School to Prepare Each Time Budget Update Prepared
- Multi-Year Projection to Include All Key Budget Variables
- Multi-Year Projections to Include Minimum of Three Fiscal Years

Note: The Charter School's Development Team wishes to emphasize that all budget variables are subject to update and revision on an on-going basis. The Charter School understands and accepts the responsibility for continual budget monitoring and refinement during this period of fiscal uncertainty at the state funding level.

Budget Guidelines for COVA, 2006–07 and Beyond



1. The Budget shall support the Beliefs, Parameters, Objectives, Strategies and Mission Statement as stated in the Charter Petition.

➤ **Mission Statement**

The mission of the Conservatory of Vocal/Instrumental Arts Charter School (COVA) is:

The mission of the Conservatory of Vocal/Instrumental Arts Charter School (COVA) is to provide an academic foundation encompassing academic skills and values through the musical arts, which enable students to pursue a wide variety of life/career paths. COVA's goal is to provide a new educational choice, which enables students to participate passionately in music and performance, along with a strong standards based curriculum that creates self-motivated life long learners.

2. The Budget shall support our site-based program as identified in our Charter Petition. Our Budget Document is the translation of our educational goals and objectives in budget and fiscal terminology.

➤ **Program and Grade Level Offerings**

COVA is scheduled to open in the 2007–08 school year with a projected student enrollment of twenty 3rd grade and one-hundred sixty 4th through 7th grade students. While the School is ultimately planned to offer instruction to approximately 400 students in grades kinder through Grade 8, it will add new grade level(s) each year through 2010–11 when all nine grades will be in operation. Concurrent with the addition of grades will be the gradual expansion of student enrollment across all grades until there are approximately 100 primary grade students (K-3), 160 upper elementary students in grades four to six, and 128 students in grades seven and eight.

In addition to the core subject areas of math, science, Language Arts, and social studies our focus on music and performance, will be integrated into our curriculum. COVA students will also participate in other academic classes such as foreign language and fine arts. All COVA students will participate in physical education.

Family involvement is essential to student success at COVA. Because each family brings unique assets and needs to the school, every family will have a Family Partnership Plan outlining their involvement at the school.

⇒ ***Class Size Highlights***

One of the major features of the COVA is the small class size design that is intended to provide individualized instruction to our students. With from one to two full-time equivalent teachers planned for each grade level, the student to teacher ratio ranges from 20:1 to 32:1. COVA will use guest artists, community volunteers and students from local colleges and universities as teachers, tutors and mentors to allow for individualized support in academics as well as musical arts.

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3. A Budget Responsibility Matrix shall be utilized to identify key roles in budget development and budget management.
4. A Budget Calendar shall be developed and used as a Planning Guide.
5. Budget Assumptions shall be developed, reviewed and updated on a regular basis. Separate assumptions shall be delineated for each key budget variable:
 - ◆ Enrollment and Student Demographics
 - ◆ Average Daily Attendance
 - ◆ Beginning Balance
 - ◆ Revenue
 - ◆ Expenditures
 - ◆ Transfers
 - ◆ Ending Balance
 - ◆ Reserve(s)
 - ◆ Debt
 - ◆ Cash Flow
6. Funds shall be made available to provide competitive total compensation to all school employees.
7. Staffing ratios shall be maintained to support the highest quality instructional program for students.
8. A Minimum General Fund Reserve for Economic Uncertainty, of the **greater of \$50,000 or 5%**, shall be maintained. This Reserve Level is in excess of that specified by State Guidelines. The Governing Board reserves the right to maintain an ending balance in excess of 5%.
9. General Fund Categorical and Grant programs, with the exception of Special Education, shall be self-supporting.
10. State and Federal allowed direct support and indirect support charges shall be consistently applied to all funds and programs. Direct support and indirect support charges contribute to the School's costs associated with the 'cost of doing business' factors, such as payroll, personnel, purchasing, custodial, budget and other allied support services.
11. Budget Development and Budget Management shall support decentralized School and Program fiscal management.
12. Restricted Fund and program year-end balances shall be carried forward in accordance with terms and conditions of the grantor.
13. Categorical and grant programs shall not be forward funded by the School without specific Governing Board authorization based upon grantor letter of entitlement.
14. Provision shall be made to preserve the use and value of existing facilities and equipment through capital improvements and preventative maintenance.
15. When a new goal, project, or program is recommended for authorization, the major competing demands for funding and the specific funding source, and/or allocation or reallocation resources required shall be identified.
16. A School-wide budget augmentation process shall be developed to provide input for the allocation of additional resources.
17. One-time funding allocations or resources shall not be used for on-going expenditures.
18. The budget documents shall be summarized by expenditure and program area to allow for ready comparison among these areas and with previous years. Detailed budget information shall be available in order to examine the components of a specific program.
19. The budget document shall include the associated salary, employee benefit cost and full-time equivalent position allocations within each department or program area.
20. The budget document shall include financial data from at least two previous years as well as projected current budget data. This format will be phased-in during Years I and II when the two year history will be developed.

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21. The budget document shall include a minimum three-year budget projection beyond the current year.
22. The following budgets shall be presented to the Governing Board for information, review and/or approval:
 - Preliminary Budget (early spring)
 - Updated Preliminary Budget (late spring)
 - Final Budget (before July 1)
 - Final Budget Update (within 45 days of the state budget adoption)
 - First Interim Report (within 45 days of October 31)
 - Second Interim Report (within 45 days of January 31)
 - Third Interim Report (within 45 days of March 31)
23. Budget transfers shall be presented to the Governing Board quarterly.
24. Enrollment, Attendance, Budget and Financial Reports shall be presented to the Governing Board quarterly.
25. Carry forward appropriations from prior year shall be presented to the Governing Board for approval no later than December 15th, the First Interim report date.
26. Short and Long Term Debt Obligations of the School shall be reviewed quarterly.
27. A 'User Friendly Budget' Document shall be developed and presented to the staff and to the community. This document shall contain budget and fiscal data in clear, understandable language for a lay audience to understand.

Budget Assumptions for COVA, 2006–07 and Beyond



1. Budget Assumptions are a very critical component of comprehensive budget development and budget management. All Budget Assumptions need to be updated on a defined basis. This set of Budget Assumptions will be presented and is based on updates and review of each component as follows:
 - January (first budget projection in accord with the Governor’s Proposed Budget)
 - May (after Department of Finance’s ‘May Revise’)
 - June (before final School budget presented to Governing Board for approval)
 - July (within 45 days of chaptering of state budget)
 - Interim Reporting Periods (within 45 days of Oct. 31, Jan. 31, and Mar. 31)
 - Attendance Apportionment Periods (within 15 days of first, second and annual apportionment reporting periods)
2. Budget Assumption Updates and Revisions shall be presented to the Governing Board in writing each time they are updated.
3. The Budget Guidelines state that separate Budget Assumptions shall be delineated for each of the following key variables:

◆ Enrollment and Student Demographics	◆ Transfers
◆ Average Daily Attendance	◆ Ending Balance
◆ Beginning Balance	◆ Reserve(s)
◆ Revenue	◆ Debt
◆ Expenditures	◆ Cash Flow

A School Calendar that outlines the student school and the staff work year shall also be included in the Annual Budget Assumptions.

School Calendar

4. **The Student School Calendar** – for COVA shall generally replicate that of the Oakland Unified School District’s traditional academic calendar, as some Charter School students may have siblings who will be attending OUSD schools. A Draft Student Calendar intended for 2007–08 is included in the main Petition document.
5. **The Staff Work Year Calendar** for all years has tentatively been identified as follows:

Employee Group	Work Year – Months	Work Year – Days	Paid Holidays	Paid Vacations	Paid Prof. Leave	Sick and Personal Leave
School Staff – Certificated						
Executive Director	12	220	N/A	N/A	0.5 d/mo	0.7 d/mo
Teacher (regular)	10	191	N/A	N/A	0.5 d/mo	0.7 d/mo
Teacher (elective)	10	191	N/A	N/A	0.5 d/mo	0.7 d/mo

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Employee Group	Work Year – Months	Work Year – Days	Paid Holidays	Paid Vacations	Paid Prof. Leave	Sick and Personal Leave
School Staff – Classified, Salaried						
School Secretary	12	N/A	Per Calendar	1.0 d/mo	N/A	0.5 d/mo
Clerical Support	12	N/A	Per Calendar	1.0 d/mo	N/A	0.5 d/mo

- School and Work Calendars shall be presented each Spring to the Governing Board; updates shall be presented when Budget Updates and Revisions are prepared. The actual Staff Work Year Calendar for 2007–08 will be further refined mid Spring 2007.

Enrollment and Student Demographic Data

School funding in California is often determined by student participation. There are several types of student participation numbers that are used. The major factors are **Enrollment** and **Average Daily Attendance**. Enrollment is generally as of the annual October student statewide count also known as the ‘CBEDS’ (CA Basic Education Data System) count, but it also could be as of another count date, such as winter and spring dates that are the special education student population count times. In addition, enrollment data may be based upon economic criteria, such as the number of students eligible for free or reduced meals or the count may be based on individual student characteristics, such as English language proficiency as reported annually on the annual spring language census report, the ‘R-30.’

Average Daily Attendance is extremely important, as it is the primary source of funding for the majority of state revenues. ADA is the number of students present each school day throughout the year, divided by the total number of school days in the school year. This factor is compiled daily and it is reported to the state three times a year (in its first year of operation, a charter school also provides a one-time attendance report based upon the first 20 days of school). The reporting periods are known as First Period Attendance, Second Period Attendance and Annual Attendance. In the school business world, these time periods are identified as P-1, P-2, and Annual attendance periods. The annual Block Grant Funding and the State Block Grant Categorical Funding per student is based upon the school’s P-2 ADA count each year.

While most programs that are funded on a per ADA basis are funded on the current year attendance, many programs are funded, for cash flow purposes, on prior year ADA for the first six-to-eight months of the year. State lottery funding is an example of a program that is funded on Annual ADA rather than the P-2 ADA! Thus it is important to compile and collect both enrollment and ADA data at various times and in various formats.

The School has developed preliminary Enrollment Projections for the first five years of operation, beginning 2006–07. The Enrollment Projections are the estimated annual student count, by grade. Along with the Enrollment Projections, Average Daily Attendance projections have been developed. The following Charts present this information for review and analysis.

Enrollment Projections for October 2007 are presented below along with a combined total projected enrollment for all programs.

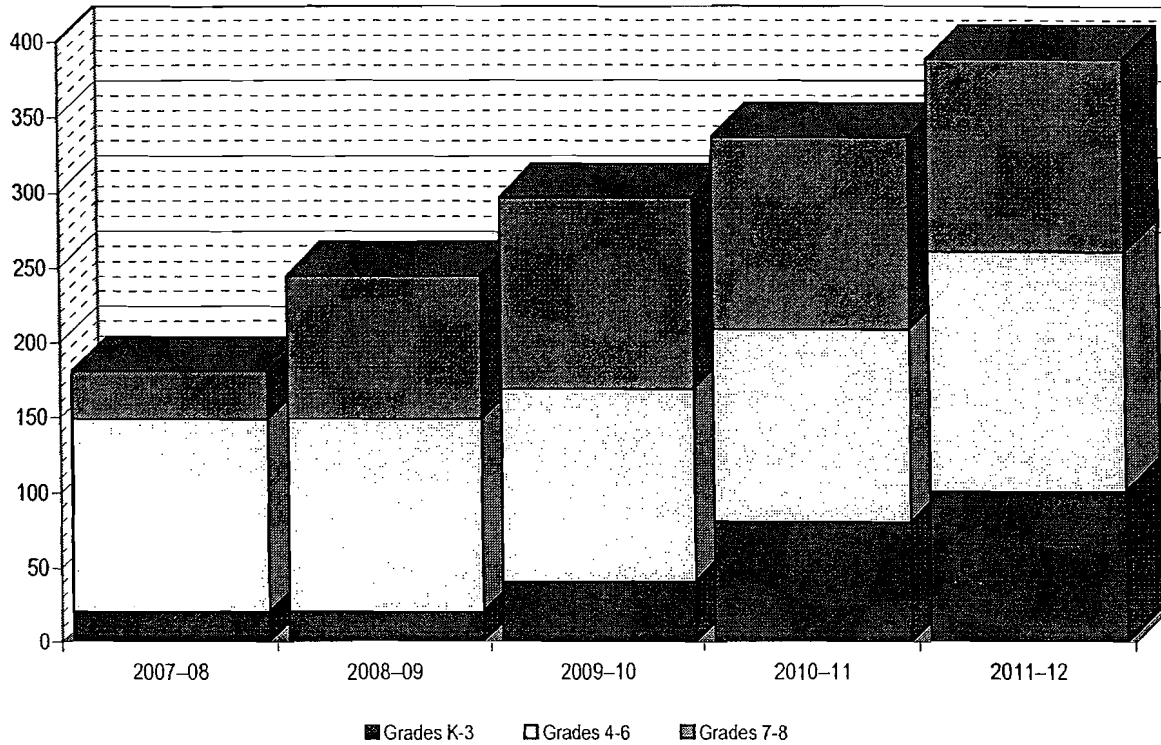
- Enrollment and Critical Student Demographic Data** - based upon projections provided by COVA leaders, Summer 2006, these estimates are the foundation for budget and staff planning for the budget year.
- Enrollment Projections**, once reviewed, are presented to the Governing Board and to the community. Updates are to be provided regularly in concert with the budget cycle. Enrollment data is to be provided by grade level, general education and special education. Estimated student enrollment data is to be replaced by actual fall student enrollment data; weekly enrollment counts of actual student participation is to be maintained and presented to the Executive Director’s Administrative

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Cabinet for the first six weeks of each semester; quarterly enrollment reports are to be provided to the Governing Board. Actual enrollment status is to be included with the First, Second, and Third Interim Reports.

Enrollment projections for 2007–08 through 2011–12 follow. These Enrollment Projections are for school-wide enrollment and do not distinguish between students that reside within or outside the boundaries of the Oakland Unified School District.

Figure 5: Five Year Projected Student Enrollment by Grade Level Group



Projected Total Enrollment by Grade Level Group	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Grades K-3		20	20	40	80	100
Grades 4-6		128	128	128	128	160
Grades 7-8		32	96	128	128	128
Total Projected Enrollment		180	244	296	336	388

Average Daily Attendance

The Average Daily Attendance (ADA) Factor, the primary funding component, is the count of the actual days students are present at school. As the principal funding source, it is monitored on a constant basis. In an established school, one would not expect to see material changes between and among the three attendance reporting periods in the fiscal year. Annually the school's auditor reviews, audits and certifies the school's attendance data.

1. **Average Daily Attendance (ADA)** – General Fund ADA based upon enrollment projection established by the Executive Director, early spring and updated April and July when revised enrollment projections are reviewed. ADA updates are also incorporated into First, Second, and Third Interim Reports to the COVA Governing Board. A three-year average of the ratio between Second Period ADA (funded ADA) and fall enrollment will be used in future years to derive the

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estimated budget ADA. For the first five years of projected operations, an estimated ratio between Projected Enrollment and Projected ADA begins at 93.0% for Year I and increases by 0.5% annually until a 95.0% threshold is met.

One of the goals of COVA is to achieve a high correlation between enrollment and ADA and students will be provided independent study assignments when they are unable to attend class on campus. Charter Schools have the ability to place students on independent study on the first day of absence, and the COVA plans to integrate that program in its operations from the first day of school, 2007.

2. **ADA Ratio to Enrollment** – The ratio between the Annual Fall Enrollment Count and the funded Second Period Attendance data, ADA, will be projected and maintained by grade level as an additional monitoring mechanism. At this time, the ratio is projected to grow from 93.0% for Year I, to 95.0% for Year V, as shown in the table below.

Figure 6: Five Year Projected ADA to Enrollment Ratio

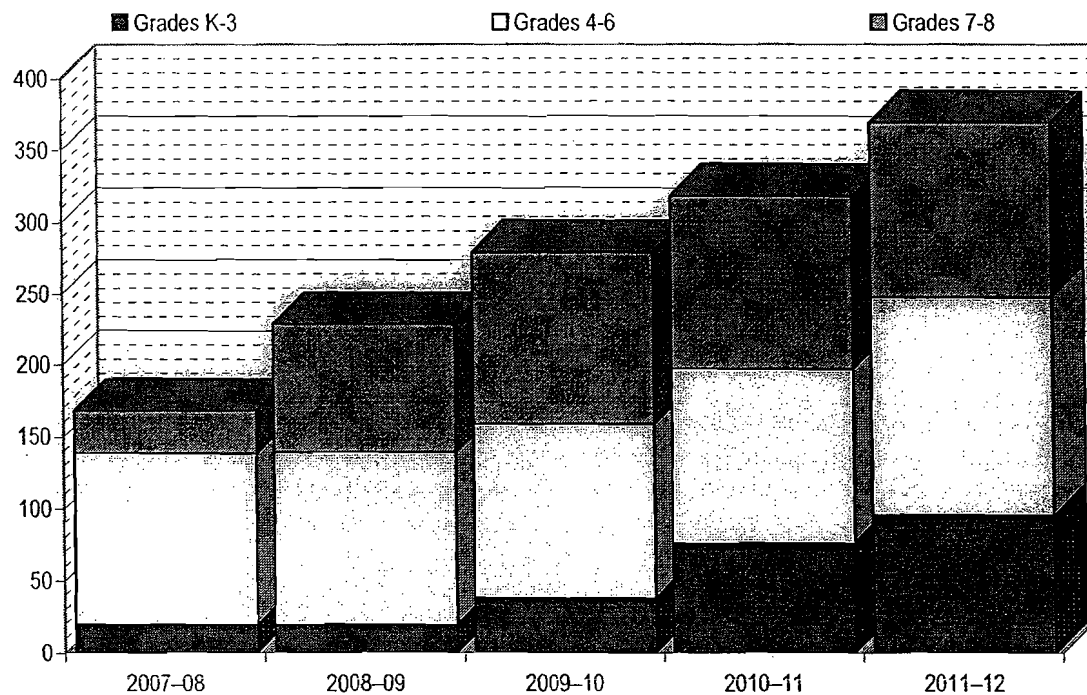
Projected ADA to Enrollment Ratio by Grade Level Group	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Grades K-3	n/a	93.0%	93.5%	94.0%	94.5%	95.0%
Grades 4-6	n/a	93.0%	93.5%	94.0%	94.5%	95.0%
Grades 7-8	n/a	93.0%	93.5%	94.0%	94.5%	95.0%

3. **ADA Data** – for the first year of operations, the ADA is based upon an estimated Student Enrollment, an estimated ratio between enrollment and ADA, and estimated ADA. As soon as estimated data can be replaced by actual data, a more refined ADA projection method will be substituted.

Projected ADA for School 2007-08 to 2011-12

In projecting ADA for 2007-08 as well as for the four following school years, only Second Period or P-2 ADA is projected. The following chart indicates the Projected P-2 ADA for the next five years:

Figure 7: Projected ADA for all COVA Students, 2007-08 through 2011-12



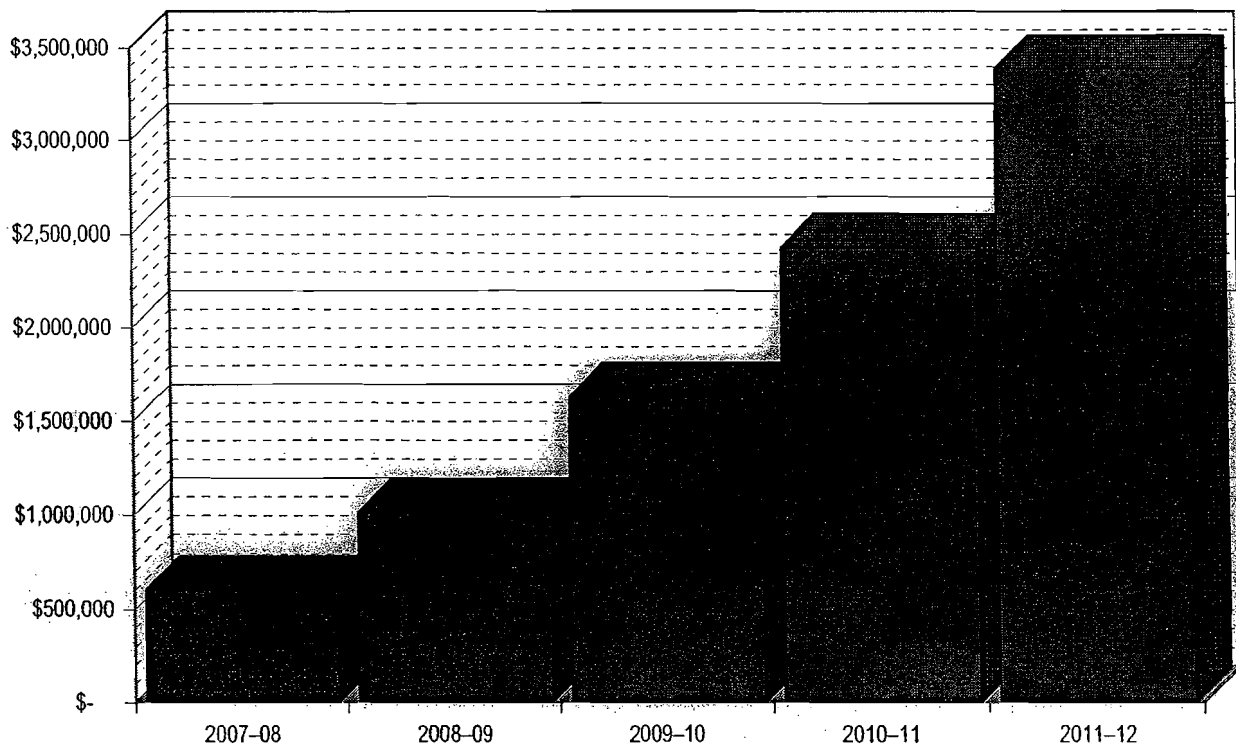
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Projected Total ADA by Grade Level Group	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Grades K-3		19	19	38	76	95
Grades 4-6		119	120	120	121	152
Grades 7-8		30	90	120	121	122
Total Projected ADA, Grades 9-12		167	228	278	318	369

Beginning and Ending Fund Balances

1. **Beginning Fund Balance** – based upon the most current budget and financial report, including interim report(s); audit adjustment (if any) to be included as soon as known. At a minimum, these dates shall be:
 - Governing Board Meeting in July: estimated ending balance for prior year/beginning balance for budget year
 - Governing Board Meeting in August: update of estimated beginning balance
 - Governing Board Meeting in September: pre-final update/final update of unaudited beginning balance
 - Governing Board Meeting in December: audit adjustments to beginning balance
2. **Beginning and Ending Fund Balance** – estimates for the School will be maintained in the following manner, in which the net operations for the fiscal year is identified, followed by the listing of the beginning balance, audit adjustments to the beginning balance, and the ending fund balance for the fiscal year. On a multi-year basis, the reader can follow how the ending balance of one year becomes the beginning balance of the next year.

Figure 8: Ending Fund Balance Projection for 2007-08 through 2011-12



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Figure 9: Projected Beginning and Ending Fund Balance, 2006–07 through 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Beginning and Ending Fund Balances						
Beginning Fund Balance (Net)	\$ -	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172
Plus:						
Current Year Net Operations	56,539	291,061	458,873	664,606	849,093	1,010,001
Current Year Net Sources/Uses		250,000	(50,000)	(50,000)	(50,000)	(50,000)
Net Change Fund Balance	56,539	541,061	408,873	614,606	799,093	960,001
Ending Fund Balance (Net)	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

The Ending Balance is further segregated into components, with the opportunity to have the greater of a \$50,000 or 5% Reserve for Economic Uncertainty that exceeds state recommended guidelines of 3%, as well as to have a Reserve for Restricted Fund Balances, and an Unrestricted Fund Balance that may be used at the discretion of the School.

For the current budget projection, the following Ending Balance Components are indicated:

Figure 10: Ending Fund Balance Components for 2006–07 through 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Ending Fund Balance Components						
Reserve for Building Acquisition	\$ 50,885	\$ 537,840	\$ 905,826	\$ 1,458,971	\$ 2,178,155	\$ 3,042,156
Reserve for Economic Uncertainty	-	50,650	63,122	73,202	83,997	100,703
Other Designated Amounts	-	-	-	-	-	-
Unappropriated Amount	5,654	9,110	37,625	88,906	158,021	237,315
Ending Fund Balance (Net)	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

For each of the budget years, COVA has consciously built an ending balance of that meets or exceeds recommended state guidelines for public schools. This Unappropriated Ending Balance is intended to provide insulation from state budget reductions that might be forthcoming in future years.

Revenue Factors

Revenue Sources for California Charter Schools are generally from three sources: the state budget, the federal budget and from local community resources.

The state is, by far, the largest source of funding, with over 85% of all charter school funding arising from this single resource on a statewide average. Because of the tremendous reliance on this single revenue source, all components associated with state revenue sources are monitored constantly throughout the year as the funding estimates are refined and recalculated. Final state funding is often not certified until well into the school year, or in some cases, after the school year has ended. For the Conservatory of Vocal/Instrumental Arts, the projected state-funding factor will be just over 90% in 2007-08, with similar reliance in future years. The Charter School will endeavor to obtain a more balanced ratio between state funding and other federal and local funding sources. The Board of the Charter School will initiate an aggressive local campaign for supplemental funding from the Oakland-Alameda Business community and from prospective parents and other individuals who conceptually support the Mission and Vision of the School.

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State Revenues

State Revenues — are estimated per specific program variables as identified below. In addition to the general update schedule identified above, grant and categorical revenues are to be updated when state entitlement notification is received; funding is not appropriated until entitlement notification is received.

The major funding for the COVA will derive from the General Purpose Block Grant per student (Average Daily Attendance) which is a set amount, per pupil, per grade level grouping. There are four separate grade level groupings: grades Kindergarten through 3, grades 4 through 6, grades 7 through 8, and grades 9 through 12. Obviously, only the grade Kinder-8 groupings apply to COVA.

Each and every Charter School in the State receives the same amount of funds for each student, as expressed in terms of Average Daily Attendance, dependent only upon the grade level of the student. This funding schematic is very different than that which funds elementary, unified and high school districts, as their funding, while also based on ADA, varies dramatically between and among other school districts in the state.

These Block Grant Funding amounts, as well as other state revenues for Charter Schools, are set annually by the State during the legislative process and incorporated into the State Budget each summer. In simple terms, most state programs are changed or increased each year by some type economic index.

1. **Cost of Living Allowance — ‘COLA’** is a term that identifies annual program funding increases for most state funded programs as included in the adopted state budget. The COLA is linked to various economic indices and it changes throughout the budget development process. Projections are made for both the current budget year and for future budget years in the Multi Year Strategic Fiscal Plan. The COLA histogram for projected for the next several years is shown in the following table. These COLA projections, as the other budget variables are assumptions that will be refined again and again in the next several months and years.

Figure 11: Projected Annual Cost of Living Allowance for 2006–07 to 2011–12

	Year 0 2006–07 Projected Budget	Year I 2007–08 Projected Budget	Year II 2008–09 Projected Budget	Year III 2009–10 Projected Budget	Year IV 2010–11 Projected Budget	Year V 2011–12 Projected Budget
Projected Statutory Cost of Living Allowance (COLA)	5.92%	4.70%	2.80%	2.90%	3.00%	3.00%

2. **Block Grant Funding per ADA — General Fund** based upon the Proposed State Budget funding. No state funding deficit factor is projected – however, reserves in excess of the recommended levels have been provided each year if a deficit factor is applied at the state level.

Projected Block Grant Funding per ADA, by Grade Level, based off the 2006 Adopted State Budget allocation for 2006–07 follows. This per unit amount is expected to be revised several times before it is finalized in the state budget deliberations for 2007–08.

The projected histogram of the a Charter School’s Block Grant Funding, per Unit of ADA, for the next five fiscal years, follows.

Figure 12: Projected General Purpose Block Grant Amount for 2006–07 to 2011-12

CA Charter School General Purpose Block Grant Allocations	Year 0 2006–07 Projected Budget	Year I 2007–08 Projected Budget	Year II 2008–09 Projected Budget	Year III 2009–10 Projected Budget	Year IV 2010–11 Projected Budget	Year V 2011–12 Projected Budget
Grades K–3	\$ 5,345	\$ 5,596	\$ 5,753	\$ 5,920	\$ 6,098	\$ 6,281
Grades 4–6	\$ 5,421	\$ 5,676	\$ 5,835	\$ 6,004	\$ 6,184	\$ 6,370
Grades 7–8	\$ 5,579	\$ 5,841	\$ 6,005	\$ 6,179	\$ 6,364	\$ 6,555

3. **Categorical Funding per ADA — General Fund** based upon the 2006–07 Adopted State Budget, with projections integrated for the 2006–07 school-year and beyond.

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The histogram of Charter Schools' Categorical Funding, per Unit of ADA, including funding projections for the next five fiscal years, follows:

Figure 13: Projected Categorical Block Grant Amount for 2006-07 to 2011-12

CA Charter School Categorical Block Grant Allocations	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Grades K-3	\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561
Grades 4-6	\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561
Grades 7-8	\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561

4. Special Education Program

The School's Special Education pupil population is reported periodically to the State through the Special Education Local Plan Area (SELPA). A running multiyear histogram of the School's December Special Education population will be maintained as shown below. COVA would project that its Special Education student count will approximate 10%, similar to the Oakland Unified School District.

Figure 14: Projected Special Education Student Population, 2007-08 to 2011-12

Special Education Program Enrollment	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
% of Pupils Enrolled in Special Education	n/a	10%	10%	10%	10%	10%
Total Special Education Enrollment		18	24	30	34	39

5. Summer School Enrichment and Hourly Remedial Programs — While the School intends to explore and most probably offer Hourly Remedial Programs to its students, no budget data either in the form of revenues or expenditures have been incorporated into the Multi Year Financial Plan. As of the date the Petition is being finalized, there are four state-funded hourly supplemental programs. Programs may be offered before school, after school, on Saturdays, during the summer and/or during intersession. Two of the programs are capped, meaning that schools are given an allowance for hours that they may be funded up to, and two are 'uncapped', meaning that all eligible hours may be claimed. Three of the four programs would apply to COVA students with the following general parameters.

a. Capped Programs

i. **Core Academic K-12:** threshold ~ 5% times prior-year CBEDS times 120 hours

b. Uncapped Programs

i. **Grade 2-9: Retained or Recommended for Retention:** threshold ~ notice provided to family that student is recommended for retention or has been retained; this may be done at any time during the school year;

ii. **Grade 7-12: Pupils Not Demonstrating Sufficient Progress to Pass the California High School Exit Exam (CAHSEE):** threshold ~ students identified based on performance on CAHSEE, STAR, or teacher assessment; for students who have taken the CAHSEE and failed one or more sections, intervention may be provided during the school day, but it must be in addition to core subject areas and physical education.

6. State Categorical Programs — have individual, unique parameters or qualifications. A brief description of the program along with estimated program funding for 2006-07 through 2011-12 follows. The funding rate estimates are accurate as of early Summer 2006. These rates will be updated as other information is available.

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- In Lieu of Economic Impact Aid — based upon number of pupils enrolled who are limited English proficient and/or eligible for subsidized meals. The estimated per pupil rates over the five year study period are given in the following table.

Figure 15: Projected Economic Impact Aid Allocations, 2006–07 to 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Economic Impact Aid Per Eligible Student (LEP + Meal Subsidy)	\$ 600	\$ 628	\$ 646	\$ 665	\$ 685	\$ 706

- Class Size Reduction — based upon a student:teacher ratio of 20:1 in Grades K–3, with a local decision as to which grades are selected. This Budget assumes a full year program, and class size reduction at all four eligible grade levels.

Figure 16: Projected Class Size Reduction Allocations, 2006–07 to 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)						
Full Day Program	\$ 1,024	\$ 1,072	\$ 1,102	\$ 1,134	\$ 1,168	\$ 1,203
Half Day Program	\$ 512	\$ 536	\$ 551	\$ 567	\$ 584	\$ 602

Note that Federal Class Size Reduction Program funding is limited for high school students; the Charter School will only participate in the primary K-3 state program.

- Lottery — paid out quarterly, based upon annual ADA. These funds are available to start-up schools, but for cash flow purposes, all funding is delayed by six months, and no funds are received until December of Year II. Proposition 20, also known as the Cardenas Textbook Act of 2000, adopted by California voters in the election of March 7, 2000, specified that as of 1998–99, 50% of all increases in lottery funds were to be designated as monies restricted for the purchase of instructional materials. The remaining monies are available to schools for unrestricted General Purpose use.

Per ADA lottery amounts projected for future years, provided by School Services of California in the Summer 2006, follow:

Figure 17: Projected Lottery Allocations, 2006–07 to 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
CA Lottery Projections						
Restricted Funds – Prop 20: Instructional Materials	\$ 27.90	\$ 28.10	\$ 28.30	\$ 28.50	\$ 28.70	\$ 28.90
Unrestricted Funds – Non-Prop 20	125.25	125.50	126.00	126.50	127.00	127.50
Total Projected Funding per ADA	\$ 153.15	\$ 153.60	\$ 154.30	\$ 155.00	\$ 155.70	\$ 156.40

- All Other State Revenue — the 2006–07 state budget brings several new programs for California charter schools: COVA will apply for funds under the Arts and Music Block Grant (funded at a minimum level of \$5000 per year), the Community-Based English Tutoring (CBET) Program and the English Language Acquisition Program (ELAP). Funding for these programs has been combined together under the label *Other State Programs* in Figure 19 through Figure 21.

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Figure 18: Projected Funding Rates for Other State Programs, 2006–07 to 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Other State Programs' Funding Rates						
Arts and Music Block Grant						
Funding per K-12 ADA participant	\$ 15.00	\$ 15.71	\$ 16.45	\$ 16.62	\$ 17.12	\$ 17.63
Minimum Grant (10 or fewer students)	\$ 3,000	\$ 3,140	\$ 3,230	\$ 3,320	\$ 3,420	\$ 3,520
Minimum Grant (>10 students)	\$ 5,000	\$ 5,240	\$ 5,390	\$ 5,550	\$ 5,720	\$ 5,890
Additional one-time monies per ADA	\$ 82.00	\$ -	\$ -	\$ -	\$ -	\$ -
Community-Based English Tutoring (CBET) Progr	\$ 36.22	\$ 37.92	\$ 38.98	\$ 40.11	\$ 41.31	\$ 42.55
EL Professional Development	\$ 2,500	\$ 2,620	\$ 2,690	\$ 2,770	\$ 2,850	\$ 2,940
English Language Acquisition Program (ELAP) (E	\$ 100	\$ 105	\$ 108	\$ 111	\$ 114	\$ 117
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

7. **Summary** — while Supplemental Instruction and other special programs can significantly enrich student education, these programs typically constitute a tiny percentage of the total funding received by a charter school. The tables and Charts that follow below show the relative contributions of the major revenue programs outlined in the preceding pages.

Figure 19: Major Components of Projected State Funding, 2006–07 to 2011–12

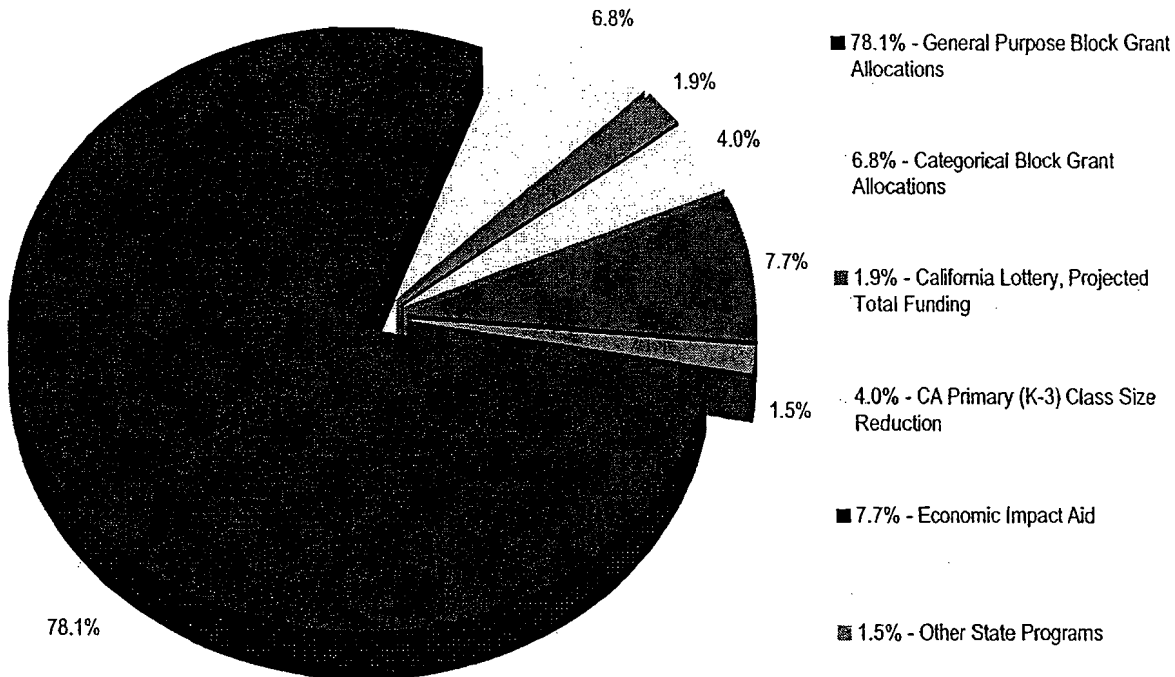
	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Summary of State Revenue Programs						
General Purpose Block Grant Allocations	\$ -	\$ 953,585	\$ 1,344,923	\$ 1,688,451	\$ 1,978,815	\$ 2,362,023
Categorical Block Grant Allocations		83,700	117,264	147,189	173,048	206,785
California Lottery, Projected Total Funding		25,713	35,202	43,127	49,438	57,649
CA Primary (K-3) Class Size Reduction		21,440	22,040	45,360	93,440	120,300
Economic Impact Aid		96,084	133,722	167,580	195,910	232,980
Other State Programs		23,746	31,960	36,934	38,374	44,322
CDE Charter School Startup Grant	181,000	99,800	36,200	-	-	-
Subtotal	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058

Figure 20: Percentage Components of Projected State Funding, 2006–07 to 2011–12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Percentage Components of all State Revenue						
General Purpose Block Grant Allocations	0.0%	73.1%	78.1%	79.3%	78.2%	78.1%
Categorical Block Grant Allocations	0.0%	6.4%	6.8%	6.9%	6.8%	6.8%
California Lottery, Projected Total Funding	0.0%	2.0%	2.0%	2.0%	2.0%	1.9%
CA Primary (K-3) Class Size Reduction	0.0%	1.6%	1.3%	2.1%	3.7%	4.0%
Economic Impact Aid	0.0%	7.4%	7.8%	7.9%	7.7%	7.7%
Other State Programs	0.0%	1.8%	1.9%	1.7%	1.5%	1.5%
CDE Charter School Startup Grant	100.0%	7.7%	2.1%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Figure 21: Steady-State Percentage Components of Projected State Funding, 2010–11



Federal Revenues

Federal Revenues are calculated per specific program variables as identified below. In addition to the general update schedule identified above, federal revenues are to be updated when Federal entitlement notification received; funding not appropriated until entitlement notification is received. Funding revenue projections are as of early Summer 2006.

The majority of federal revenues are earmarked for students with significant educational need as demonstrated in testing programs as well as for students with low socio-economic family characteristics. Funding will compliment the goals identified in No Child Left Behind federal plans.

There generally are significant compliance features associated with federal funding.

Adjustments to the Federal Funding Revenues will be made as soon as updated information is received.

- **Title I – Compensatory Education** – based upon formula for students qualifying for free and/or reduced meals; amount per student \$800 base, plus additional ‘add-ons’.
 - Participation: Yes ___ or No ___ or TBA
- **Title I – Parent Allocation Education** – based upon eligibility criteria of Title I.
 - Participation: Yes ___ or No ___ or TBA
- **Title II – Eisenhower Professional Development Program** – based upon Title I eligibility criteria.
 - Participation: Yes ___ or No ___ or TBA
- **Title VI – Innovative Programs** – based upon eligibility criteria of Title I, amount \$4.85 +/- per student, plus additional funds for welfare dependent students, minimum grant, \$3,500.
 - Participation: Yes ___ or No ___ or TBA
- **Title VI – Class Size Reduction** – based upon eligibility criteria of Title I; complex formula to determine funding; funding eligibility linked to student poverty and enrollment data.
 - Participation: Yes ___ or No ___ or TBA

Local Revenues

1. **Local Revenue** would normally be based primarily on past historical receipts. Generally an average of three years' receipts integrating actual receipts will be used for budget projections. Until the historical base is established, specific data will be provided each projected funding source.

Because COVA has no past history or track record with local fund raising, no monies have been included in the Budget Plan. However, COVA does have a major commitment of product donations. A Yamaha studio piano and classroom computers etc. have already been donated to this Charter School through its separate Foundation.

Working Capital Funds would be secured through one or more of the following options:

- ⇒ **Tax and Revenue Anticipation Notes (TRANs)** – COVA would seek to negotiate with the School District to participate in the District's annual cash flow borrowing.
- ⇒ **Line of Credit with Local Financial Institution** - Absent approval by the District, to participate in its annual TRAN offering, COVA would negotiate a line of credit with a local financial institution.
- ⇒ **Line of Credit with CA Charter Schools Association (CCSA)** - has recently unveiled a new Working Capital Cash Flow program for California Charter Schools. The COVA would be eligible to apply for school year 2008-09 and will certainly do so. No funding from this source has been included in the budget projection model at this time.
- ⇒ **Charter School Revolving Loan** – In accord with the provisions of law, COVA will apply for the maximum state loan of \$250,000 per charter school. Funding for this Loan has been included in the Multi Year Strategic Fiscal Plan.

Other Grants and Awards

- ⇒ **Public Charter Schools Grant Program (PCSGP) Start Up and Implementation Grant** – federal funding that is administered by the State of California for new Charter Schools. COVA has **successfully garnered** one of these **competitive and prestigious Start Up Grant awards**; the grant is in the total amount of \$362,500. The Pay Out Schedule for this Grant is:
 - 2005-06 ~ \$ 45,000
 - 2006-07 ~ \$ 181,000
 - 2007-08 ~ \$ 99,800
 - 2008-09 ~ \$ 36,200

Details relative to the planned use of the Grant has been incorporated into the Multi Year Budget Plan on a year by year basis and compiled on a separate Grant Reconciliation Schedule shown in both Figure 43 and again in Section V of this narrative.

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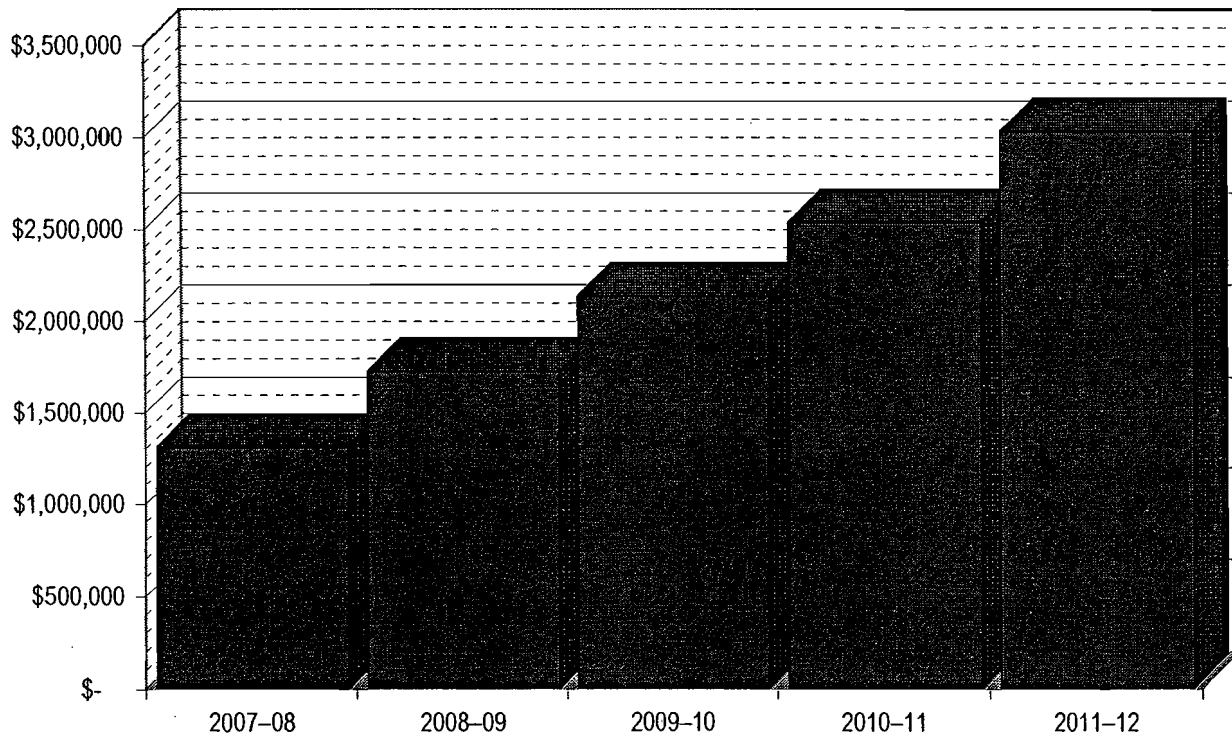
Revenue Summary

The table and charts that follow show how COVA's total revenue varies over the five-year planning period. Tables and charts are given for total dollars and dollars per enrollee bases.

Figure 22: Table of Total Revenues, 2006-07 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Summary of all Revenue Programs						
State	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
Federal						
Local						
Total Revenues	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058

Figure 23: Chart of Total Revenues, 2006-07 to 2011-12

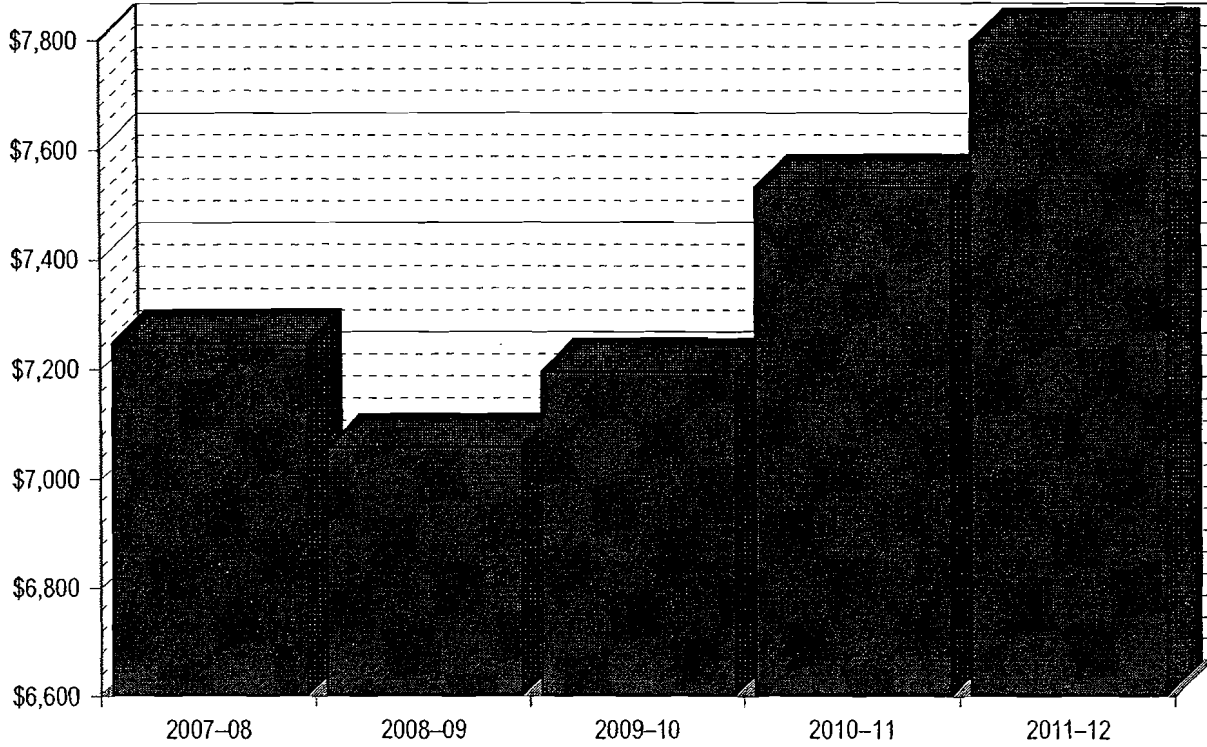


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Figure 24: Table of Total Revenues per Pupil, 2006-07 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Summary of all Revenue per Enrollee						
Total Revenues per Enrollee	n/a	\$ 7,245	\$ 7,055	\$ 7,191	\$ 7,527	\$ 7,794

Figure 25: Chart of Total Revenues per Pupil, 2006-07 to 2011-12



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Expenditure Factors

Charter Schools, similar to all other educational agencies in California, are labor intense organizations. When developing and monitoring charter school budgets, the greatest emphasis is placed on defining the parameters for hiring staff and determining the appropriate employee costs factors, including salary and related benefit or payroll costs. A 'Balanced System' in which site staffing is linked to student enrollment is recommended so that a balance is maintained between personnel costs and student population, the factor on which school revenues are determined.

School Site Staffing is a most critical component of Budget Development. The primary facilitator in instruction is the Classroom Teacher. The allocation of teaching positions is one of the most important budget management functions.

Salary Factors

Based upon positions authorized by COVA and incorporated into the Multi Year Strategic Fiscal Plan, salary placement per individual staff experience and student responsibility factors determine salary placement. All staff salaries are based upon projected salary schedules and projected individual employment contract terms and conditions. Annual anniversary increments are projected at a cost factor of approximately 2.0% per year, with consideration given to both a projected CPI factor as well as an annual service factor. Vacant and growth positions are estimated at an average cost factor per applicable employee group. Sick and personal necessity leave estimated at 5.0 days each per employee per year; substitute teacher costs are based upon this factor.

1. Certificated Employees - School Site Personnel - based upon enrollment projections.

For all five years of operation, the Multi-Year Strategic Plan includes projections of one teacher for each 20 students to 32 students. Individual class sizes may vary, but the hiring ratio is based upon our stated ratio. In addition to the Core Teachers, COVA students will work with mentors, guest artists and experts from the field on projects and thus the adult to student setting for many projects will on many occasions be one adult for each ten to fifteen students. Also note that many of the staff will be bi-lingual, additional bi-lingual staff will be hired to assist the English Learners. Using the above described hiring ratios, the following regular classroom teacher projection is generated:

Figure 26: Classroom Teacher Staffing Projection, 2007-08 to 2011-12

Credentialed Classroom Teacher Staffing Projections	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Kindergarten	-	-	-	-	1.00	1.00
1st Grade	-	-	-	-	1.00	1.00
2nd Grade	-	-	-	1.00	1.00	1.00
3rd Grade	-	1.00	1.00	1.00	1.00	2.00
4th Grade	-	1.00	1.00	1.00	1.00	2.00
5th Grade	-	1.00	1.00	1.00	1.00	2.00
6th Grade	-	2.00	2.00	2.00	2.00	2.00
7th Grade	-	1.00	2.00	2.00	2.00	2.00
8th Grade	-	-	1.00	2.00	2.00	2.00
Total	-	6.00	8.00	10.00	12.00	15.00

Figure 27: Classroom Teacher Support Staffing Projection, 2007-08 to 2011-12

Credentialed Support Hourly Teaching Assignments (estimated hrs/day)	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Subject Specialists	-	7.00	9.00	10.00	10.00	12.00
Other (Identify)	-	-	-	-	-	-
Subtotal	-	7.00	9.00	10.00	10.00	12.00

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Conservatory of Vocal/Instrumental Arts Charter School Teachers' work year will include 10 Staff Development days for all teachers in Year I and all years beyond. COVA Teachers will participate in annual staff development-orientation programs prior to the opening of School as well as during the year.

Base salary is the salary for the average workday. The projected average salary cost for future years includes an annual increase of 2.0% as mentioned previously.

Figure 28: Projected Teacher Compensation Data, 2007-08 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Compensation Statistics						
CA CPI (reference value)	3.30%	2.90%	2.70%	2.90%	3.10%	3.10%
School Seniority COLA	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Subtotal	4.30%	3.90%	3.70%	3.90%	4.10%	4.10%
Maximum COLA School will pay	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Total Annual Salary COLA	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Avg. Certificated Classroom Teacher Salary	\$ -	\$ 43,200	\$ 44,100	\$ 45,000	\$ 45,900	\$ 46,800

Teacher Substitute Provisions are included for both projected sick and personal leave as well as for professional staff development leave. 5 days per year per teacher are projected for sick and personal leave. The projected cost factor is \$ 95 per day for the first year with a \$5 per day increase thereafter.

Teacher Staff Specialists ~ Stipends or compensation for Teachers hired as Guest Artists and Hourly Subject Specialists ranges from a total of \$50,400 in Year I to over \$93,000 in Year V of the Budget Plan.

2. School Site Administrative and Pupil Support Personnel

The COVA employ a full-time 12-month **Executive Director** who will be the School's primary administrative leader as well as its Director of Instruction. Annual salary for the Executive Director is projected to range from \$84,000 in Year I to \$90,900 in Year V.

3. Classified Employees – are staff whose jobs do not require a teaching credential. Based upon the Summer 2006 staffing parameters, the following positions are projected for the five-year budget period.

Figure 29: School Support Employees Position Projections, 2006-07 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Classified Clerical & Other Office Employee Staffing						
Registrar	0.33	1.00	1.00	1.00	1.00	1.00
School Secretary	-	1.00	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-	-	-
Other Certificated Staffing	0.33	2.00	2.00	2.00	2.00	2.00

Classified Staff Compensation and Work Year Assignments – The School Secretary and the Registrar Support personnel are projected to work a 12-month calendar to ensure that the classrooms are ready at all times for students and teachers and that School representatives are available to provide information to parents.

Salaries for Classified Personnel – are projected on an annual base, per position. An annual salary cost increase factor is included in the Multi-Year projection. The basic salary, for each position, based upon a 12-month work schedule follows:

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Figure 30: Projected Classified Staff Compensation Data, 2006-07 to 2011-12

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Classified Clerical & Other Office Employee Salaries	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Registrar	\$ 32,400	\$ 33,000	\$ 33,700	\$ 34,400	\$ 35,100	\$ 35,800
School Secretary	\$ -	\$ 27,500	\$ 28,100	\$ 28,700	\$ 29,300	\$ 29,900
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Summary Staff Compensation annual salary cost factors are shown below. These cost projections will be followed by Employee Benefits Costs that are associated with Staff Compensation costs.

Figure 31: Summary Staff Compensation Cost Projections, 2006-07 to 2011-12

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Classified Clerical & Other Office Employee Compensation	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Registrar	\$ 10,800	\$ 33,000	\$ 33,700	\$ 34,400	\$ 35,100	\$ 35,800
School Secretary	\$ -	\$ 27,500	\$ 28,100	\$ 28,700	\$ 29,300	\$ 29,900
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 10,800	\$ 60,500	\$ 61,800	\$ 63,100	\$ 64,400	\$ 65,700

Instructional Aides/Tutors will be utilized to provide supplemental instructional services to English Language students at COVA. The classified staffing and budget for the Instructional Aides/Tutors included in the Budget Plan for the five-year period are included below. This Budget component will be updated pending upon an assessment of the enrolled students' needs:

Figure 32: Hourly Classified Staff and Compensation Cost Projections, 2006-07 to 2011-12

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Classified Hourly Staff (hrs/day) Non-Certificated Instructional Employee Staffing	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Supplemental Instruction Tutors	-	2.00	2.70	3.30	3.70	4.30
Other (Identify)	-	-	-	-	-	-
Subtotal	-	2.00	2.70	3.30	3.70	4.30

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Classified Hourly Staff Wage Rates (\$/hr) Non-Certificated Instructional Employee Salaries	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Supplemental Instruction Tutors	\$ -	\$ 25	\$ 26	\$ 26	\$ 27	\$ 27
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
Estimated Annual Non-Certificated Instructional Employee Compensation	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Supplemental Instruction Tutors	\$ -	\$ 9,550	\$ 13,150	\$ 16,388	\$ 18,728	\$ 22,175
Other (Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ 9,550	\$ 13,150	\$ 16,388	\$ 18,728	\$ 22,175

Benefit Cost Factors

- Employee Benefits - Statutory Benefits** - determined by either state or federal mandate are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. These benefits differ by type of employee: certificated and classified and by the period of time they work: full-time, part-time and hourly. For budget modeling purposes, the School will provide the State Teachers', Public

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Employees', and Social Security retirement program contribution factors, applied to base salary, per eligible employee.

All employees will be covered by and participate in the federal Medicare program. The School will enroll in the State Pool for educational agencies for unemployment insurance and COVA will apply to the CA Charter Schools' Association Joint Power Authority to participate in its Workers' Compensation program. The School has received preliminary notification that its application to participate in the CA Charter School Association JPA for risk services will be approved.

5. **Discretionary Benefits, also known as Health Benefits** are included with Statutory Benefits in the Budget Projection Model. The cost factor, per qualified staff member, is budgeted at a monthly amount per individual, with the factor ranging from \$500 in 2007-08 to approximately \$650 per month over the five year period. The increase per year ranges from 6.8% to 7.6% annually. COVA's contribution will be a fixed amount per year as determined by the School's Governing Board. The School may be offering employees the option of participating in a Flexible Spending Benefit account program to allow individual staff members to address his or her unique benefit component needs.

Figure 33: School Employee Benefit Cost Projections, 2006-07 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Employee Benefit Cost Data						
Total Retirement Costs	\$ 3,251	\$ 39,202	\$ 48,935	\$ 58,356	\$ 67,379	\$ 82,041
Other Mandatory Benefits						
Medicare	555	6,782	8,486	10,134	11,715	14,284
State Unemployment (SEF)	249	3,040	3,804	4,543	5,251	6,403
Worker's Compensation (WC)	1,339	16,371	20,482	24,462	28,277	34,480
Total Health Benefit Costs		54,000	70,884	89,544	110,520	141,696
Total Employee Benefit Costs	\$ 5,394	\$ 119,396	\$ 152,591	\$ 187,039	\$ 223,142	\$ 278,905

Summary Total Compensation factors that include all salary and employee benefit costs are shown the following Figure. They are followed by a Figure which shows the percentage factor that total compensation is as related to total projected revenues and total projected expenses.

Figure 34: Total Compensation Cost Projections, 2006-07 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Total Compensation Costs						
Certificated Salaries	\$ 27,467	\$ 397,706	\$ 510,260	\$ 619,434	\$ 724,780	\$ 897,255
Classified Salaries	10,800	70,050	74,950	79,488	83,128	87,875
Employee Benefits	5,394	119,396	152,591	187,039	223,142	278,905
Total Compensation Costs	\$ 43,661	\$ 587,152	\$ 737,801	\$ 885,961	\$ 1,031,049	\$ 1,264,034

Figure 35: Relative Percentage of Total Compensation Costs, 2006-07 to 2011-12

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Relative Percentage of Total Compensation Costs						
Certificated Salaries	62.9%	67.7%	69.2%	69.9%	70.3%	71.0%
Classified Salaries	24.7%	11.9%	10.2%	9.0%	8.1%	7.0%
Employee Benefits	12.4%	20.3%	20.7%	21.1%	21.6%	22.1%
Total Compensation Costs	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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Figure 36: Cost Allocation of Total Compensation Components by Percentage, 2011-12

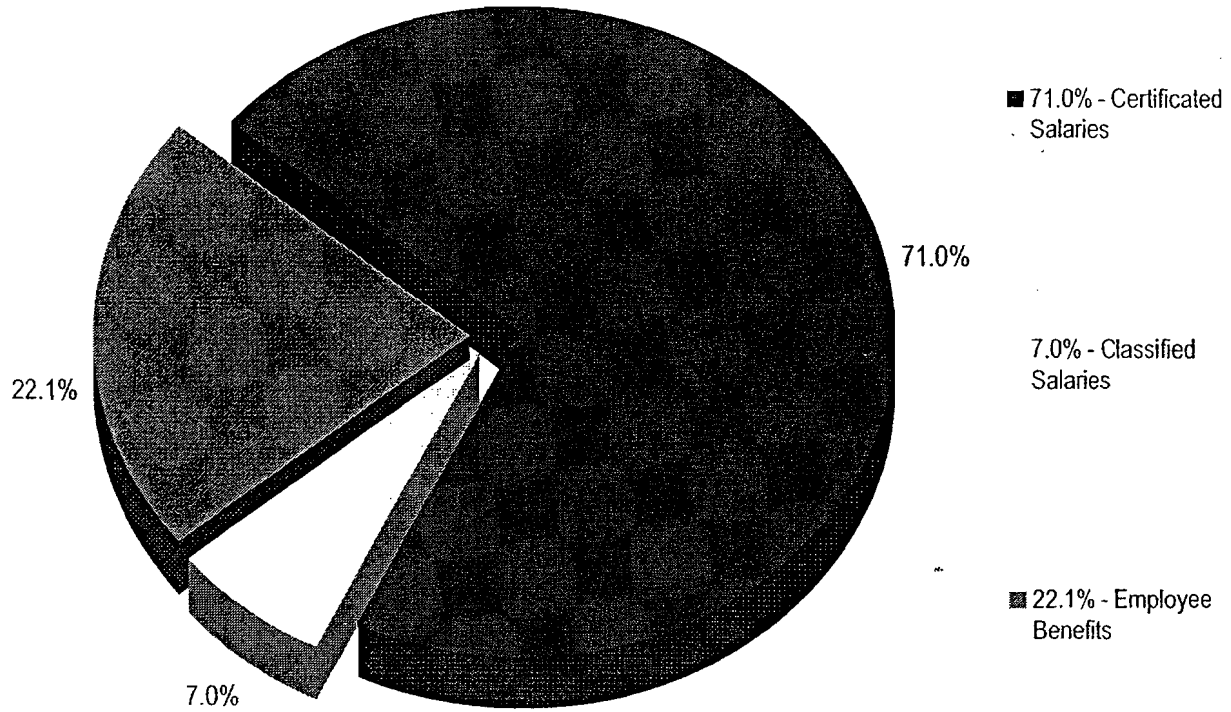


Figure 37: Total Compensation Costs as Percentage of Total Revenues and Total Costs, 2006-07 to 2011-12

	Year 0 2006-07 <i>Projected Budget</i>	Year I 2007-08 <i>Projected Budget</i>	Year II 2008-09 <i>Projected Budget</i>	Year III 2009-10 <i>Projected Budget</i>	Year IV 2010-11 <i>Projected Budget</i>	Year V 2011-12 <i>Projected Budget</i>
Percentage Comparisons						
Total Compensation Costs/Total Revenue	24.1%	45.0%	42.9%	41.6%	40.8%	41.8%
Total Compensation Costs/Total Expenses	35.1%	58.0%	58.4%	60.5%	61.4%	62.8%

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Cost Factors for Textbooks and Instructional Materials

6. **Text Book and Instructional Material Allocations** – along with operating supplies for COVA are provided from two major sources: the School’s general resources and from projected categorical funds from the state. The state’s program, while in a flux situation, is not included in this Budget Projection Plan; when the state budget is adopted, this component will be added, as a revenue source as well in the expenditure profile. There are generally restrictions on how the state funds may be used and COVA will ensure that the state funds are spent in accord with the state’s guidelines.

Many of the first year start-up costs for textbooks and instructional supplies will be procured prior to the opening of the School and will be funded through the already garnered Start Up Grant. The Budget Plan includes projected cost allocations for Instructional and Other Office Supplies as shown in the following table.

Figure 38: Projected Books and Supplies Costs, 2006–07 to 2011–12

Books & Supplies Detail	Year 0 2006–07 Projected Budget	Year I 2007–08 Projected Budget	Year II 2008–09 Projected Budget	Year III 2009–10 Projected Budget	Year IV 2010–11 Projected Budget	Year V 2011–12 Projected Budget
Approved Textbooks and Core Curricula Materials						
New Textbooks (students)	\$ 45,000	\$ -	\$ 16,432	\$ 13,738	\$ 10,896	\$ 14,603
Replacement Textbooks (students)	-	-	10,765	13,438	15,728	18,725
New Textbooks (teachers)	4,000	1,347	1,307	1,265	2,120	-
Subtotal Approved Textbooks and Core Curric	49,000	1,347	28,503	28,442	28,744	33,328
Books and Other Reference Materials						
Library Books	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (Identify)	-	30,000	22,572	-	-	-
Subtotal Books and Other Reference Materials	-	30,000	22,572	-	-	-
Materials and Supplies						
Custodial Supplies	-	4,500	6,266	7,820	9,153	10,895
Field Trip Expenses	-	10,000	13,923	17,378	20,338	24,215
Instructional supplies (students)	-	6,000	8,352	10,425	12,200	14,527
Instructional supplies (teachers)	-	2,500	3,404	4,320	5,247	6,732
Office Supplies	-	5,988	8,259	10,450	12,546	15,732
Postage and Shipping	-	2,700	3,760	4,695	5,494	6,542
Printing & Reproduction (academic)	-	3,000	4,177	5,216	6,105	7,267
Software	-	4,000	5,568	6,950	8,135	9,684
Other (Identify)	-	5,000	5,140	5,290	5,450	5,620
Subtotal Materials and Supplies	-	43,688	58,849	72,544	84,667	101,214
Non Capitalized Equipment						
<i>Items bought individually (ie., school-wide basis)</i>						
AV equipment: Digital Cameras	500	-	-	-	-	-
AV equipment: TV/VCR/DVD combo devices	1,500	-	-	-	-	-
Color Laser Printer	1,500	-	-	-	-	-
Performing Arts: Equipment & Supplies	-	2,000	-	-	-	-
Performing Arts: Musical Instruments	-	8,650	5,000	-	-	-
Performing Arts: PA System	2,000	-	-	-	-	-
Performing Arts: Stage Lighting	500	-	-	-	-	-
Piano	-	-	-	-	-	-
Sports Equipment	-	1,000	-	-	-	-
<i>Items bought on a per classroom (or per teacher) basis</i>						
Classroom Computers	2,000	-	-	-	-	-
Classroom Printers	800	-	-	-	-	-
First Aid Kits	-	688	232	225	218	364
Software	1,000	-	-	-	-	-
<i>Items bought on a per student basis</i>						
Other (Identify)	-	-	-	-	-	-
Subtotal Non Capitalized Equipment	9,800	12,338	5,232	225	218	364
Food	-	-	-	-	-	-
Total Books & Supplies	\$ 58,800	\$ 87,372	\$ 115,156	\$ 101,211	\$ 113,628	\$ 134,907

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Cost Factors for Services and Other Operating Expense Costs

7. **Other Operating Expenses and Services** – are based upon the projected cost factors and preliminary negotiations with prospective service providers. Oversight Fees to OUSD are based on 1% of ‘public’ revenues ~ specifically Block Grant revenues, and exclude federal and other state revenues from the formula. Other key budget items include provisions for Special Education services, administrative and curriculum support services, and inclusion of comprehensive business office services on an outsourcing basis. Equipment for the School, particularly computers and other technology peripherals are being provided by community donations to date (musical instruments, grand piano, computer lab, etc), the School’s Charter School Start-Up Grant, as well as basic equipment required to be provided by OUSD per the parameters of state law incorporated in ‘Prop 39’ the statewide initiative adopted by CA voters. Highlights of the parameters of these key budget areas are presented below followed by the multi-year line item budget for Services and Operating Costs for the School.

The **Special Education Encroachment** amount is based upon the prevalent arrangement between sponsor school districts and charter schools for the excess costs of special education services. In the statewide model, the district retains all special revenues for special education and provides all special education services to charter school students. In exchange, the charter school pays to the district the per pupil encroachment amount computed on a district wide basis. This encroachment factor is applied to the total school population. The projected special education encroachment per pupil amount included in COVA budget projection provides for a modest compound cost factor increase per year. The annual projected encroachment factor is \$475 in Year I and grows to over \$650 per pupil in Year V.

COVA has provided for all business service costs, including budget development, budget management, accounting, financial reporting, accounts payable, accounts receivable, payroll and retirement reporting and coordination through an outsource mechanism. The cost for this service is projected to rise from approximately \$278 per pupil to \$312 per pupil over the five year planning period. This cost factor is in addition to the 1% Oversight Fee allowance that will be provided to OUSD.

In all five years of the projection period, the facility cost estimates are based upon the assumption that the Charter School will be paying a full-service monthly property lease cost of 3.0% of Block Grant funds during the five year period to a landlord yet to be identified. The lease includes custodial services and utility costs. The Budget Plan Model has the flexibility to allow COVA to request Prop 39 facility support from the OUSD. If the District agrees to provide the school facilities, then the budget would be amended to reflect the parties’ agreement relative to Prop 39. Note that Multi Year Budget Plan is based upon budget assumptions and that, as of this date, there is no agreement between OUSD and COVA as to how the Prop 39 parameters of state law will be applied. Good faith negotiations on this important topic are expected.

The multi-year budget projection for these Operating Costs is shown in the following table.

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Figure 39: Projected Operating Costs, 2006–07 to 2011–12

Operating Costs Detail	Year 0	Year I	Year II	Year III	Year IV	Year V
	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Personal Services of Instructional Consultants, \$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel and Conference	2,000	2,060	2,120	2,180	2,250	2,320
Dues and Memberships	-	2,000	2,050	2,110	2,180	2,250
Insurance	-	4,400	6,124	7,646	8,948	10,654
Operation and Housekeeping Services						
Custodial Services	-	25,000	25,680	26,420	27,240	28,080
Security Services	5,000	1,800	1,848	1,896	1,956	2,016
Rentals, Leases, Repairs and Noncapitalized Improvements						
Equipment (lease/rental)	-	6,000	6,168	6,348	6,540	6,744
Property (lease/rental)	-	28,608	40,348	50,654	59,364	70,861
Property (repairs)	-	10,000	10,272	10,572	10,896	11,232
Professional/Consulting Services and Operating Expenses						
Advertising	-	4,000	4,104	4,224	4,356	4,488
Audit Services	-	4,000	5,568	6,948	8,136	9,684
Business Services	-	50,000	69,730	86,958	101,733	120,970
District Financial Oversight Fee	-	10,373	14,622	18,356	21,519	25,688
Fingerprinting	-	1,185	1,221	1,257	1,293	1,329
Information Technology Consultant	-	30,000	30,816	31,704	32,688	33,696
Legal Services	-	12,000	12,324	12,684	13,080	13,488
Special Education Encroachment	-	85,500	119,072	148,592	174,048	207,192
Staff Training & Development	-	4,000	2,168	2,429	2,695	3,859
Student Attendance & Accounting Services	-	5,000	695	867	1,015	1,207
Student Testing & Assessment	-	4,909	6,834	8,531	9,983	11,884
Utilities						
Electricity	-	14,000	14,376	14,796	15,252	15,720
Water	-	5,000	5,136	5,280	5,448	5,616
Communications						
Internet	-	5,000	5,136	5,280	5,448	5,616
Telephone	-	5,000	5,136	5,280	5,448	5,616
Total Services & Operational Expenses	\$ 7,000	\$ 319,834	\$ 391,549	\$ 461,012	\$ 521,515	\$ 600,210

Cost Factors for Capital Outlay and General Operations

8. **Capital Outlay for General Operations** — COVA has built its plan based upon traditional annual ‘capital’ expense projected in the Multi Year Plan related to equipment purchases beyond those covered in the property lease and OUSD’s statutory requirements of Prop 39. Across the Multi Year Period, these cost projections range from \$7,695 in Year IV to \$18,648 in Year I. For the first year of operation, 2007–08, note that \$15,000 has been allocated in the Start Up Year, 2006–07.

Figure 40: Projected Capital Costs, 2006–07 to 2011–12

Capital Costs Detail	Year 0	Year I	Year II	Year III	Year IV	Year V
	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Sites	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvement	10,000	-	-	-	-	-
Buildings	-	-	-	-	-	-
Building Improvement	-	-	-	-	-	-
New Library Books & Media	5,000	-	-	-	-	-
Furniture, Fixtures & Equipment						
Computer Systems	-	5,271	1,773	1,723	1,672	2,802
Furniture & Equipment	-	11,737	3,893	3,364	2,844	4,128
Furniture, Fixtures & Equipment Replacement	-	1,641	2,190	2,703	3,180	3,946
Depreciation Expense	-	-	-	-	-	-
Total Capital Costs	\$ 15,000	\$ 18,648	\$ 7,856	\$ 7,790	\$ 7,695	\$ 10,876

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Recap of Net Operations, Ending Balance and Fund Reserves

9. **Net Operations** – are the result of the difference between Revenues and Expenditures for each given year. For the five-year projection period, each year has a positive Net Operations ranging from approximately \$57k in Year 0 to over \$1M in Year V. The projected Net Operations and ensuing Ending Fund Balances are shown below:

Figure 41: Net Operations and Ending Fund Balance Projections, 2006–07 to 2011–12

	Year 0 2006–07 Projected Budget	Year I 2007–08 Projected Budget	Year II 2008–09 Projected Budget	Year III 2009–10 Projected Budget	Year IV 2010–11 Projected Budget	Year V 2011–12 Projected Budget
Beginning and Ending Fund Balances						
Beginning Fund Balance (Net)	\$ -	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172
Plus:						
Current Year Net Operations	56,539	291,061	458,873	664,606	849,093	1,010,001
Current Year Net Sources/Uses	-	250,000	(50,000)	(50,000)	(50,000)	(50,000)
Net Change Fund Balance	56,539	541,061	408,873	614,606	799,093	960,001
Ending Fund Balance (Net)	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

10. **Ending Balance** — based upon the concept that adequate ending fund balances shall be provided to enable the School to maintain reserves as indicated in reserve section of budget assumptions.

General Fund Reserves — based upon the following parameters:

- Reserve for Economic Uncertainty — as presently calculated, this reserve exceeds the current state School Budget Guidelines minimum of 3.0%. The COVA Budget Guidelines include a minimum of the greater of \$50,000 or 5.0% per year, with the option to maintain a higher level. In all years of the Budget Projection period, the School maintains a Reserve levels greater than the minimum threshold level included in the School’s Budget Guidelines.
- The Ending Balance and Reserve for each year of the Multi-Year Strategic Plan is:

Figure 42: Ending Fund Balance Components, 2006–07 to 2011–12

	Year 0 2006–07 Projected Budget	Year I 2007–08 Projected Budget	Year II 2008–09 Projected Budget	Year III 2009–10 Projected Budget	Year IV 2010–11 Projected Budget	Year V 2011–12 Projected Budget
Ending Fund Balance Components						
Reserve for Building Acquisition	\$ 50,885	\$ 537,840	\$ 905,826	\$ 1,458,971	\$ 2,178,155	\$ 3,042,156
Reserve for Economic Uncertainty	-	50,650	63,122	73,202	83,997	100,703
Other Designated Amounts	-	-	-	-	-	-
Unappropriated Amount	5,654	9,110	37,525	88,906	158,021	237,315
Ending Fund Balance (Net)	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

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Summary Budgets for the State Start Up Grant and for Title I

Charter School Start Up Grant

As noted in other portions of the Multi Year Budget Plan Narrative, COVA has been awarded a Start Up Grant from the Federal Government which is administered by the CA Department of Education. The Total Award was for \$362k of which \$45k was allotted for the 2005-06 year. The Budget Plan for 2006-07 is shown in the Table below. Note, too, that the \$45k in 2005-06 has been utilized for legal and professional consulting work associated with the development of the Charter School Petition.

Figure 43: Charter School Start Up Grant, 2006-07 to 2008-09

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget	Comments
Revenue							
CDE Charter School Startup Grant	\$ 181,000	\$ 99,800	\$ 36,200	\$ -	\$ -	\$ -	
Carryover from Prior Year			29,794				
Subtotal Expenses	\$ 181,000	\$ 99,800	\$ 65,994	\$ -	\$ -	\$ -	
Expenses							
Certificated Salary Costs 1000							
Teacher Stipends 1100							
Executive Director							
Annual Salary per FTE 1200	82,400	84,000	85,700				
Number of FTEs in this Program	0.33	0.17					
Subtotal, Wage cost of induct 1200	27,467	14,000					
Subtotal Certificated Salary 1000	27,467	14,000					
Classified Salary Costs 2000							
Registrar							
Annual Salary per FTE 23xx	32,400	33,000	33,700				
Number of FTEs in this Program	0.33						
Subtotal, Wage cost of induct 23xx	10,800						
Subtotal Classified Salary C 2000	10,800						
Benefits 3000							
Average Total Benefit Cost per Employee		13,266	13,872				estimated as Total Benefit Cost/Total FTE Count
Number of FTEs in this Program	0.67	0.17					FTE count for positions listed above
Subtotal Benefits 3000		2,211					
Books & Supplies 4000							
Approved Textbooks and Cor 4100	45,000		16,432				
Other (Identify) 4200		30,000	22,572				Library Books from Startup Grant
Instructional supplies (student 4300		6,000	8,352				
Total Books & Supplies 4000	45,000	36,000	47,357				
Services and Operational Exp 5000							
Travel and Conference 52xx	2,000	2,060	2,120				
Advertising 5800		4,000	4,104				
Fingerprinting 5800		1,185	1,221				
Staff Training & Development 5800		4,000	2,168				
Student Testing & Assessmet 5800		4,909	6,834				
Total Services and Operatic 5000	2,000	16,154	16,447				
Capital Costs 6000		1,641	2,190				
Subtotal Expenses	\$ 85,267	\$ 70,006	\$ 65,994	\$ -	\$ -	\$ -	
Surplus/(Shortfall)	\$ 95,733	\$ 29,794	\$ -	\$ -	\$ -	\$ -	

Budget Responsibility Matrix



Intent of Responsibility Matrix

The Intent of the Budget Responsibility Matrix is to identify, from the perspective of *Best Practices*, the most significant components of Budget Development and Budget Management and to specify 'who' – the specific staff position or group is responsible for the product or action.

Major Areas of Budget Responsibility Matrix

The Responsibility Matrix identifies eleven major areas of Budget Development and Budget Responsibility for which specific action by specific individual(s) or group(s) is recommended. The Areas of Budget Responsibility include:

- ⇒ Budget Calendar
- ⇒ Budget Guidelines
- ⇒ Budget Assumptions
- ⇒ Charter School Goals and Strategic Fiscal Plan
- ⇒ Multi-Year Financial Projections
- ⇒ Preliminary Budget
- ⇒ Annual Budget Adoption
- ⇒ Review and Re-adoption of Annual Budget
- ⇒ Preparation and Distribution of Final Budget
- ⇒ Mid-Year Budget Reviews and Updates
- ⇒ Miscellaneous Related Tasks

Major Staff Positions or Groups Responsible for Budget Functions

Budget Responsibilities are indicated for the following positions or groups associated with the Charter School and its fiscal management. Note that for certain positions, such as Chief Personnel Officer, the function may be assumed by the party providing general business services for the Charter School. The function is segregated, however, in the event that a person in the future is assigned that specific responsibility. If the Executive Director or other administrative officer does perform a function that is noted under another position, it is important for the administrative officer to 'put on the hat' of the other position to ensure that the perspective of the post is represented in the action being reviewed or taken.

Seven different positions or groups are identified for specific fiduciary responsibilities related to Budget Development and Budget Management. In many Charter Schools, the majority of these responsibilities are placed on the shoulder of the School's Executive Director. The Board of the Nonprofit Corporation that is responsible for the Charter School, however, does play a more active role in the fiduciary aspects of the School's governance than is the norm in other California public school boards and thus a slightly different set of relationships exist as compared with elementary, high school and unified school district organizations.

For the Responsibility Matrix for the Charter School, The intended positions and groups are:

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- ⇒ Governance Board
- ⇒ Executive Director
- ⇒ Executive Director's Administrative Cabinet
- ⇒ Chief Business Officer
- ⇒ Chief Personnel Officer
- ⇒ Staff, Parent and Community Groups
- ⇒ Sponsor Agency Fiscal Oversight Officer

A brief description of each of these positions or groups follows:

Governance Body is the Board of Directors that has fiduciary responsibility for the governance of the Charter School. In the narrative of this section, this group is referenced as the 'Board.'

Executive Director is the lead administrator for the Charter School.

Executive Director's Administrative Cabinet is the formal or informal group of key staff advisors who meet regularly with the Executive Director to discuss and set school management and operational policies and guidelines.

Chief Business Officer is either a staff person who has major hands on day-to-day responsibilities for the financial management of the Charter School, or the function is outsourced.

Chief Personnel Officer is either a staff person who has major hands on day-to-day responsibilities for the personnel management of the Charter School, or the function is outsourced.

Staff, Parent and Community Group Members are primary stakeholders in the Charter School. Responsibilities assigned or noted for this group are primarily advisory. Their input and advice on key budget and fiscal matters, while advisory, is essential to the success of the Charter School and is critical to the success of the School.

Sponsor Agency Fiscal Oversight Officer is the Chief Financial Officer, or designee, of the sponsoring Oakland Unified School District. Discussion and agreement between the Charter Executive Director and the District Chief Financial Officer on the specific components of the Fiscal Oversight functions, including a calendar of events for data transfer, etc. is recommended.

Implementation of Budget Responsibility Matrix

The Charter School will refine the Budget Responsibility Matrix during the Fall and Winter of 2006. The School will update the draft Responsibility Matrix and plans to have a final Matrix that it will incorporate its Business Services' Governance Board Policies before the end of Spring 2007. The Responsibility Matrix will be reviewed for functionality each time the School enters a major budget cycle.

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BUDGET DEVELOPMENT CALENDAR MATRIX

ACTION or PRODUCT: Charter School Goals-Strategic Fiscal Plan	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Initiate Goal Setting Process	✓	✓					
2. Review Status of Prior Year Goals	✓	✓	✓			✓	
3. Review Financial Projection to Identify Potential Funding for Goals	✓	✓	✓	✓			✓
4. Prepare Draft Goals for Coming Year (and Multi-Years)	✓	✓	✓			✓	
5. Estimate Cost (or Savings) Associated with Implementing Each Draft Goal				✓			
6. Establish Level (and Source) of Funds to be Generated and/or Set Aside for Goals	✓	✓		✓			
7. Set Priorities, Allocate Funds and Adopt Goals to be Implemented	✓	✓					
8. Publicize/Distribute Information Regarding Adopted Goals to Interested Groups		✓					

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BUDGET DEVELOPMENT CALENDAR MATRIX

ACTION or PRODUCT: Budget Calendar	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Review Previous Calendar and Prepare Draft for Coming Year				✓			
2. Review/Approve Draft Calendar		✓	✓			✓	✓
3. Finalize Draft Calendar		✓		✓			
4. Revise/Adopt Budget Calendar	✓						
5. Produce Final Calendar and Develop Summary Version Highlighting Key Activities, Dates and Responsibilities				✓			
6. Distribute Detail and/or Summary Calendars to Employees, Parents & Community				✓			

BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Budget Guidelines	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Review Previous Guidelines and Prepare Draft for Coming Year				✓			
2. Review/Approve Draft Guidelines		✓	✓				
3. Finalize Draft Guidelines		✓		✓			
4. Revise/Adopt Budget Guidelines	✓						
5. Distribute Guidelines to Employees, Parents, and Community, as Appropriate		✓					

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BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Budget Assumptions	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Review Previous Assumptions and Prepare Update for Next Budget Cycle				✓			
2. Review and Update Each Key Variable: Enrollment, Average Daily Attendance, Beginning Balance, Revenue, Expenditures, Transfers, Ending Balance, Reserves, Debt, and Cash Flow		✓	✓	✓			
3. Review and Update, at Minimum: January Governor's Budget Proposal, February Apportionment Certification, May Revise, State Adopted Budget, Interim Budget Updates as of End of October, December and March	✓	✓	✓	✓			✓
4. Revise and Adopt Assumption Updates	✓						
5. Distribute Assumptions to Employees, Parents, and Community, as Appropriate				✓			

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BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Multi-Year Financial Projections	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Review and Update Most Recent Previous Projection for Current Budget and Two Succeeding Years				✓			
2. Issue Revised Projection Showing New Revenue, Expenditures, Reserve Balances and Identifying Key Assumptions				✓			✓
3. Review/Discuss Revised Projection	✓	✓	✓				✓
4. Publicize/Distribute New Projection to Set Tone for Upcoming Budget Development Process	✓	✓					

BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Detailed Preliminary Budget	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Establish Detailed, Computer-Based Budget Planning File that Reflects the Impact of Charter School Goals, Budget Guidelines and the January Financial Projection for the Next Fiscal Year				✓			
2. Determine Charter School-wide 'Target' Reduction or Augmentation Level ²		✓		✓			
3. Issue Internal Budget worksheets to Programs Managers with Instructions on Cut/Add Process for Future Prioritization Process		✓		✓			
4. Complete Budget Worksheets and Cut/Add Priorities			✓	✓			

² Express as a Dollar Amount and as a Percentage of the Projected Unrestricted Expenditure Budget Total

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ACTION or PRODUCT: Detailed Preliminary Budget	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
5. Update Budget Planning File with Worksheet Data and Produce Object and Program Summaries				✓			
6. Review Preliminary Budgets and Cut/Add Priorities		✓	✓				✓
7. Rank/Cut/Add Priorities and Recommend Allocation Levels to Executive Director			✓				
8. Prepare Recommended Cut/Add Priorities and Allocation Levels for Review		✓		✓			
9. Review of Executive Director's Recommendations							
10. Hold Community Meetings to Publicize and Receive Input Regarding Recommendations		✓		✓		✓	
11. Hold Board Discussion and Provide Requests for Addition Information	✓						
12. Respond to Board Requests		✓					
13. Preliminary Approval of Cut/Add Priorities and Allocation Levels		✓					
14. Adopt Cut/Add Priorities, Contingency Lists, and Preliminary Allocation Levels	✓						
15. Update Financial Projection to Conform to 'May Revise'				✓			
16. Produce Preliminary Budget Incorporating All Approved Changes				✓			
17. Publicize/Distribute Preliminary Budget Document and/or Summary Information as Appropriate		✓		✓			

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BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Annual Budget Adoption	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Review and React to Preliminary Budget Document			✓			✓	✓
2. Incorporate/Note Necessary Revisions and Corrections		✓		✓			
3. Discuss/Revise Budget	✓						
4. Hold Public Hearing	✓	✓		✓			
5. Adopt Budget	✓						
6. Transmit Budget to District		✓		✓			✓

BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Revise/Re-Adopt Budget	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Update Revenue to Integrate Adopted State Budget				✓			
2. Update Budget Planning File to Reflect Actual Balances from Prior Year				✓			
3. Receive District's Comments on Adopted Budget	✓	✓		✓			
4. Review Cut/Add Priorities to Conform Budget to Updated Revenue, Beginning Balance Update, and Sponsor District's Comments		✓	✓	✓		✓	✓
5. Recommend Further Cuts/Additions to be Implemented		✓					
6. Revise/Re-Adopt Budget	✓						
7. Transmit Revised/Re-Adopted Budget to District		✓		✓			
8. Prepare, Review and Approve Interim Budget Updates	✓	✓		✓			

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BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Prepare/Distribute Final Budget Document	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Draft/Review Narrative, Charts and Graphs for Inclusion in Document		✓	✓	✓			
2. Produce Document in Accord with Governance Body's Budget Guidelines				✓			
3. Publish Document and Distribute to Employees, Parents and Community Groups		✓		✓			

BUDGET RESPONSIBILITY MATRIX

ACTION or PRODUCT: Miscellaneous Related Tasks	Governance Board	Executive Director	Executive Director's Cabinet	Chief Business Officer	Chief Personnel Officer	Parent and Community Groups	District Fiscal Oversight Officer
1. Prepare/Revise Fiscal Policy Committee Bylaws and Operating Procedures	✓	✓					
2. Provide Budget Development Orientation for New Governance Body Members and/or Fiscal Policy Team Members		✓		✓			
3. Provide Training for Key Staff and Others Concerning Budget Management Issues (i.e., New Legislation, etc.,)		✓		✓			
4. Other: (Identify)							



Budget Calendar



A well-defined Budget Calendar with specific dates indicated for each and every major budget component is a significant step in the process to ensure accountability and long-term fiscal solvency for an organization. The identification of 'what happens when' is an essential road map for any successful organization. The Budget Calendar first identifies, at a summary level, the major phases of the Budget Development:

The draft Budget Calendar has been developed for COVA using the thesis that there would be four major budgets presented to the Governance Board and the community during the budget development process and that there would be two mandatory formal interim reports. In addition, the School's Budget Plan includes the preparation and presentation of an Optional Third Interim Report after the Second Period Attendance data has been determined.

Phase	Key Variables	Date
I	Preliminary Enrollment Projections Governor's Proposed Revenue Allocations Local Preliminary Expenditure Goals, Guidelines & Assumptions Defined	January
II	Updated Enrollment Projections Revise to Governor's Revenue Projections by Department of Finance Local Beginning Balance Estimate Updated	May
III	School Revenue Updated to Final State Budget, provided that the State Budget has been chaptered School Expenditure Plan Updated School Program Plans Updated Local Beginning Balance Updated	June
IV	School Revenue Updated to Final State Budget School Expenditure Plan Updated School Program Plans Updated Local Beginning Balance Updated	45 Days After State Budget Adopted
V	Unaudited Actual Financial Report to District/COE/CDE for Prior Fiscal Year First Interim Report Second Interim Report Optional Third Interim Report	Sept 15 45 days after Oct 31 45 days after Jan 31 45 days after Mar 31

The second Budget Calendar includes in much greater detail the individual steps involved in the continual monitoring of the Charter School's budget plans. Presentation of and incorporation of such a process is an excellent tool to share with a broad-based constituency; practices such as this will enhance confidence and trust in the School's management of its resources. Equally as important as the date section of the Budget Calendar is the Budget Responsibility Index, or the 'who' for each component. The prior Section, Section D, addresses this important factor.

Prudent fiscal management suggests that monthly updates of all financial reports, including budgetary data, be considered. The theme incorporated in this document is that budget management is an essential fiduciary responsibility of the Governance Board, the Executive Director, and the Chief Business Official (or agent), and is a daily, weekly, and monthly on-going review and update process.

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The first section of the budget calendar presents each of the major phases in detail, including Individual Responsible for Function, Action Required, and Suggested Action Date.

The notation used for 'Action Week' refers to the week in the month, for instance, for item number 1, the action is suggested to be performed during the second week in the month of October.

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COVA Draft Budget Calendar, 200x-0x School Year

Item	Responsibility	Action Required	Action Week
1.	Chief Business Officer (or agent designee)	Submit Budget Calendar to Administrative Team	Oct. 2nd
2.	Chief Business Officer (or designee)	Submit Summary of Actual Fall Enrollment Report and 3-Year Projections to Administrative Team	Oct. 2nd
3.	Executive Director	Delineate Budget Parameters	Oct. 2nd.
4.	Administrative Team Fiscal Policy Team Other School Groups	Review Proposed Budget Calendar, Enrollment Projections, and Budget Parameters	Oct. 3rd Oct 4th
5.	Executive Director and Chief Business Officer	Consolidate Input and Recommendations of Constituent Groups	Oct. 4th
6.	Chief Business Officer	Present Budget Calendar to Governance Board	Nov. 1st
7.	Chief Facility Officer	Present Enrollment Projections to Governance Board	Nov. 1st
8.	Executive Director	Present Budget Parameters to Governance Board	Nov. 1st
9.	Chief Personnel Officer (or designee)	Determine Staff Entitlements Based Upon Position Control and Enrollment Projections	Dec. 1st
10.	Chief Facility Officer	Present Proposed Construction Schedule to Administrative Team	Dec. 1st
11.	Chief Business Officer	Present First Interim Report to Administrative Team	Dec. 1st
12.	Executive Director	Present First Interim Report to Governance Board	Dec. 1st
13.	Chief Business Officer	Present Governor's Budget to Administrative Team	Jan. 2nd
14.	Chief Business Officer	Present Governor's Budget to Governance Board	Jan. 2nd
15.	Chief Business Officer	Present Draft Budget to Administrative Team	Jan. 4th
16.	Executive Director	Present Draft Budget to Governance Board	Feb. 1st
17.	Governance Board	Convene Strategic Budget Planning Workshop	Feb. 2nd
18.	Administrative Team Fiscal Policy Team Other School Groups	Review Proposed Draft Budget and Request Review of Recommendation from Strategic Budget Planning Workshop	Feb. 2nd to Mar. 2nd
19.	Chief Business Officer	Present Second Interim Report to Administrative Team	Feb. 4th
20.	Executive Director	Present Second Interim Report to Governance Board	Mar. 1st
21.	Executive Director	Present Recommendation for Reduction In Service for Particular Kinds of Service (if applicable) to Governance Board	Mar. 2nd
22.	Executive Director and Chief Business Officer	Consolidate Input and Recommendations of Constituent Groups Re: Draft Budget Review	Mar. 3rd
23.	Chief Facility Officer	Present Updated Enrollment Projections to Administrative Team	Apr. 1st
24.	Chief Facility Officer	Present Updated Enrollment Projections to Board	Apr. 2nd
25.	Chief Business Officer	Present Department of Finance 'May Revise' to Administrative Team	May 2nd
26.	Executive Director	Present Department of Finance 'May Revise' to Governance Board	May 2nd
27.	Chief Personnel Officer	Determine Revised Staff Entitlements Based Upon Position Control and Updated Enrollment Projections	May 2nd
28.	Chief Business Officer	Present Revised Draft Budget to Administrative Team	May 3rd
29.	Executive Director	Present Revised Draft Budget to Governance Board	May 4th
30.	Governance Board	Distribute Revised Draft Budget to Fiscal Policy Team and Other Community Groups	June 1st
31.	Chief Business Officer	Present Draft Final Budget to Administrative Team	June 2nd
32.	Executive Director	Present Draft Final Budget to Governance Board	June 2nd
33.	Governance Board	Hold Public Hearing on Proposed Budget	June 3rd

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Item	Responsibility	Action Required	Action Week
34.	Governance Board	Adopt Final Budget	June 3rd
35.	Chief Business Officer	Present Proposed Revisions to Adopted Budget Based Upon Final State Budget to Administrative Team (Necessary only if State Budget not adopted before School Budget Adopted in June)	Aug. TBA
36.	Executive Director	Present Proposed Revisions to Adopted Budget Based Upon Final State Budget to Governance Board (Presented within 45 days of adoption of State Budget)	Aug. TBA or Sept. TBA
37.	Chief Business Officer	Present Unaudited Beginning Balance and Budget Carry Forward Appropriations to Administrative Team	Sept. 1st
38.	Executive Director	Present Unaudited Beginning Balance and Budget Carry Forward Appropriations to Governance Board	Sept. 2nd
39.	Chief Business Officer	Present Audited Beginning Balance and Audit Adjustments to Administrative Team (Submit as soon as identified by independent external auditor)	TBA Generally Dec 2nd
40.	Executive Director	Present Audited Beginning Balance and Audit Adjustments to Governance Board (No later than first Board meeting in January)	TBA
XX.	Chief Business Officer	Present Monthly Budget Revision to Administrative Team	All, 1st
XX.	Executive Director	Present Monthly Budget Revisions to Governance Board	All, 2nd

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Section II: Summary Multi-Year Budget Projection

Section II – Summary Multi-Year Budget is the five-year projection for the school’s entire operations, including the debt retirement of the State Loan. This document includes all estimated revenues and expenditures on a yearly basis along with the projected surplus or deficit each year. Beginning and Ending Balance Projections are included along with the identification of Reserve Accounts.

	Year 0 2006-07 Projected Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Key Budget and Financial Variables						
School Enrollment	0	180	244	296	336	388
School ADA at P-2	0	167	228	278	318	369
Ratio of P-2 ADA to Enrollment	n/a	93.0%	93.5%	94.0%	94.5%	95.0%
A. Revenues:						
Block Grant and Other State Funding (a)	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
Federal	-	-	-	-	-	-
Local	-	-	-	-	-	-
Total Revenues	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
B. Expenditures:						
Certificated Salaries	\$ 27,467	\$ 397,706	\$ 510,260	\$ 619,434	\$ 724,780	\$ 897,255
Classified Salaries	10,800	70,050	74,950	79,488	83,128	87,875
Employee Benefits	5,394	119,396	152,591	187,039	223,142	278,905
Subtotal Compensation Costs	43,661	587,152	737,801	885,961	1,031,049	1,264,034
Books & Supplies	58,800	87,372	115,156	101,211	113,628	134,907
Services & Operational Expenses	7,000	319,834	391,549	461,012	521,515	600,210
Capital Outlay	15,000	18,648	7,856	7,790	7,695	10,876
Other Outgo	-	-	10,075	8,060	6,045	4,030
Direct Support/Indirect Costs	-	-	-	-	-	-
Total Expenditures	\$ 124,461	\$ 1,013,007	\$ 1,262,437	\$ 1,464,035	\$ 1,679,932	\$ 2,014,057
Net Operations: Sub Total	\$ 56,539	\$ 291,061	\$ 458,873	\$ 664,606	\$ 849,093	\$ 1,010,001
C. Other Financings/Sources/Uses						
Plus: Loans and Transfers In	-	250,000	-	-	-	-
Less: Transfers Out and Other Uses	-	-	(50,000)	(50,000)	(50,000)	(50,000)
Net: Total Other Financings	-	250,000	(50,000)	(50,000)	(50,000)	(50,000)
Total Net Change	\$ 56,539	\$ 541,061	\$ 408,873	\$ 614,606	\$ 799,093	\$ 960,001
Beginning Balance	-	56,539	597,600	1,006,473	1,621,079	2,420,172
Ending Balance	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

(a) Includes payments made via District for in-lieu property tax funding

COVA Charter School

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
REVENUES						
State Programs						
Charter School General Purpose Block Grant All	\$ -	\$ 953,585	\$ 1,344,923	\$ 1,688,451	\$ 1,978,815	\$ 2,362,023
Charter School Categorical Block Grant Allocatio	-	83,700	117,264	147,189	173,048	206,785
California Lottery – Restricted Funds – Prop 20:	-	4,704	6,456	7,930	9,113	10,653
California Lottery – Unrestricted Funds – Non-Pr	-	21,009	28,746	35,197	40,325	46,997
CA Primary (K-3) Class Size Reduction (E.C. 52	-	21,440	22,040	45,360	93,440	120,300
Economic Impact Aid	-	96,084	133,722	167,580	195,910	232,980
Summer and Hourly Programs						
Other State Programs 8300-8599						
After School Education and Safety (ASES) Pro	-	-	-	-	-	-
Alternate Certification/Intern	-	-	-	-	-	-
Arts and Music Block Grant						
Funding per K-12 ADA participant	-	2,630	3,684	4,624	5,436	6,498
Minimum Grant (>10 students)	-	2,610	1,706	926	284	-
Community-Based English Tutoring (CBET) Pr	-	1,706	2,378	2,968	3,470	4,127
EL Professional Development	-	-	-	-	-	-
English Language Acquisition Program (ELAP)	-	16,800	24,192	28,416	29,184	33,696
Mentor Support	-	-	-	-	-	-
Paraprofessional Training	-	-	-	-	-	-
Secondary School Counselors	-	-	-	-	-	-
Special Education SELPA COLA Augmentatio	-	-	-	-	-	-
Tobacco Use Prevention in Education (TUPE) (HSC 104380 et seq)						
Grades 6-8, Competitive Grant	-	-	-	-	-	-
Other (Identify)	-	-	-	-	-	-
CDE Charter School Startup Grant	181,000	99,800	36,200	-	-	-
Other State Grants (Identify) 8300-8599	-	-	-	-	-	-
Total State Programs	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058
Federal Programs						
Other Federal Grants (Identify) 8100-8299	-	-	-	-	-	-
Other Federal Programs (Identify) 8100-8299	-	-	-	-	-	-
Total Federal Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Programs						
Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	-	-	-	-	-	-
Prop 39 Funds (Sponsoring District)	-	-	-	-	-	-
Rents & Fees	-	-	-	-	-	-
Other Local Grants (Identify) 8600-8799	-	-	-	-	-	-
Other Local Programs 8600-8799						
(Identify)	-	-	-	-	-	-
(Identify)	-	-	-	-	-	-
(Identify)	-	-	-	-	-	-
Other Local Programs (Identify) 8600-8799	-	-	-	-	-	-
Total Local Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ 181,000	\$ 1,304,068	\$ 1,721,310	\$ 2,128,641	\$ 2,529,025	\$ 3,024,058

COVA Charter School

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
EXPENDITURES						
Certificated Salaries	1000-1999 \$ 27,467	\$ 397,706	\$ 510,260	\$ 619,434	\$ 724,780	\$ 897,255
Classified Salaries	2000-2999 10,800	70,050	74,950	79,488	83,128	87,875
Employee Benefits	3000-3999 5,394	119,396	152,591	187,039	223,142	278,905
Books & Supplies	4000-4999 58,800	87,372	115,156	101,211	113,628	134,907
Services & Operational Expenses	5000-5999 7,000	319,834	391,549	461,012	521,515	600,210
Capital Outlay	6000-6999 15,000	18,648	7,856	7,790	7,695	10,876
Other Outgo	7100-7299 -	-	10,075	8,060	6,045	4,030
Direct Support/Indirect Costs	7300-7399 -	-	-	-	-	-
TOTAL EXPENDITURES	\$ 124,461	\$ 1,013,007	\$ 1,262,437	\$ 1,464,035	\$ 1,679,932	\$ 2,014,057
BUDGET SURPLUS/(DEFICIT)	\$ 56,539	\$ 291,061	\$ 458,873	\$ 664,606	\$ 849,093	\$ 1,010,001
OTHER FINANCING SOURCES/USES						
Interfund Transfers						
Transfers In	8910-8929 -	-	-	-	-	-
Transfers Out	7610-7629 -	-	-	-	-	-
Sources	8930-8979 -					
CDE Revolving Loan	-	250,000	-	-	-	-
Uses	7630-7699 -					
CDE Revolving Loan Payments	-	-	(50,000)	(50,000)	(50,000)	(50,000)
Contributions	8980-8999 -	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	\$ -	\$ 250,000	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)
NET INCREASE/(DECREASE) IN FUND BALANCE	\$ 56,539	\$ 541,061	\$ 408,873	\$ 614,606	\$ 799,093	\$ 960,001
FUND BALANCE, RESERVES						
Beginning Fund Balance						
As of July 1, Unaudited	9791 -	56,539	597,600	1,006,473	1,621,079	2,420,172
Plus/(Minus) Audit Adjustments	9793 -	-	-	-	-	-
As of July 1, Audited	-	56,539	597,600	1,006,473	1,621,079	2,420,172
Other Restatements	9795 -	-	-	-	-	-
Net Beginning Balance	-	56,539	597,600	1,006,473	1,621,079	2,420,172
Ending Fund Balance, June 30	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173
COMPONENTS FOR ENDING FUND BALANCE						
Miscellaneous Components						
Reserve for Revolving Cash	9711 -	-	-	-	-	-
Prepaid Expenditures	9713 -	-	-	-	-	-
Reserve for Building Acquisition	9719 50,885	537,840	905,826	1,458,971	2,178,155	3,042,156
Designated Amounts						
Designated for Economic Uncertainty	9770 -	50,650	63,122	73,202	83,997	100,703
Other Designations	9780 -	-	-	-	-	-
Unappropriated Amount	9790 5,654	9,110	37,525	88,906	158,021	237,315
TOTAL COMPONENTS FOR ENDING FUND BALANCE	\$ 56,539	\$ 597,600	\$ 1,006,473	\$ 1,621,079	\$ 2,420,172	\$ 3,380,173

Summary Cash Flow

The projected **Cash Flow** for **COVA** for the three year period is shown in the Summary Cash Flow figures below. The **first set** includes receipt of the CA Dept of Education Revolving Cash Loan of \$250,000 and the **second set** does not have that Loan included. Note that the Budget Narrative also addresses Working Capital options for the Five Year Budget Period.

COVA Charter School Cash Flow — Summary Projections

2007-08	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ -	\$ 138,123	\$ 162,168	\$ 412,731	\$ 353,724	\$ 294,718	\$ 460,967	\$ 404,582	\$ 468,686	\$ 489,930	\$ 489,145	\$ 493,305	\$ -
plus Revenues	-	117,185	332,749	23,180	23,180	245,814	23,180	143,670	100,809	80,527	80,527	20,282	1,191,101
less Expenses	111,877	93,140	82,186	82,186	82,186	79,565	79,565	79,565	79,565	81,312	76,367	85,493	1,013,007
plus Loans	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Ending Balance	\$ 138,123	\$ 162,168	\$ 412,731	\$ 353,724	\$ 294,718	\$ 460,967	\$ 404,582	\$ 468,686	\$ 489,930	\$ 489,145	\$ 493,305	\$ 428,094	\$ 428,094

2008-09	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 428,094	\$ 428,425	\$ 460,620	\$ 470,794	\$ 463,636	\$ 456,478	\$ 503,818	\$ 500,115	\$ 639,996	\$ 728,333	\$ 767,006	\$ 811,898	\$ 428,094
plus Revenues	140,926	161,275	112,536	95,205	95,205	146,248	95,205	251,289	199,745	152,384	152,384	47,361	1,649,760
less Expenses	140,595	129,079	102,363	102,363	102,363	98,908	98,908	98,908	98,908	101,211	94,992	93,841	1,262,437
plus Loans	-	-	-	-	-	-	-	(12,500)	(12,500)	(12,500)	(12,500)	-	(50,000)
Ending Balance	\$ 428,425	\$ 460,620	\$ 470,794	\$ 463,636	\$ 456,478	\$ 503,818	\$ 500,115	\$ 639,996	\$ 728,333	\$ 767,006	\$ 811,898	\$ 765,417	\$ 765,417

2009-10	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 765,417	\$ 862,804	\$ 897,140	\$ 951,325	\$ 968,935	\$ 986,545	\$ 1,051,994	\$ 1,072,641	\$ 1,203,739	\$ 1,286,937	\$ 1,313,535	\$ 1,346,767	\$ 765,417
plus Revenues	253,612	180,441	173,301	136,727	136,727	181,529	136,727	259,679	211,778	157,203	157,203	54,577	2,039,504
less Expenses	156,226	146,105	119,117	119,117	119,117	116,080	116,080	116,080	116,080	118,105	111,470	110,458	1,464,035
plus Loans	-	-	-	-	-	-	-	(12,500)	(12,500)	(12,500)	(12,500)	-	(50,000)
Ending Balance	\$ 862,804	\$ 897,140	\$ 951,325	\$ 968,935	\$ 986,545	\$ 1,051,994	\$ 1,072,641	\$ 1,203,739	\$ 1,286,937	\$ 1,313,535	\$ 1,346,767	\$ 1,290,886	\$ 1,290,886

COVA Charter School Cash Flow - no CDE loan — Summary Projections

2007-08	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ -	\$ (111,877)	\$ (87,832)	\$ 162,731	\$ 103,724	\$ 44,718	\$ 210,967	\$ 154,582	\$ 218,686	\$ 239,930	\$ 239,145	\$ 243,305	\$ -
plus Revenues	-	117,185	332,749	23,180	23,180	245,814	23,180	143,670	100,809	80,527	80,527	20,282	1,191,101
less Expenses	111,877	93,140	82,186	82,186	82,186	79,565	79,565	79,565	79,565	81,312	76,367	85,493	1,013,007
plus Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ (111,877)	\$ (87,832)	\$ 162,731	\$ 103,724	\$ 44,718	\$ 210,967	\$ 154,582	\$ 218,686	\$ 239,930	\$ 239,145	\$ 243,305	\$ 178,094	\$ 178,094

2008-09	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 178,094	\$ 179,264	\$ 212,299	\$ 223,313	\$ 216,994	\$ 210,676	\$ 258,856	\$ 255,992	\$ 409,213	\$ 510,889	\$ 562,902	\$ 621,133	\$ 178,094
plus Revenues	140,926	161,275	112,536	95,205	95,205	146,248	95,205	251,289	199,745	152,384	152,384	47,361	1,649,760
less Expenses	139,755	128,240	101,523	101,523	101,523	98,068	98,068	98,068	98,068	100,371	94,153	93,001	1,252,362
plus Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 179,264	\$ 212,299	\$ 223,313	\$ 216,994	\$ 210,676	\$ 258,856	\$ 255,992	\$ 409,213	\$ 510,889	\$ 562,902	\$ 621,133	\$ 575,492	\$ 575,492

2009-10	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 575,492	\$ 673,551	\$ 708,559	\$ 763,415	\$ 781,697	\$ 799,979	\$ 866,099	\$ 887,418	\$ 1,031,687	\$ 1,128,057	\$ 1,167,827	\$ 1,214,231	\$ 575,492
plus Revenues	253,612	180,441	173,301	136,727	136,727	181,529	136,727	259,679	211,778	157,203	157,203	54,577	2,039,504
less Expenses	155,554	145,433	118,445	118,445	118,445	115,409	115,409	115,409	115,409	117,433	110,799	109,786	1,455,975
plus Loans	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 673,551	\$ 708,559	\$ 763,415	\$ 781,697	\$ 799,979	\$ 866,099	\$ 887,418	\$ 1,031,687	\$ 1,128,057	\$ 1,167,827	\$ 1,214,231	\$ 1,159,021	\$ 1,159,021



Section III: Multi-Year Demographic Variables

Section III – Multi-Year Demographic Variables is the first Section in which the key variables of budget development are outlined. This Section, while a bit lengthy, identifies the foundation on which the budget is built. The major student attributes, ranging from enrollment by grade level to other important demographic characteristics of students, such as English Language fluency, family socio-economic background, special education designation, etc. are projected as the various individual student profiles are the factors on which many state and federal program fundings and entitlements are based.

Student attendance is compiled, presented and analyzed in several ways as it is the determinant for over 90% of the school's funding. A corresponding student attendance monitoring system compliments the regular monthly budget monitoring of student attendance.

Lastly, note that while data is shown for Meal or Lunch Counts for students, those are NOT for meal preparation or food service programs but are representative eligibility criteria for funding, particularly categorical programs, such as In Lieu Economic Impact Aid for CA Charter Schools.

COVA Charter School

Year Fiscal Year	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
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Key Variables Worksheet — Student Enrollment Data

	<i>Projected Budget</i>	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>
Summary of All Enrollment by Grade			<i>(All projections are shown in italics)</i>		
Kindergarten	-	-	-	<i>20</i>	<i>20</i>
1st Grade	-	-	-	<i>20</i>	<i>20</i>
2nd Grade	-	-	<i>20</i>	<i>20</i>	<i>20</i>
3rd Grade	<i>20</i>	<i>20</i>	<i>20</i>	<i>20</i>	<i>40</i>
4th Grade	<i>32</i>	<i>32</i>	<i>32</i>	<i>32</i>	<i>48</i>
5th Grade	<i>32</i>	<i>32</i>	<i>32</i>	<i>32</i>	<i>48</i>
6th Grade	<i>64</i>	<i>64</i>	<i>64</i>	<i>64</i>	<i>64</i>
7th Grade	<i>32</i>	<i>64</i>	<i>64</i>	<i>64</i>	<i>64</i>
8th Grade	-	<i>32</i>	<i>64</i>	<i>64</i>	<i>64</i>
Total	180	244	296	336	388
Summary of All Enrollment by Grade Group			<i>(All projections are shown in italics)</i>		
Grades K-3	<i>20</i>	<i>20</i>	<i>40</i>	<i>80</i>	<i>100</i>
Grades 4-6	<i>128</i>	<i>128</i>	<i>128</i>	<i>128</i>	<i>160</i>
Grades 7-8	<i>32</i>	<i>96</i>	<i>128</i>	<i>128</i>	<i>128</i>
Total	180	244	296	336	388

Key Variables Worksheet — Student ADA Data

	<i>P-2 Estimate</i>	<i>P-2 Estimate</i>	<i>P-2 Estimate</i>	<i>P-2 Estimate</i>	<i>P-2 Estimate</i>
Total Combined ADA Ratio			<i>(All projections are shown in italics)</i>		
Grades K-3	<i>93.0%</i>	<i>93.5%</i>	<i>94.0%</i>	<i>94.5%</i>	<i>95.0%</i>
Grades 4-6	<i>93.0%</i>	<i>93.5%</i>	<i>94.0%</i>	<i>94.5%</i>	<i>95.0%</i>
Grades 7-8	<i>93.0%</i>	<i>93.5%</i>	<i>94.0%</i>	<i>94.5%</i>	<i>95.0%</i>
Total ADA			<i>(All projections are shown in italics)</i>		
Grades K-3	<i>19</i>	<i>19</i>	<i>38</i>	<i>76</i>	<i>95</i>
Grades 4-6	<i>119</i>	<i>120</i>	<i>120</i>	<i>121</i>	<i>152</i>
Grades 7-8	<i>30</i>	<i>90</i>	<i>120</i>	<i>121</i>	<i>122</i>
Total ADA	167	228	278	318	369

COVA Charter School

Year Fiscal Year	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12
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Key Variables Worksheet — Special Education Data

	<i>May Estimate</i>	<i>May Estimate</i>	<i>May Estimate</i>	<i>May Estimate</i>	<i>May Estimate</i>
% of Pupils Enrolled in Special Edu	10%	10%	10%	10%	10%
Total Special Education Enrollment	18	24	30	34	39

Key Variables Worksheet — Student Demographics Data

Variables	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>	<i>Projected CBEDS</i>
Special Population Data Counts <i>(All projections are shown in italics)</i>					
Total All Pupils					
English Language Learner	<i>45.0</i>	<i>61.0</i>	<i>74.0</i>	<i>84.0</i>	<i>97.0</i>
Free/Reduced Meal Eligible	<i>108.0</i>	<i>146.0</i>	<i>178.0</i>	<i>202.0</i>	<i>233.0</i>
CalWORKS/AFDC	-	-	-	-	-
Special Population Percentages <i>(All projections are shown in italics)</i>					
Total All Pupils					
English Language Learner	<i>25%</i>	<i>25%</i>	<i>25%</i>	<i>25%</i>	<i>25%</i>
Free/Reduced Meal Eligible	<i>60%</i>	<i>60%</i>	<i>60%</i>	<i>60%</i>	<i>60%</i>
CalWORKS/AFDC	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>

Note: English Language Learner Count is taken as of R-30 Spring Report, not October CBEDS





Section IV: Multi-Year Revenue and Expenditure Variables

Section IV – Multi-Year Revenue and Expenditure Variables is the Section that defines the parameters on which the funding is estimated as well as the foundation on which expenditures are projected. For the revenue components, the estimated funding per program is identified for each of the five years. Section IV is also used as a ‘check-list’ to be certain that the School applies for all fundings to which the students are entitled.

For the Expenditure Section, major emphasis is placed on compensation costs as schools are labor intense organizations. Specific staffing ratios are identified along with other position control features. Assumptions are made relative to staffing allowances based upon student participation in extra after school hour instruction programs, either before or after school, or in independent study programs. Substitute time cost estimates are indicated along with the assumed basis for the estimate. For many of the variables in a new school, the majority of the assumptions are based on a norm from other schools or from the public school ‘industry.’ As the school matures, actual COVA histogram data will be used as the basis for projection rather than the methodology currently utilized.

Other variables for costs such as instructional supplies, books, start up costs, capital expenditures, utilities and other operating expenses are also identified.

COVA Charter School

CDE Startup Grant Reconciliation Worksheet

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget	Comments
Revenue							
CDE Charter School Startup Grant	\$ 181,000	\$ 99,800	\$ 36,200	\$ -	\$ -	\$ -	
Carryover from Prior Year			29,794				
Subtotal Expenses	\$ 181,000	\$ 99,800	\$ 65,994	\$ -	\$ -	\$ -	
Expenses							
Certificated Salary Costs							
Teacher Stipends 1100							
Executive Director							
Annual Salary per FTE 1200	82,400	84,000	85,700				
Number of FTEs in this Program	0.33	0.17					
Subtotal, Wage cost of includ 1200	27,467	14,000					
Subtotal Certificated Salary 1000	27,467	14,000					
Classified Salary Costs							
Registrar							
Annual Salary per FTE 23xx	32,400	33,000	33,700				
Number of FTEs in this Program	0.33						
Subtotal, Wage cost of includ 23xx	10,800						
Subtotal Classified Salary (2000	10,800						
Benefits							
Average Total Benefit Cost per Employee		13,266	13,872				estimated as Total Benefit Cost/Total FTE Count
Number of FTEs in this Program	0.67	0.17					FTE count for positions listed above
Subtotal Benefits 3000		2,211					
Books & Supplies							
Approved Textbooks and Cor 4100	45,000		16,432				
Other (Identify) 4200		30,000	22,572				Library Books from Startup Grant
Instructional supplies (studen 4300		6,000	8,352				
Total Books & Supplies 4000	45,000	36,000	47,357				
Services and Operational Exp							
Travel and Conference 52xx	2,000	2,060	2,120				
Advertising 5800		4,000	4,104				
Fingerprinting 5800		1,185	1,221				
Staff Training & Development 5800		4,000	2,168				
Student Testing & Assessme 5800		4,909	6,834				
Total Services and Operatic 5000	2,000	16,154	16,447				
Capital Costs 6000		1,641	2,190				
Subtotal Expenses	\$ 85,267	\$ 70,006	\$ 65,994	\$ -	\$ -	\$ -	
Surplus/(Shortfall)	\$ 95,733	\$ 29,794	\$ -	\$ -	\$ -	\$ -	

COVA Charter School

Key Variables Worksheet — State Funding Data

Ordinal Year Fiscal Year	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget	Comments	
Budget Type	Use?							
Financial Projection Factors								
Statutory COLA		5.92%	4.70%	2.80%	2.90%	3.00%	3.00%	
<i>current as of</i>		07/07/06	07/07/06	07/07/06	07/07/06	07/07/06	07/07/06	
Special Education Base Deficit		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Categorical COLA		5.92%	4.70%	2.80%	2.90%	3.00%	3.00%	
Transportation COLA		5.40%	2.60%	2.60%	2.60%	2.60%	2.60%	
California CPI		3.30%	2.90%	2.70%	2.90%	3.10%	3.10%	
							for comparison to Statutory COLA	
							for comparison to Statutory COLA	
							for comparison to Statutory COLA	
Charter School General Purpose Block Grant Allocations								
Grades K-3		\$ 5,345	\$ 5,596	\$ 5,753	\$ 5,920	\$ 6,098	\$ 6,281	Annual revenue per P-2 ADA
Grades 4-6		\$ 5,421	\$ 5,676	\$ 5,835	\$ 6,004	\$ 6,184	\$ 6,370	Annual revenue per P-2 ADA
Grades 7-8		\$ 5,579	\$ 5,841	\$ 6,005	\$ 6,179	\$ 6,364	\$ 6,555	Annual revenue per P-2 ADA
Grades 9-12		\$ 6,476	\$ 6,780	\$ 6,970	\$ 7,172	\$ 7,387	\$ 7,609	Annual revenue per P-2 ADA
Charter School Categorical Block Grant Allocations								
Grades K-3		\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561	Annual revenue per P-2 ADA
Grades 4-6		\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561	Annual revenue per P-2 ADA
Grades 7-8		\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561	Annual revenue per P-2 ADA
Grades 9-12		\$ 400	\$ 500	\$ 514	\$ 529	\$ 545	\$ 561	Annual revenue per P-2 ADA
Categorical Deficit Factor		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Applied to revenue factors above
California Lottery								
Restricted Funds – Prop 20: Instructional M	Y	\$ 28	\$ 28	\$ 28	\$ 29	\$ 29	\$ 29	Annual revenue per prior year actual ADA
Unrestricted Funds – Non-Prop 20	Y	\$ 125	\$ 126	\$ 126	\$ 127	\$ 127	\$ 128	Annual revenue per prior year actual ADA
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)								
Full Day Program	Y	\$ 1,024	\$ 1,072	\$ 1,102	\$ 1,134	\$ 1,168	\$ 1,203	Annual revenue per pupil in program, grades K-3
Half Day Program	Y	\$ 512	\$ 536	\$ 551	\$ 567	\$ 584	\$ 602	Annual revenue per pupil in program, grades K-3
In Lieu Funding Economic Impact Aid								
Per Eligible Student (LEP + Meal Subsidy)	Y	\$ 600	\$ 628	\$ 646	\$ 665	\$ 685	\$ 706	Annual revenue per pupil enrolled
(a) minimum grant amount, 1-9 students	Y	\$ 5,541	\$ 5,801	\$ 5,963	\$ 6,136	\$ 6,320	\$ 6,510	For schools with fewer than 10 qualifying pupils
(b) minimum grant, 10 or more students	Y	\$ 8,316	\$ 8,707	\$ 8,951	\$ 9,211	\$ 9,487	\$ 9,772	For schools with 10 or more qualifying pupils

COVA Charter School

Key Variables Worksheet — State Funding Data

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V	
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
Use?							
Summer and Hourly Programs							
Grades 2-6 who are at risk of retention or d	N	\$ -	\$ -	\$ -	\$ -	\$ -	Hourly revenue per pupil enrolled in program; capped at 5%
Grades 2-9 who have been retained or who	N	\$ -	\$ -	\$ -	\$ -	\$ -	Hourly revenue per pupil enrolled in program; uncapped; ma
Grades 7-12 at risk of failing or not demons	N	\$ -	\$ -	\$ -	\$ -	\$ -	Hourly revenue per pupil enrolled in program; uncapped; ma
Grades 7-8 Algebra Program (EC 42239.1)	N	\$ -	\$ -	\$ -	\$ -	\$ -	Hourly revenue per pupil enrolled in program; FCMAT claim
Grades K-12 core academic subject area s	N	\$ -	\$ -	\$ -	\$ -	\$ -	Hourly revenue per pupil enrolled in program; capped at 5%
Other State Programs							
After School Education and Safety (ASES)	N	\$ -	\$ -	\$ -	\$ -	\$ -	Grants of \$50,000+ for before/after school programs
Alternate Certification/Intern	N	\$ -	\$ -	\$ -	\$ -	\$ -	Per Intern
Arts and Music Block Grant							
Funding per K-12 ADA participant	Y	\$ 15.00	\$ 15.71	\$ 16.15	\$ 16.62	\$ 17.12	Annual revenue per P-2 ADA
Minimum Grant (>10 students)	Y	\$ 5,000	\$ 5,240	\$ 5,390	\$ 5,550	\$ 5,720	\$ 5,890
Community-Based English Tutoring (CBET)	Y	\$ 36.22	\$ 37.92	\$ 38.98	\$ 40.11	\$ 41.31	Annual revenue per English Learner
EL Professional Development	Y	\$ 2,500	\$ 2,620	\$ 2,690	\$ 2,770	\$ 2,850	Annual revenue per EL Teacher
English Language Acquisition Program (EL)	Y	\$ 100	\$ 105	\$ 108	\$ 111	\$ 114	Grades 4-8 only; limited eligibility
Mentor Support	N	\$ -	\$ -	\$ -	\$ -	\$ -	Per qualified mentor
Paraprofessional Training	Y	\$ 3,500	\$ 3,660	\$ 3,760	\$ 3,870	\$ 3,990	Per paraprofessional
Secondary School Counselors	Y	\$ 80	\$ 84	\$ 86	\$ 89	\$ 91	Annual revenue per G7-12 ADA
Special Education SELPA COLA Augment	Y	\$ 8.38	\$ -	\$ -	\$ -	\$ -	
Tobacco Use Prevention in Education (TUPE) (HSC 104380 et seq)							
Grades 6-8, Competitive Grant	N	\$ -	\$ -	\$ -	\$ -	\$ -	Maximum School Revenue
Other (Identify)	N	\$ -	\$ -	\$ -	\$ -	\$ -	

Source: Global COLA Tables 2006.xls: GV_State

Last Update 07/24/06

COVA Charter School

Key Variables Worksheet — School Staffing Data

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Certificated Staff						
Teacher Staffing Ratios						
Teachers – Regular Programs						
Kindergarten	0	1/20	1/20	1/20	1/20	1/20
1st Grade	0	1/20	1/20	1/20	1/20	1/20
2nd Grade	0	1/20	1/20	1/20	1/20	1/20
3rd Grade	0	1/20	1/20	1/20	1/20	1/20
4th Grade	0	1/32	1/32	1/32	1/32	1/32
5th Grade	0	1/32	1/32	1/32	1/32	1/32
6th Grade	0	1/32	1/32	1/32	1/32	1/32
7th Grade	0	1/32	1/32	1/32	1/32	1/32
8th Grade	0	1/32	1/32	1/32	1/32	1/32
Teachers – Independent Study Programs						
Kindergarten	-	1/25	1/25	1/25	1/25	1/25
Grades 1 - 3	-	1/25	1/25	1/25	1/25	1/25
Grades 4 - 6	-	1/32	1/32	1/32	1/32	1/32
Grades 7 - 8	-	1/32	1/32	1/32	1/32	1/32
Teachers – Other Certificated (Electives, Special Education, etc.)						
Elective	-	-	-	-	-	-
Special Education	-	-	-	-	-	-
Other (Identify)	-	-	-	-	-	-

COVA Charter School

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year Budget Type	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Teacher Staffing Projection						
Teachers – Regular Programs (FTE)						
Kindergarten	-	-	-	-	1.00	1.00
1st Grade	-	-	-	-	1.00	1.00
2nd Grade	-	-	-	1.00	1.00	1.00
3rd Grade	-	1.00	1.00	1.00	1.00	2.00
4th Grade	-	1.00	1.00	1.00	1.00	2.00
5th Grade	-	1.00	1.00	1.00	1.00	2.00
6th Grade	-	2.00	2.00	2.00	2.00	2.00
7th Grade	-	1.00	2.00	2.00	2.00	2.00
8th Grade	-	-	1.00	2.00	2.00	2.00
Subtotal		6.00	8.00	10.00	12.00	15.00
Teachers – Independent Study Programs (FTE)						
Kindergarten	-	-	-	-	-	-
Grades 1 - 3	-	-	-	-	-	-
Grades 4 - 6	-	-	-	-	-	-
Grades 7 - 8	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-
Teachers – Other Certificated (Electives, Special Education, etc.)						
Elective	-	-	-	-	-	-
Special Education	-	-	-	-	-	-
Other (Identify)	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-
Hourly Teaching Assignments (estimated hrs/day)						
Subject Specialists	-	7.00	9.00	10.00	10.00	12.00
Other (Identify)	-	-	-	-	-	-
Subtotal	-	7.00	9.00	10.00	10.00	12.00
All Teachers Combined						
Kindergarten	-	-	-	-	1.00	1.00
Grades 1 - 3	-	1.00	1.00	2.00	3.00	4.00
Grades 4 - 6	-	4.00	4.00	4.00	4.00	6.00
Grades 7 - 8	-	1.00	3.00	4.00	4.00	4.00
Other Salaried	-	-	-	-	-	-
Other Hourly	-	0.88	1.13	1.25	1.25	1.50
Total All Teachers	-	6.88	9.13	11.25	13.25	16.50

COVA Charter School

Key Variables Worksheet — School Staffing Data

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Other Certificated Employee Staffing (FTEs)						
School Administrator Staffing						
Executive Director	0.33	1.00	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-	-	-
Certificated (Non-Teaching) FTEs	0.33	1.00	1.00	1.00	1.00	1.00
Total Certificated Staff	0.33	7.88	10.13	12.25	14.25	17.50
Classified Employee Staffing (FTEs)						
Classified Salaried Staff						
Clerical & Other Office Employee Staffing						
Registrar	0.33	1.00	1.00	1.00	1.00	1.00
School Secretary	-	1.00	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-	-	-
Total Salaried Site Staff	0.33	2.00	2.00	2.00	2.00	2.00
Classified Hourly Staff (hrs/day)						
Non-Certificated Instructional Employee Staffing						
Hourly Classified Teachers	-	-	-	-	-	-
Supplemental Instruction Tutors	-	2.00	2.70	3.30	3.70	4.30
Other (Identify)	-	-	-	-	-	-
Subtotal Hourly FTE	-	0.25	0.34	0.41	0.46	0.54
Total Classified Staff	0.33	2.25	2.34	2.41	2.46	2.54
Total All Staff	0.67	10.13	12.46	14.66	16.71	20.04
Cost of Staff Earning Health Benefits		9.00	11.00	13.00	15.00	18.00

COVA Charter School

Key Variables Worksheet — Staff Compensation Data

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Certificated Salary Costs 1000-1999						
CA CPI (reference value)	3.3%	2.9%	2.7%	2.9%	3.1%	3.1%
School Seniority COLA	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Subtotal	4.3%	3.9%	3.7%	3.9%	4.1%	4.1%
Maximum COLA School will pay	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Total Annual Salary COLA	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Teacher Salaries 11xx						
Average Teacher Cost – Regular	1100	\$ 43,200	\$ 44,100	\$ 45,000	\$ 45,900	\$ 46,800
Average Teacher Cost – Independent Study	1100	\$ 43,200	\$ 44,100	\$ 45,000	\$ 45,900	\$ 46,800
Teacher Stipends	1100	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teacher Cost per Day	1100	\$ 95	\$ 100	\$ 105	\$ 110	\$ 115
Teacher Daily Equivalent Rate		\$ 240	\$ 245	\$ 250	\$ 255	\$ 260
Teacher Hourly Equivalent Rate		\$ 34.29	\$ 35.00	\$ 35.71	\$ 36.43	\$ 37.14
Hourly Teacher Pay Rate	11xx	\$ 40.00	\$ 40.80	\$ 41.60	\$ 42.40	\$ 43.20
Other Teacher Salaries 11xx						
Teachers – Elective	11xx	\$ -	\$ -	\$ -	\$ -	\$ -
Teachers – Special Education	1110	\$ -	\$ -	\$ -	\$ -	\$ -
Teachers – Other (Identify)	11xx	\$ -	\$ -	\$ -	\$ -	\$ -
School Administrator Salaries 12xx						
Assistant Principal	1200	\$ -	\$ -	\$ -	\$ -	\$ -
Executive Director	1200	\$ 82,400	\$ 84,000	\$ 85,700	\$ 87,400	\$ 89,100
Other (Identify)	12xx	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Employee Salaries 2000-2999						
Clerical & Other Office Employee 23xx						
Registrar	23xx	\$ 32,400	\$ 33,000	\$ 33,700	\$ 34,400	\$ 35,100
School Secretary	23xx	\$ -	\$ 27,500	\$ 28,100	\$ 28,700	\$ 29,300
Other (Identify)	23xx	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Hourly Staff Wage Rates (\$/hr)						
Non-Certificated Instructional Em 21xx						
Hourly Classified Teachers	21xx	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Instruction Tutors	21xx	\$ -	\$ 25.00	\$ 25.50	\$ 26.00	\$ 26.50
Other (Identify)	21xx	\$ -	\$ -	\$ -	\$ -	\$ -

COVA Charter School

Key Variables Worksheet — Employee Benefit Data

Ordinal Year Fiscal Year	Year 0 2006-07	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12	Comments	
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget		
Retirement Options								
State Teachers Retirement	Y	8.25%	8.25%	8.25%	8.25%	8.25%	paid by all certificated employees	
Other Certificated Retirement	N	0.00%	0.00%	0.00%	0.00%	0.00%	paid by all certificated employees	
Public Employees Retirement	Y	9.12%	9.12%	9.12%	9.12%	9.12%	PERS or equivalent system; paid by all classified employees	
Social Security (OASDI)	N	0.00%	0.00%	0.00%	0.00%	0.00%	paid by all classified employees	
Other Classified Retirement	N	0.00%	0.00%	0.00%	0.00%	0.00%	paid by all classified employees	
Alternative Retirement Plan	N	0.00%	0.00%	0.00%	0.00%	0.00%	paid by participants to be described	
Other Mandatory Benefits								
Medicare	Y	1.45%	1.45%	1.45%	1.45%	1.45%	No limit on contribution; both employee and employer must pay.	
State Unemployment (SEF)	Y	0.65%	0.65%	0.65%	0.65%	0.65%	No limit on contribution; both employee and employer must pay.	
Worker's Compensation (WC)	Y	3.50%	3.50%	3.50%	3.50%	3.50%	Rate varies on a school-by-school basis	
Health Benefits								
Average Rise in Health Care Costs	Y	7.4%	7.6%	7.4%	6.9%	6.9%	Source: Center for Medicaid/Medicare Services	
Maximum Increase Paid by School	n/a	n/a	10.0%	10.0%	10.0%	10.0%	Maximum Increase Paid by School	
Annual Health Benefits COLA	n/a	7.4%	7.6%	7.4%	6.9%	6.9%		
Other: Combined H/D/V estim	Y	\$ -	\$ 500	\$ 537	\$ 574	\$ 614	\$ 656	benefits.
Life Insurance	N	-	-	-	-	-	-	
Other (Identify)	N	-	-	-	-	-	-	
Other (Identify)	N	-	-	-	-	-	-	

COVA Charter School

Key Variables Worksheet — Books & Supplies

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
SACS	Actual	Projected	Projected	Projected	Projected	Projected		
Budget Type Code	Budget	Budget	Budget	Budget	Budget	Budget	Comments	
Approved Textbooks and Core Curricula Materials								
New Textbooks (students)	4100	\$ 250.00	\$ -	\$ 256.75	\$ 264.20	\$ 272.39	\$ 280.83	Annual amount per student
Replacement Textbooks (students)	4100	-	-	44.12	45.40	46.81	48.26	Annual amount per student; 10% replacemer
New Textbooks (teachers)	4100	581.82	598.69	614.85	632.68	652.29	672.51	Annual amount per teacher
Other (Identify)	4100	-	-	-	-	-	-	Annual amount for all texts
Books and Other Reference Materials								
Library Books	4200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Annual amount per student
Other Books (students)	4200	-	-	-	-	-	-	Annual amount per teacher
Other Books (teachers)	4200	-	-	-	-	-	-	Annual amount per teacher
Other (Identify)	4200	-	30,000	22,572	-	-	-	Library Books from Startup Grant
Materials and Supplies								
Custodial Supplies	4300	\$ -	\$ 25.00	\$ 25.68	\$ 26.42	\$ 27.24	\$ 28.08	Annual amount per student
Field Trip Expenses	4300	-	55.56	57.06	58.71	60.53	62.41	Annual amount per student
Instructional supplies (students)	4300	-	33.33	34.23	35.22	36.31	37.44	Annual amount per student
Instructional supplies (teachers)	4300	-	364	373	384	396	408	Annual amount per teacher
Office Supplies (students)	4300	-	11.11	11.41	11.74	12.10	12.48	Annual amount per student
Office Supplies (teachers)	4300	-	580	600	620	640	660	Annual amount per teacher
Postage and Shipping	4300	-	15.00	15.41	15.86	16.35	16.86	Annual amount per student
Printing & Reproduction (academic)	4300	-	16.67	17.12	17.62	18.17	18.73	Annual amount per student
Software	4300	-	22.22	22.82	23.48	24.21	24.96	Annual amount per student
Other (Identify)	4300	-	5,000	5,140	5,290	5,450	5,620	Annual amount

COVA Charter School

Key Variables Worksheet — Books & Supplies

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
SACS	Actual	Projected	Projected	Projected	Projected	Projected		
Budget Type Code	Budget	Budget	Budget	Budget	Budget	Budget	Comments	
Non Capitalized Equipment	4400							
<i>Items bought individually (ie., school-wide basis)</i>								
A/V equipment: Digital Cameras	4400	125	\$ -	\$ -	\$ -	\$ -	\$ -	replace every 4 years
A/V equipment: Digital Cameras, no. purchased		4	-	-	-	-	-	
A/V equipment: TV/VCR/DVD combo	4400	500	-	-	-	-	-	replace every 8 years
A/V equipment: TV/VCR/DVD..., no. purchased		3	-	-	-	-	-	
Color Laser Printer	4400	1,500	-	-	-	-	-	replace every 4 years
Color Laser Printer, no. purchased		1	-	-	-	-	-	
Performing Arts: Equipment & Supplie:	4400	-	2,000	2,054	2,114	2,180	2,248	replace every 12 years
Performing Arts: Equipment & S..., no. purchased		-	1	-	-	-	-	
Performing Arts: Musical Instruments	4400	-	8,650	5,000	-	-	-	lump sum amounts; replace every 12 years
Performing Arts: Musical Instr..., no. purchased		15	1	1	-	-	-	15 instruments donated to date
Performing Arts: PA System	4400	2,000	-	-	-	-	-	replace every 5 years
Performing Arts: PA System, no. purchased		1	-	-	-	-	-	
Performing Arts: Stage Lighting	4400	500	-	-	-	-	-	replace every 8 years
Performing Arts: Stage Lightin..., no. purchased		1	-	-	-	-	-	
Piano	4400	-	-	-	-	-	-	replace every 16 years
Piano, no. purchased		1	-	-	-	-	-	donated
Sports Equipment	4400	-	1,000	1,027	1,057	1,090	1,124	replace every 4 years
Sports Equipment, no. purchased		-	1	-	-	-	-	
Other (Identify)	4400	-	-	-	-	-	-	

COVA Charter School

Key Variables Worksheet — Books & Supplies

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
SACS	Actual	Projected	Projected	Projected	Projected	Projected		
Budget Type Code	Budget	Budget	Budget	Budget	Budget	Budget	Comments	
<i>Items bought on a per classroom (or per teacher) basis:</i>								
Classroom Computers	4400	500	-	-	-	-	replace every 4 years	
Classroom Computers, no. purchased		4	-	-	-	-	15 additional computers donated to school	
Classroom Printers	4400	200	-	-	-	-	replace every 4 years	
Classroom Printers, no. purchased		4	-	-	-	-		
First Aid Kits	4400	-	100	103	106	109	112	replace every 6 years
First Aid Kits, no. purchased		-	7	2	2	2	3	
Software	4400	250	-	-	-	-	-	expect to buy one license/computer
Software, no. purchased		4	-	-	-	-	-	
Other (Identify)	4400	-	-	-	-	-	-	
<i>Items bought on a per student basis</i>								
Other (Identify)	4400	-	-	-	-	-	-	
Food	4700							
Bottled Water	4700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Projected monthly amount
Other (Identify)	4700	-	-	-	-	-	-	

COVA Charter School

Key Variables Worksheet — Operating Costs

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
SACS	Actual	Projected	Projected	Projected	Projected	Projected		
Budget Type Code	Budget	Budget	Budget	Budget	Budget	Budget	Comments	
Personal Services of Instructional Consultants, Lecturers & Others								
Artists in Residence	5100	\$ -	\$ -	\$ -	\$ -	\$ -	Estimated monthly expense (10 mos/yr)	
(Identify)	5100	-	-	-	-	-	Estimated monthly expense (10 mos/yr)	
Travel and Conference								
Other: Combined Estimate	5200	\$ 2,000	\$ 2,060	\$ 2,120	\$ 2,180	\$ 2,250	\$ 2,320	Estimated annual cost
Dues and Memberships								
Combined Estimate	5300	\$ -	\$ 2,000	\$ 2,050	\$ 2,110	\$ 2,180	\$ 2,250	Estimated annual cost
Insurance								
Combined Estimate	5450	\$ -	\$ 24.44	\$ 25.10	\$ 25.83	\$ 26.63	\$ 27.46	Estimated annual cost per pupil
Operation and Housekeeping Services								
Custodial Services	5500	\$ -	\$ 2,500	\$ 2,568	\$ 2,642	\$ 2,724	\$ 2,808	Estimated monthly expense (10 mos/yr)
Security Services	5500	417	150	154	158	163	168	Estimated monthly expense (monitoring)
Rentals, Leases, Repairs and Noncapitalized Improvements								
Equipment (lease/rental)	5600	\$ -	\$ 500	\$ 514	\$ 529	\$ 545	\$ 562	Estimated monthly expense
Equipment (repairs)	5600	-	-	-	-	-	-	Estimated monthly expense
Noncapitalized Improvements	5600	-	-	-	-	-	-	Estimated monthly expense
Property lease rate		-	3.0%	3.0%	3.0%	3.0%	3.0%	Percentage of Total Block Grant funds
Property (repairs)	5600	-	833	856	881	908	936	Estimated monthly expense
Other (Identify)	5600	-	-	-	-	-	-	Estimated monthly expense

COVA Charter School

Key Variables Worksheet — Operating Costs

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
SACS	Actual	Projected	Projected	Projected	Projected	Projected		
Budget Type Code	Budget	Budget	Budget	Budget	Budget	Budget	Comments	
Professional/Consulting Services & Operating Expenses								
District Financial Oversight Fee Rate	5800	-	1.0%	1.0%	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds
Accounting	5800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Estimated monthly expense
Advertising	5800	-	333	342	352	363	374	Estimated monthly expense
Audit Services	5800	-	333	464	579	678	807	Estimated monthly expense
Business Services	5800	-	278	286	294	303	312	Estimated annual cost per pupil
Fingerprinting	5800	-	99	102	105	108	111	Estimated cost per employee
Information Technology Consultant	5800	-	2,500	2,568	2,642	2,724	2,808	Estimated monthly expense
Legal Services	5800	-	1,000	1,027	1,057	1,090	1,124	Estimated monthly expense
Printing and Reproduction (nonacademic)	5800	-	-	-	-	-	-	Estimated annual cost per pupil
Special Education Encroachment	5800	-	475	488	502	518	534	Estimated additional annual expense per pupil
Staff Training & Development	5800	-	582	598	615	634	654	Estimated additional annual expense per FTE
Student Attendance & Accounting Service	5800	-	27.78	2.85	2.93	3.02	3.11	Estimated annual cost per pupil
Student Testing & Assessment	5800	-	27.27	28.01	28.82	29.71	30.63	Estimated annual cost per pupil
Utilities								
Electricity	5800	\$ -	\$ 1,167	\$ 1,198	\$ 1,233	\$ 1,271	\$ 1,310	Estimated monthly expense
Gas	5800	-	-	-	-	-	-	Estimated monthly expense
Propane	5800	-	-	-	-	-	-	Estimated monthly expense
Trash	5800	-	-	-	-	-	-	Estimated monthly expense
Water	5800	-	417	428	440	454	468	Estimated monthly expense
Communications								
Internet	5900	\$ -	\$ 417	\$ 428	\$ 440	\$ 454	\$ 468	Estimated monthly expense
Telephone	5900	-	417	428	440	454	468	Estimated monthly expense

COVA Charter School

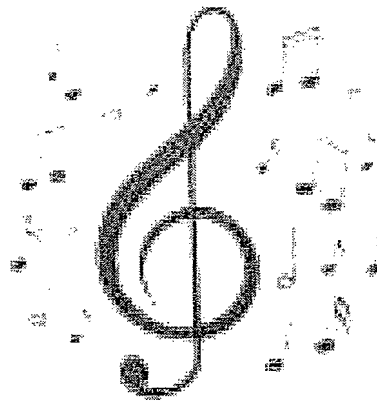
Key Variables Worksheet — Capital Costs

Budget Type	Ordinal Year Fiscal Year SACS Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget	Comments
Sites	6100							
Off-site Construction Costs	6100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Monthly cost, amortized at 0% over 10 years
Site Improvement	6100	833	-	-	-	-	-	
Buildings	6200							
Portable Classrooms	6100	-	-	-	-	-	-	Monthly cost, amortized at 0% over 20 years
Building Improvement	6200	-	-	-	-	-	-	
New Library Books & Media	6300	5,000	-	-	-	-	-	
Furniture, Fixtures & Equipment	6400							
Computer Systems	6400							
Computer Systems (student)	6400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Cost of a single student computer system
Computer and software		-	-	-	-	-	-	
Computer Table		-	-	-	-	-	-	
Computer Systems:Classrooms Ratio		1/2	1/2	1/2	1/2	1/2	1/2	Number of student systems projected per classroom
Computer Systems (teacher)	6400	-	767	788	811	836	862	Cost of a single teacher computer system
Computer and software		-	667	685	705	727	750	
Printer		-	100	103	106	109	112	
Computer Systems (other staff)	6400	-	-	-	-	-	-	per new FTE
Computer Networking Equipmer	6400	-	-	-	-	-	-	

COVA Charter School

Key Variables Worksheet — School Operations Data

Year Fiscal Year	Year I 2007-08	Year II 2008-09	Year III 2009-10	Year IV 2010-11	Year V 2011-12	Comments
Variables	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
School/Work Year Data						
Regular Program Days (Student Year)	180	180	180	180	180	# of days for students
Additional Staff Development Days	3	3	3	3	3	# of additional days for all teachers
Regular Teacher Year	183	183	183	183	183	
Additional Training for New Teachers	-	-	-	-	-	# of additional days for new teachers
New Teacher Year	183	183	183	183	183	
Site Staff Year	183	183	183	183	183	Same as new teachers
Central Office Staff Year	250	250	250	250	250	365 less 104 weekend, 11 holiday
Other Data Counted in Days						
Teacher/Staff Annual Sick Leave Allowance	5	5	5	5	5	absence rate used to estimate substitute c
Teacher Extra Duty (Supp. Inst.)	-	-	-	-	-	
Data for Supplemental Hourly Programs						
Saturday School Days	-	-	-	-	-	
Intersession Days	-	-	-	-	-	
Summer School Days	-	-	-	-	-	
Activities with Hour Counts						
Length of School Work Day						
Grades K-3	6.75	6.75	6.75	6.75	6.75	(hours)
Grades 4-6	6.75	6.75	6.75	6.75	6.75	(hours)
Grades 7-8	6.75	6.75	6.75	6.75	6.75	(hours)
Teachers & staff	8.00	8.00	8.00	8.00	8.00	(hours)
Projected Number of Classes by Grade						
	(All projections are shown in italics)					
Kindergarten	-	-	-	<i>1.0</i>	<i>1.0</i>	
1st Grade	-	-	-	<i>1.0</i>	<i>1.0</i>	
2nd Grade	-	-	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	
3rd Grade	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>2.0</i>	
4th Grade	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.5</i>	
5th Grade	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.0</i>	<i>1.5</i>	
6th Grade	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	
7th Grade	<i>1.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	
8th Grade	-	<i>1.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	
Total	<i>6.0</i>	<i>8.0</i>	<i>10.0</i>	<i>12.0</i>	<i>14.0</i>	
Annual Change in Projected Number of Classes by Grade						
Kindergarten	-	-	-	<i>1.0</i>	-	
1st Grade	-	-	-	<i>1.0</i>	-	
2nd Grade	-	-	<i>1.0</i>	-	-	
3rd Grade	<i>1.0</i>	-	-	-	<i>1.0</i>	
4th Grade	<i>1.0</i>	-	-	-	<i>0.5</i>	
5th Grade	<i>1.0</i>	-	-	-	<i>0.5</i>	
6th Grade	<i>2.0</i>	-	-	-	-	
7th Grade	<i>1.0</i>	<i>1.0</i>	-	-	-	
8th Grade	-	<i>1.0</i>	<i>1.0</i>	-	-	
Total	<i>6.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	<i>2.0</i>	



Section V: Detailed Expenditure Data

Section V – Detailed Expenditure Data shows the calculation of the various costs, by type expense, based on the **identified variables** from the previous **Sections III and IV**. For instance **all teacher costs, retirement costs, books, utilities, operating, capital equipment, debt costs** etc. defined as a variable in the previous section are calculated based upon the identified cost bases. The projected costs are shown for the multi year period **2005–06 through 2011–12**. This, and all sections, is structured for monthly review and update.

COVA Charter School

Expenditures Worksheet – Compensation

Ordinal Year Fiscal Year SACS Budget Type	Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Certificated Salaries		1000-1999					
Certificated Teacher Salaries		1100-1199					
Teachers – Regular Program	1100	\$ -	\$ 259,200	\$ 352,800	\$ 450,000	\$ 550,800	\$ 702,000
Teachers – Independent Study	1100	-	-	-	-	-	-
Other Teacher Salaries							
Teachers – Elective	11xx	-	-	-	-	-	-
Teachers – Special Education	1110	-	-	-	-	-	-
Teachers – Other (Identify)	11xx	-	-	-	-	-	-
Teacher Stipends	1100	-	-	-	-	-	-
Substitute Teacher Costs							
Sick Days		-	3,266	4,563	5,906	7,288	9,488
Hourly Teacher Pay	11xx	-	51,240	67,198	76,128	77,592	94,867
Cost of Extra Duty Days for Teachers							
Extra Duty		-	-	-	-	-	-
Regular Staff Development		-	-	-	-	-	-
Special Staff Development		-	-	-	-	-	-
Total Certificated Teacher Salaries	1000-1199	\$ -	\$ 313,706	\$ 424,560	\$ 532,034	\$ 635,680	\$ 806,355
Other Certificated Employee Salary Costs							
School Administrator Salary Costs		12xx					
Executive Director	1200	\$ 27,467	\$ 84,000	\$ 85,700	\$ 87,400	\$ 89,100	\$ 90,900
Other (Identify)	12xx	-	-	-	-	-	-
Subtotal	12xx	\$ 27,467	\$ 84,000	\$ 85,700	\$ 87,400	\$ 89,100	\$ 90,900
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 27,467	\$ 397,706	\$ 510,260	\$ 619,434	\$ 724,780	\$ 897,255
Classified Salary Costs		2000-2999					
Clerical & Other Office Employee Salary		23xx					
Registrar	23xx	\$ 10,800	\$ 33,000	\$ 33,700	\$ 34,400	\$ 35,100	\$ 35,800
School Secretary	23xx	-	27,500	28,100	28,700	29,300	29,900
Other (Identify)	23xx	-	-	-	-	-	-
Subtotal	23xx	\$ 10,800	\$ 60,500	\$ 61,800	\$ 63,100	\$ 64,400	\$ 65,700
Subtotal Classified Salaries Cost		\$ 10,800	\$ 60,500	\$ 61,800	\$ 63,100	\$ 64,400	\$ 65,700
Hourly Classified Staff Wage Costs							
Non-Certificated Instructional Employee		21xx					
Hourly Classified Teachers	21xx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Instruction Tutors	21xx	-	9,550	13,150	16,388	18,728	22,175
Other (Identify)	21xx	-	-	-	-	-	-
Subtotal	21xx	\$ -	\$ 9,550	\$ 13,150	\$ 16,388	\$ 18,728	\$ 22,175
Subtotal Hourly Staff Wage Costs		\$ -	\$ 9,550	\$ 13,150	\$ 16,388	\$ 18,728	\$ 22,175
TOTAL ALL CLASSIFIED WAGES	2000-2999	\$ 10,800	\$ 70,050	\$ 74,950	\$ 79,488	\$ 83,128	\$ 87,875

COVA Charter School

Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Retirement Options						
State Teachers Retirement 3101-3102	\$ 2,266	\$ 32,811	\$ 42,096	\$ 51,103	\$ 59,794	\$ 74,024
Other Certificated Retirement 3901	-	-	-	-	-	-
Public Employees Retirement 3201-3202	985	6,391	6,838	7,252	7,585	8,018
Social Security 3301-3302	-	-	-	-	-	-
Alternative Retirement Plan 3901-3902	-	-	-	-	-	-
Other Classified Retirement 3902	-	-	-	-	-	-
Total Retirement Costs	\$ 3,251	\$ 39,202	\$ 48,935	\$ 58,356	\$ 67,379	\$ 82,041
Other Mandatory Benefits						
Medicare 3301-3302	\$ 555	\$ 6,782	\$ 8,486	\$ 10,134	\$ 11,715	\$ 14,284
State Unemployment (SEF) 3501-3502	249	3,040	3,804	4,543	5,251	6,403
Worker's Compensation (WC) 3601-3602	1,339	16,371	20,482	24,462	28,277	34,480
Total Mandatory Benefit Costs	\$ 2,143	\$ 26,194	\$ 32,772	\$ 39,140	\$ 45,243	\$ 55,167
Health Benefits						
Other: Combined H/D/V estim: 3400	\$ -	\$ 54,000	\$ 70,884	\$ 89,544	\$ 110,520	\$ 141,696
Other (Identify) 3400	-	-	-	-	-	-
Total Health Benefit Costs 3400-3499	\$ -	\$ 54,000	\$ 70,884	\$ 89,544	\$ 110,520	\$ 141,696
Total Benefit Costs 3000-3999	\$ 5,394	\$ 119,396	\$ 152,591	\$ 187,039	\$ 223,142	\$ 278,905

COVA Charter School

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2006-07 Actual Budget	Year I 2007-08 Projected Budget	Year II 2008-09 Projected Budget	Year III 2009-10 Projected Budget	Year IV 2010-11 Projected Budget	Year V 2011-12 Projected Budget
Approved Textbooks and Core Curricula 4100						
New Textbooks (students) 4100	\$ 45,000	\$ -	\$ 16,432	\$ 13,738	\$ 10,896	\$ 14,603
Replacement Textbooks (students) 4100	-	-	10,765	13,438	15,728	18,725
New Textbooks (teachers) 4100	4,000	1,347	1,307	1,265	2,120	-
Other (Identify) 4100	-	-	-	-	-	-
Subtotal Approved Textbooks and Core Curricula	49,000	1,347	28,503	28,442	28,744	33,328
Books and Other Reference Materials 4200						
Library Books 4200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Books (students) 4200	-	-	-	-	-	-
Other Books (teachers) 4200	-	-	-	-	-	-
Other (Identify) 4200	-	30,000	22,572	-	-	-
Subtotal Books and Other Reference Materials	-	30,000	22,572	-	-	-
Materials and Supplies 4300						
Custodial Supplies 4300	-	4,500	6,266	7,820	9,153	10,895
Field Trip Expenses 4300	-	10,000	13,923	17,378	20,338	24,215
Instructional supplies (students) 4300	-	6,000	8,352	10,425	12,200	14,527
Instructional supplies (teachers) 4300	-	2,500	3,404	4,320	5,247	6,732
Office Supplies 4300	-	5,988	8,259	10,450	12,546	15,732
Postage and Shipping 4300	-	2,700	3,760	4,695	5,494	6,542
Printing & Reproduction (academic) 4300	-	3,000	4,177	5,216	6,105	7,267
Software 4300	-	4,000	5,568	6,950	8,135	9,684
Other (Identify) 4300	-	5,000	5,140	5,290	5,450	5,620
Subtotal Materials and Supplies	-	43,688	58,849	72,544	84,667	101,214
Non Capitalized Equipment 4400						
<i>Items bought individually (ie., school-wide basis):</i>						
AV equipment: Digital Cameras 4400	500	-	-	-	-	-
AV equipment: TV/VCR/DVD combo devi 4400	1,500	-	-	-	-	-
Color Laser Printer 4400	1,500	-	-	-	-	-
Performing Arts: Equipment & Supplies 4400	-	2,000	-	-	-	-
Performing Arts: Musical Instruments 4400	-	8,650	5,000	-	-	-
Performing Arts: PA System 4400	2,000	-	-	-	-	-
Performing Arts: Stage Lighting 4400	500	-	-	-	-	-
Piano 4400	-	-	-	-	-	-
Sports Equipment 4400	-	1,000	-	-	-	-
Other (Identify) 4400	-	-	-	-	-	-
<i>Items bought on a per classroom (or per teacher) basis:</i>						
Classroom Computers 4400	2,000	-	-	-	-	-
Classroom Printers 4400	800	-	-	-	-	-
First Aid Kits 4400	-	688	232	225	218	364
Software 4400	1,000	-	-	-	-	-
Other (Identify) 4400	-	-	-	-	-	-
<i>Items bought on a per student basis:</i>						
Other (Identify) 4400	-	-	-	-	-	-
Subtotal Non Capitalized Equipment	9,800	12,338	5,232	225	218	364
Food 4700	-	-	-	-	-	-
Total Books & Supplies 4000-4999	\$ 58,800	\$ 87,372	\$ 115,156	\$ 101,211	\$ 113,628	\$ 134,907

COVA Charter School

Expenditures Worksheet – Services and Operational Expenses

	Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V
	Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
	SACS	Actual	Projected	Projected	Projected	Projected	Projected
	Budget Type	Budget	Budget	Budget	Budget	Budget	Budget
	Code						
Personal Services of Instructional Consu	5100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel and Conference	52xx	2,000	2,060	2,120	2,180	2,250	2,320
Dues and Memberships	5300	-	2,000	2,050	2,110	2,180	2,250
Insurance	54xx	-	4,400	6,124	7,646	8,948	10,654
Operation and Housekeeping Services	55xx						
Custodial Services	5500	-	25,000	25,680	26,420	27,240	28,080
Security Services	5500	5,000	1,800	1,848	1,896	1,956	2,016
Rentals, Leases, Repairs and Noncapitali	56xx						
Equipment (lease/rental)	5600	-	6,000	6,168	6,348	6,540	6,744
Equipment (repairs)	5600	-	-	-	-	-	-
Noncapitalized Improvements	5600	-	-	-	-	-	-
Property (lease/rental)	5600	-	28,608	40,348	50,654	59,364	70,861
Property (repairs)	5600	-	10,000	10,272	10,572	10,896	11,232
Professional/Consulting Services and Op	58xx						
Accounting	5800	-	-	-	-	-	-
Advertising	5800	-	4,000	4,104	4,224	4,356	4,488
Audit Services	5800	-	4,000	5,568	6,948	8,136	9,684
Business Services	5800	-	50,000	69,730	86,958	101,733	120,970
District Financial Oversight Fee	5800	-	10,373	14,622	18,356	21,519	25,688
Fingerprinting	5800	-	1,185	1,221	1,257	1,293	1,329
Information Technology Consultant	5800	-	30,000	30,816	31,704	32,688	33,696
Legal Services	5800	-	12,000	12,324	12,684	13,080	13,488
Printing and Reproduction (nonacademic)	5800	-	-	-	-	-	-
Special Education Encroachment	5800	-	85,500	119,072	148,592	174,048	207,192
Staff Training & Development	5800	-	4,000	2,168	2,429	2,695	3,859
Student Attendance & Accounting Service	5800	-	5,000	695	867	1,015	1,207
Student Testing & Assessment	5800	-	4,909	6,834	8,531	9,983	11,884
Utilities	5800						
Electricity	5800	-	14,000	14,376	14,796	15,252	15,720
Water	5800	-	5,000	5,136	5,280	5,448	5,616
Communications	59xx						
Internet	5900	-	5,000	5,136	5,280	5,448	5,616
Telephone	5900	-	5,000	5,136	5,280	5,448	5,616
Total Services & Operational Expenses	5000-5999	\$ 7,000	\$ 319,834	\$ 391,549	\$ 461,012	\$ 521,515	\$ 600,210

COVA Charter School

Expenditures Worksheet – Capital Costs

Budget Type	SACS Code	Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V
		Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
			Actual Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Sites	6100		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Site Improvement	6100		10,000	-	-	-	-	-
Buildings	6200		-	-	-	-	-	-
Building Improvement	6200		-	-	-	-	-	-
New Library Books & Media	6300		5,000	-	-	-	-	-
Furniture, Fixtures & Equipment	6400		-	-	-	-	-	-
Computer Systems	6400		-	5,271	1,773	1,723	1,672	2,802
Furniture & Equipment	6400		-	11,737	3,893	3,364	2,844	4,128
Furniture, Fixtures & Equipment Replace	6500		-	1,641	2,190	2,703	3,180	3,946
Depreciation Expense	6900		-	-	-	-	-	-
Total Capital Costs			\$ 15,000	\$ 18,648	\$ 7,856	\$ 7,790	\$ 7,695	\$ 10,876

COVA Charter School

Expenditures Worksheet – Other Outgo; Transfers In and Out

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V	Comments
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	
Budget Type	Actual Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Budget Type	Budget	Budget	Budget	Budget	Budget	Budget	
Other Outgo							
Debt Service – Interest Payments							
CDE Revolving Loan	\$ -	\$ -	\$ 10,075	\$ 8,060	\$ 6,045	\$ 4,030	4.03% simple interest
Tuition	-	-	-	-	-	-	
Special Education	-	-	-	-	-	-	
Other Outgo (Identify)	-	-	-	-	-	-	
Total Other Outgo	\$ -	\$ -	\$ 10,075	\$ 8,060	\$ 6,045	\$ 4,030	Summarized in Expenditures
Other Sources and Uses – Transfers In							
Debt Service – Proceeds							
CDE Revolving Loan	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	Proceeds received on 7/1/07
Transfers FROM District							
District Facility Payment	-	-	-	-	-	-	
Other Transfers IN (Identify)	-	-	-	-	-	-	
Total Transfers In	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	Summarized at Transfers In
Other Sources and Uses – Transfers Out							
Debt Service – Principal Payments							
CDE Revolving Loan	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	5 Yr Repayment Period
Other Transfers OUT (Identify)	-	-	-	-	-	-	
Total Transfers Out	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	Summarized at Transfers Out

Detailed Cash Flow, 2007–08 through 2009–10

The projected detailed **Cash Flow** for **COVA** for the three year period 2007–08 through 2009–10 is shown in the subsequent tables. Each calendar year worksheet is accompanied by a budget reconciliation worksheet to illustrate how the receipt of delayed revenues brings the cash flow into accordance with the budget plan.

COVA Charter School Cash Flow — 2007-08 Cash Flow Worksheet

	Jul (PY Pmt) 2007	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan 2008	Feb	Mar	Apr	May	Jun	Total 2007-08
Beginning Balance	\$ -	\$ -	\$ 138,123	\$ 162,168	\$ 412,731	\$ 353,724	\$ 294,718	\$ 460,967	\$ 404,582	\$ 468,686	\$ 489,930	\$ 489,145	\$ 493,305	\$ -
Revenues														
Charter School General Purpose Block Grant Allocations														Annual Total
In Lieu Tax Portion	\$ -	\$ -	\$ 17,385	\$ 34,769	\$ 23,180	\$ 23,180	\$ 23,180	\$ 23,180	\$ 23,180	\$ 40,564	\$ 20,282	\$ 20,282	\$ 20,282	\$ 269,462
State Aid Portion	-	-	-	225,706	-	-	159,322	-	92,938	46,469	46,469	46,469	-	617,372
Charter School Categorical Block Grant Allocations	-	-	-	28,458	-	-	20,088	-	11,718	5,859	5,859	5,859	-	77,841
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CA Primary (K-3) Class Size Reduction	-	-	-	5,360	-	-	16,080	-	-	-	-	-	-	21,440
Economic Impact Aid	-	-	-	30,382	-	-	21,446	-	12,510	6,255	6,255	6,255	-	83,103
Summer and Hourly Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Programs	-	-	-	8,074	-	-	5,699	-	3,324	1,662	1,662	1,662	-	22,083
CDE Charter School Startup Grant	-	-	99,800	-	-	-	-	-	-	-	-	-	-	99,800
Other State Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal State Revenues	\$ -	\$ -	\$ 117,185	\$ 332,749	\$ 23,180	\$ 23,180	\$ 245,814	\$ 23,180	\$ 143,670	\$ 100,809	\$ 80,527	\$ 80,527	\$ 20,282	\$ 1,191,101
Total Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ -	\$ -	\$ 117,185	\$ 332,749	\$ 23,180	\$ 23,180	\$ 245,814	\$ 23,180	\$ 143,670	\$ 100,809	\$ 80,527	\$ 80,527	\$ 20,282	\$ 1,191,101
Expenses														
Certificated Salaries	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 33,142	\$ 397,706
Classified Salaries	5,838	5,838	5,838	5,838	5,838	5,838	5,838	5,838	5,838	5,838	5,838	5,838	5,838	70,050
Employee Benefits	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	9,950	119,396
Books & Supplies	26,212	17,474	6,116	6,116	6,116	3,495	3,495	3,495	3,495	5,242	3,495	2,621	-	87,372
Services & Operational Expenses	35,182	25,182	25,587	25,587	25,587	25,587	25,587	25,587	25,587	25,587	22,388	32,388	-	319,834
Capital Outlay	1,554	1,554	1,554	1,554	1,554	1,554	1,554	1,554	1,554	1,554	1,554	1,554	-	18,648
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	\$ 111,877	\$ 93,140	\$ 82,186	\$ 82,186	\$ 82,186	\$ 79,565	\$ 79,565	\$ 79,565	\$ 79,565	\$ 81,312	\$ 76,367	\$ 85,493	\$ -	\$ 1,013,007
Loan Proceeds	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000
Repayment of Debt Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Position	\$ -	\$ 138,123	\$ 24,045	\$ 250,562	\$ (59,007)	\$ (59,007)	\$ 166,249	\$ (56,385)	\$ 64,105	\$ 21,244	\$ (785)	\$ 4,160	\$ (65,211)	\$ 428,094
Cumulative Cash Position	\$ -	\$ 138,123	\$ 162,168	\$ 412,731	\$ 353,724	\$ 294,718	\$ 460,967	\$ 404,582	\$ 468,686	\$ 489,930	\$ 489,145	\$ 493,305	\$ 428,094	\$ 428,094

2007-08 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2007-08	Less Prior Year Adjustments	Jul 2008	Sep 2008	Dec 2008	Jan 2009	Feb 2009	Mar 2009	Adjusted Total 2007-08	Budgeted Total 2007-08	Difference Budget - Actual
Beginning Balance	\$ -	\$ 428,094	\$ 428,094	\$ 539,095	\$ 539,095	\$ 564,808	\$ 564,808	\$ 564,808	\$ -	\$ -	\$ -
Revenues											
Charter School General Purpose Block Grant Alloc									953,585	953,585	-
In Lieu Tax Portion	\$ 269,462	\$ -	\$ 20,283	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 289,744	\$ 289,744	\$ -
State Aid Portion	617,372	-	46,468	-	-	-	-	-	663,841	663,841	-
Charter School Categorical Block Grant Allocations	77,841	-	5,859	-	-	-	-	-	83,700	83,700	-
California Lottery	-	-	-	-	25,713	-	-	-	25,713	25,713	-
CA Primary (K-3) Class Size Reduction	21,440	-	-	-	-	-	-	-	21,440	21,440	-
Economic Impact Aid	83,103	-	12,981	-	-	-	-	-	96,084	96,084	-
Summer and Hourly Programs	-	-	-	-	-	-	-	-	-	-	-
Other State Programs	22,083	-	1,663	-	-	-	-	-	23,746	23,746	-
CDE Charter School Startup Grant	99,800	-	-	-	-	-	-	-	99,800	99,800	-
Other State Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-
Subtotal State Revenues	\$ 1,191,101	\$ -	\$ 111,001	\$ -	\$ 25,713	\$ -	\$ -	\$ -	\$ 1,327,814	\$ 1,327,814	\$ -
Total Federal Programs	-	-	-	-	-	-	-	-	-	-	-
Local Programs	-	-	-	-	-	-	-	-	-	-	-
Other Local Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 1,191,101	\$ -	\$ 111,001	\$ -	\$ 25,713	\$ -	\$ -	\$ -	\$ 1,327,814	\$ 1,327,814	\$ -
Expenses											
Certificated Salaries	\$ 397,706	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 397,706	\$ 397,706	\$ -
Classified Salaries	70,050	-	-	-	-	-	-	-	70,050	70,050	-
Employee Benefits	119,396	-	-	-	-	-	-	-	119,396	119,396	-
Books & Supplies	87,372	-	-	-	-	-	-	-	87,372	87,372	-
Services & Operational Expenses	319,834	-	-	-	-	-	-	-	319,834	319,834	-
Capital Outlay	18,648	-	-	-	-	-	-	-	18,648	18,648	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	\$ 1,013,007	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,013,007	\$ 1,013,007	\$ -
Loan Proceeds	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ -
Repayment of Debt Principal	-	-	-	-	-	-	-	-	-	-	-
Net Cash Position	\$ 428,094	\$ -	\$ 111,001	\$ -	\$ 25,713	\$ -	\$ -	\$ -	\$ 564,808	\$ 564,808	\$ -
Cumulative Cash Position	\$ 428,094	\$ 428,094	\$ 539,095	\$ 539,095	\$ 564,808	\$ 564,808	\$ 564,808	\$ 564,808	\$ 564,808	\$ 564,808	\$ -

COVA Charter School Cash Flow -- 2008-09 Cash Flow Worksheet

	Jul (PY Pmt) 2008	Jul (CY Pmt) 2008	Aug	Sep	Oct	Nov	Dec	Jan 2009	Feb	Mar	Apr	May	Jun	Total 2008-09
Beginning Balance	\$ 428,094	\$ 515,348	\$ 428,425	\$ 460,620	\$ 470,794	\$ 463,636	\$ 456,478	\$ 503,818	\$ 500,115	\$ 639,996	\$ 728,333	\$ 767,006	\$ 811,898	\$ 428,094
Revenues														
Charter School General Purpose Block Grant Allocations:														
In Lieu Tax Portion	\$ 20,283	\$ -	\$ 17,732	\$ 35,465	\$ 23,643	\$ 23,643	\$ 23,643	\$ 23,643	\$ 23,643	\$ 77,120	\$ 38,560	\$ 38,560	\$ 38,560	\$ 384,496
State Aid Portion	46,468	41,086	82,173	54,782	54,782	54,782	54,782	54,782	181,660	90,830	90,830	90,830	897,787	
Charter School Categorical Block Grant Allocations	5,859	5,163	10,325	6,883	6,883	6,883	6,883	6,883	22,453	11,227	11,227	11,227	111,898	
California Lottery	-	-	-	-	-	-	34,513	-	-	8,801	-	-	8,801	52,114
CA Primary (K-3) Class Size Reduction (E.C. 5212)	-	-	-	5,510	-	-	16,530	-	-	-	-	-	-	22,040
Economic Impact Aid	12,981	5,505	11,009	7,339	7,339	7,339	7,339	7,339	19,613	9,807	9,807	9,807	115,226	
Summer and Hourly Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Programs	1,663	1,918	3,836	2,557	2,557	2,557	2,557	2,557	3,920	1,960	1,960	1,960	30,000	
CDE Charter School Startup Grant	-	-	36,200	-	-	-	-	-	-	-	-	-	-	36,200
Other State Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal State Revenues	\$ 87,254	\$ 53,671	\$ 161,275	\$ 112,536	\$ 95,205	\$ 95,205	\$ 146,248	\$ 95,205	\$ 251,289	\$ 199,745	\$ 152,384	\$ 152,384	\$ 47,361	\$ 1,649,760
Total Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 87,254	\$ 53,671	\$ 161,275	\$ 112,536	\$ 95,205	\$ 95,205	\$ 146,248	\$ 95,205	\$ 251,289	\$ 199,745	\$ 152,384	\$ 152,384	\$ 47,361	\$ 1,649,760
Expenses														
Certificated Salaries	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 42,522	\$ 510,260
Classified Salaries	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	6,246	74,950
Employee Benefits	12,716	12,716	12,716	12,716	12,716	12,716	12,716	12,716	12,716	12,716	12,716	12,716	12,716	152,591
Books & Supplies	34,547	23,031	8,061	8,061	8,061	4,606	4,606	4,606	4,606	6,909	4,606	4,606	3,455	115,156
Services & Operational Expenses	43,070	43,070	31,324	31,324	31,324	31,324	31,324	31,324	31,324	31,324	27,408	27,408	27,408	391,549
Capital Outlay	655	655	655	655	655	655	655	655	655	655	655	655	655	7,856
Other Outgo	840	840	840	840	840	840	840	840	840	840	840	840	840	10,075
Total Expenses	\$ 140,595	\$ 129,079	\$ 102,363	\$ 102,363	\$ 102,363	\$ 98,908	\$ 98,908	\$ 98,908	\$ 98,908	\$ 101,211	\$ 94,992	\$ 93,841	\$ 93,841	\$ 1,262,437
Loan Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Repayment of Debt Principal	-	-	-	-	-	-	-	-	(12,500)	(12,500)	(12,500)	(12,500)	-	(50,000)
Net Cash Position	\$ 87,254	\$ (86,924)	\$ 32,195	\$ 10,174	\$ (7,158)	\$ (7,158)	\$ 47,340	\$ (3,703)	\$ 139,881	\$ 88,337	\$ 38,673	\$ 44,892	\$ (46,480)	\$ 337,323
Cumulative Cash Position	\$ 515,348	\$ 428,425	\$ 460,620	\$ 470,794	\$ 463,636	\$ 456,478	\$ 503,818	\$ 500,115	\$ 639,996	\$ 728,333	\$ 767,006	\$ 811,898	\$ 765,417	\$ 765,417

2008-09 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2008-09	Less Prior Year Adjustments	Jul 2009	Sep 2009	Dec 2009	Jan 2010	Feb 2010	Mar 2010	Adjusted Total 2008-09	Budgeted Total 2008-09	Difference Budget - Actual	
Beginning Balance	\$ 428,094	\$ 765,417	\$ 652,450	\$ 860,127	\$ 868,927	\$ 868,927	\$ 868,927	\$ 868,927	\$ 428,094	\$ 428,094	\$ -	
Revenues												
Charter School General Purpose Block Grant Allocation									combined block grant	1,344,923	1,344,923	-
In Lieu Tax Portion	\$ 384,496	\$ (20,283)	\$ 38,561	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 402,774	\$ 402,774	\$ -	
State Aid Portion	897,787	(46,468)	90,830	-	-	-	-	-	942,148	942,148	-	
Charter School Categorical Block Grant Allocations	111,898	(5,859)	11,225	-	-	-	-	-	117,264	117,264	-	
California Lottery	52,114	(25,713)	-	8,801	-	-	-	-	35,202	35,202	-	
CA Primary (K-3) Class Size Reduction (E.C. 52126)	22,040	-	-	-	-	-	-	-	22,040	22,040	-	
Economic Impact Aid	115,226	(12,981)	31,478	-	-	-	-	-	133,722	133,722	-	
Summer and Hourly Programs	-	-	-	-	-	-	-	-	-	-	-	
Other State Programs	30,000	(1,663)	3,623	-	-	-	-	-	31,960	31,960	-	
CDE Charter School Startup Grant	36,200	-	-	-	-	-	-	-	36,200	36,200	-	
Other State Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	
Subtotal State Revenues	\$ 1,649,760	\$ (112,967)	\$ 207,676	\$ 8,801	\$ -	\$ -	\$ -	\$ -	\$ 1,753,270	\$ 1,753,270	\$ -	
Total Federal Programs	-	-	-	-	-	-	-	-	-	-	-	
Local Programs	-	-	-	-	-	-	-	-	-	-	-	
Other Local Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Revenues	\$ 1,649,760	\$ (112,967)	\$ 207,676	\$ 8,801	\$ -	\$ -	\$ -	\$ -	\$ 1,753,270	\$ 1,753,270	\$ -	
Expenses												
Certificated Salaries	\$ 510,260	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 510,260	\$ 510,260	\$ -	
Classified Salaries	74,950	-	-	-	-	-	-	-	74,950	74,950	-	
Employee Benefits	152,591	-	-	-	-	-	-	-	152,591	152,591	-	
Books & Supplies	115,156	-	-	-	-	-	-	-	115,156	115,156	-	
Services & Operational Expenses	391,549	-	-	-	-	-	-	-	391,549	391,549	-	
Capital Outlay	7,856	-	-	-	-	-	-	-	7,856	7,856	-	
Other Outgo	10,075	-	-	-	-	-	-	-	10,075	10,075	-	
Total Expenses	\$ 1,262,437	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,262,437	\$ 1,262,437	\$ -	
Loan Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Repayment of Debt Principal	(50,000)	-	-	-	-	-	-	-	(50,000)	(50,000)	-	
Net Cash Position	\$ 337,323	\$ (112,967)	\$ 207,676	\$ 8,801	\$ -	\$ -	\$ -	\$ -	\$ 440,833	\$ 440,833	\$ -	
Cumulative Cash Position	\$ 765,417	\$ 652,450	\$ 860,127	\$ 868,927	\$ 868,927	\$ 868,927	\$ 868,927	\$ 868,927	\$ 868,927	\$ 868,927	\$ -	

COVA Charter School Cash Flow — 2009-10 Cash Flow Worksheet

	Jul (PY Pmt) 2009	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan 2010	Feb	Mar	Apr	May	Jun	Total 2009-10
Beginning Balance	\$ 765,417	\$ 941,134	\$ 862,804	\$ 897,140	\$ 951,325	\$ 968,935	\$ 986,545	\$ 1,051,994	\$ 1,072,641	\$ 1,203,739	\$ 1,286,937	\$ 1,313,535	\$ 1,346,767	\$ 765,417
Revenues														
Charter School General Purpose Block Grant Allocations														
In Lieu Tax Portion	\$ 38,561	\$ -	\$ 24,650	\$ 49,300	\$ 32,866	\$ 32,866	\$ 32,866	\$ 32,866	\$ 32,866	\$ 87,589	\$ 43,795	\$ 43,795	\$ 43,795	\$ 495,817
State Aid Portion	90,830	58,384	116,767	77,845	77,845	77,845	77,845	77,845	177,399	88,700	88,700	88,700	88,700	1,098,704
Charter School Categorical Block Grant Allocations	11,225	7,241	14,482	9,655	9,655	9,655	9,655	9,655	21,989	10,995	10,995	10,995	10,995	136,197
California Lottery	-	-	-	8,801	-	-	-	10,782	-	10,782	-	-	10,782	41,146
CA Primary (K-3) Class Size Reduction (E.C. 5212)	-	-	-	11,340	-	-	-	34,020	-	-	-	-	-	45,360
Economic Impact Aid	31,478	10,055	20,110	13,406	13,406	13,406	13,406	13,406	23,461	11,731	11,731	11,731	11,731	187,327
Summer and Hourly Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Programs	3,623	2,216	4,432	2,955	2,955	2,955	2,955	2,955	3,963	1,982	1,982	1,982	1,982	34,954
CDE Charter School Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal State Revenues	\$ 175,717	\$ 77,896	\$ 180,441	\$ 173,301	\$ 136,727	\$ 136,727	\$ 181,529	\$ 136,727	\$ 259,679	\$ 211,778	\$ 157,203	\$ 157,203	\$ 54,577	\$ 2,039,504
Total Federal Programs														
Local Programs														
Other Local Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 175,717	\$ 77,896	\$ 180,441	\$ 173,301	\$ 136,727	\$ 136,727	\$ 181,529	\$ 136,727	\$ 259,679	\$ 211,778	\$ 157,203	\$ 157,203	\$ 54,577	\$ 2,039,504
Expenses														
Certificated Salaries	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 51,620	\$ 619,434
Classified Salaries	6,624	6,624	6,624	6,624	6,624	6,624	6,624	6,624	6,624	6,624	6,624	6,624	6,624	79,488
Employee Benefits	15,587	15,587	15,587	15,587	15,587	15,587	15,587	15,587	15,587	15,587	15,587	15,587	15,587	187,039
Books & Supplies	30,363	20,242	7,085	7,085	7,085	4,048	4,048	4,048	4,048	6,073	4,048	3,036	3,036	101,211
Services & Operational Expenses	50,711	50,711	36,881	36,881	36,881	36,881	36,881	36,881	36,881	36,881	32,271	32,271	32,271	461,012
Capital Outlay	649	649	649	649	649	649	649	649	649	649	649	649	649	7,790
Other Outgo	672	672	672	672	672	672	672	672	672	672	672	672	672	8,060
Total Expenses	\$ 156,226	\$ 146,105	\$ 119,117	\$ 119,117	\$ 119,117	\$ 116,080	\$ 116,080	\$ 116,080	\$ 116,080	\$ 118,105	\$ 111,470	\$ 110,458	\$ 110,458	\$ 1,464,035
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repayment of Debt Principal	-	-	-	-	-	-	-	-	(12,500)	(12,500)	(12,500)	(12,500)	-	(50,000)
Net Cash Position	\$ 175,717	\$ (78,330)	\$ 34,336	\$ 54,184	\$ 17,610	\$ 17,610	\$ 65,449	\$ 20,647	\$ 131,098	\$ 83,198	\$ 26,598	\$ 33,232	\$ (55,881)	\$ 525,469
Cumulative Cash Position	\$ 941,134	\$ 862,804	\$ 897,140	\$ 951,325	\$ 968,935	\$ 986,545	\$ 1,051,994	\$ 1,072,641	\$ 1,203,739	\$ 1,286,937	\$ 1,313,535	\$ 1,346,767	\$ 1,290,886	\$ 1,290,886

2009-10 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd 2009-10	Less Prior Year Adjustments	Jul 2010	Sep 2010	Dec 2010	Jan 2011	Feb 2011	Mar 2011	Adjusted Total 2009-10	Budgeted Total 2009-10	Difference Budget - Actual	
Beginning Balance	\$ 765,417	\$ 1,290,886	\$ 1,106,369	\$ 1,406,176	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ 765,417	\$ 765,417	\$ -	
Revenues												
Charter School General Purpose Block Grant Allocation									combined block grant	1,688,451	1,688,451	-
In Lieu Tax Portion	\$ 495,817	\$ (38,561)	\$ 43,794	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 501,049	\$ 501,049	\$ -	
State Aid Portion	1,098,704	(90,830)	179,528	-	-	-	-	-	1,187,402	1,187,402	-	
Charter School Categorical Block Grant Allocations	136,197	(11,225)	22,217	-	-	-	-	-	147,189	147,189	-	
California Lottery	41,146	(8,801)	-	10,782	-	-	-	-	43,127	43,127	-	
CA Primary (K-3) Class Size Reduction (E.C. 5212)	45,360	-	-	-	-	-	-	-	45,360	45,360	-	
Economic Impact Aid	187,327	(31,478)	11,731	-	-	-	-	-	167,580	167,580	-	
Summer and Hourly Programs	-	-	-	-	-	-	-	-	-	-	-	
Other State Programs	34,954	(3,623)	5,603	-	-	-	-	-	36,934	36,934	-	
CDE Charter School Startup Grant	-	-	-	-	-	-	-	-	-	-	-	
Other State Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	
Subtotal State Revenues	\$ 2,039,504	\$ (184,517)	\$ 299,807	\$ 10,782	\$ -	\$ -	\$ -	\$ -	\$ 2,165,575	\$ 2,165,575	\$ -	
Total Federal Programs												
Local Programs												
Other Local Programs (Identify)												
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Revenues	\$ 2,039,504	\$ (184,517)	\$ 299,807	\$ 10,782	\$ -	\$ -	\$ -	\$ -	\$ 2,165,575	\$ 2,165,575	\$ -	
Expenses												
Certificated Salaries	\$ 619,434	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 619,434	\$ 619,434	\$ -	
Classified Salaries	79,488	-	-	-	-	-	-	-	79,488	79,488	-	
Employee Benefits	187,039	-	-	-	-	-	-	-	187,039	187,039	-	
Books & Supplies	101,211	-	-	-	-	-	-	-	101,211	101,211	-	
Services & Operational Expenses	461,012	-	-	-	-	-	-	-	461,012	461,012	-	
Capital Outlay	7,790	-	-	-	-	-	-	-	7,790	7,790	-	
Other Outgo	8,060	-	-	-	-	-	-	-	8,060	8,060	-	
Total Expenses	\$ 1,464,035	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,464,035	\$ 1,464,035	\$ -	
Loan Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Repayment of Debt Principal	(50,000)	-	-	-	-	-	-	-	(50,000)	(50,000)	-	
Net Cash Position	\$ 525,469	\$ (184,517)	\$ 299,807	\$ 10,782	\$ -	\$ -	\$ -	\$ -	\$ 651,540	\$ 651,540	\$ -	
Cumulative Cash Position	\$ 1,290,886	\$ 1,106,369	\$ 1,406,176	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ 1,416,957	\$ -	

Appendix W

COVA – School Facilities Search

Commercial Locations			
Location	Size	Status	Available
1728 San Pablo Ave.	20,000 sf	2-story, Exits OK, need wall divisions, Handicap modification available.	Now
3326 Piedmont Ave.	10,660 sf	Will divide, 1-story, Handicap-OK, check earthquake.	Now
1741 Telegraph	20,000 sf	Will divide, Handicap-OK, meets school code.	Now
3020 Broadway	6,030 sf	1 story, Handicap-OK, need wall divisions. Available with 3000 Broadway.	Now
3000 Broadway	5,300 sf	1 story, Handicap-OK, need wall divisions.	Now
250 - 252 30th Street	10,200 sf	1 story, Handicap-OK, need wall divisions.	Now
3400 Broadway	8,350 sf	1 story, Handicap-OK, need wall divisions.	Now
4220 Broadway		1 story, Handicap-OK, need wall divisions.	Now

Prop. 39 – Potential School Facilities			
School	Status		
Carter Middle School	Closing as public school June 2006, part used as Charter.		
Longfellow School	Closed as public school. Charter or small autonomous?		
Lowell Middle School	Closing as a public school, June 2006, part conversion to Charter.		
Claremont Middle School	In PI year 4.		

Appendix X



8/7/06

State Administrator/Oakland School Board
Oakland Unified School District
1025 2nd Ave.
Oakland, CA 94606

Dear State Administrator,

Pursuant to Education Code, Section 47614 and Title 5 of the California Code of Regulations, Sections 11969.1 through 11969.10 (Proposition 39). I hereby request from the district public school facilities for the Conservatory of Vocal/Instrumental Arts Charter School with an anticipated start date of June 15, 2007. I have attached the State recommended Charter School Facility Request Form. Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Valerie M. Abad". The signature is written in black ink and is positioned above the printed name.

Dr. Valerie M. Abad, Executive Director
COVA Music Charter School

Charter School Facility Request Form

Proposition 39

Form for Requesting School District Facilities for a Charter School Pursuant to *Education Code* Section 47614 and Title 5 of the *California Code of Regulations*, Sections 11969.1 through 11969.10.

File
Copy

Received _____ By _____

STATE ADMIN.
AUG - 7 2006
O. U. S. D.

Charter School Name: Conservatory of Vocal/Instrumental Arts (COVA)
Charter Authorizing Entity TBD: OUSD, Alameda County, or California State

Contact Information:

Name: Valerie Abad Phone: 510-339-2961

E-mail: covaconservatory@excite.com

Address: 6454 Valley View Road, Oakland, CA 94611

Has the charter been approved? Yes **No**

Is this a continuing or new school? Continuing **New**

Actual or anticipated date of charter approval: November 2006

District from which charter school is requesting facilities: Oakland Unified

Date request submitted: August 7, 2006 Anticipated date of occupancy: June 2007

Please provide the following first year estimates of average daily attendance (a.d.a.) by grade level (consult the regulations for definitions of each term):

Grade	Estimated a.d.a. Year 1	Estimated a.d.a. when fully enrolled Year 5
K - 2	0	60
3	20	60
4	32	64
5	32	64
6	64	64
7	32	64
8	0	64
Total	180	440

COVA Music Charter School – 2007 - 2008 School Calendar

August				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 27, 28, 29, 30 Staff dev./planning days
September 31, 3 **Labor Day Holiday**
 September 4 First day of school
September 18 Back to School Night
October 11 Progress reports go home
October 12 Staff Development Day
October 31 Dia de los Muertos
November 9 **End of Marking Per 1**
November 9 Staff Development Day
November 12 Veteran's Day Holiday
November 13 - 15 Report Card Conferences
November 21 - 23 Thanksgiving Holiday
December 17 Progress reports go home
December 19 Winter Concert
December 20 - 31 Winter Break
January 1, 2 New Year's Holiday
 January 3 School Opens
January 14 M.L. King Holiday
January 16 - 18 Student Semester Conf.
January 25 Staff Development Day
January 25 **End of Marking Per 2**
January 28 Report Cards Mailed
January 29 - Feb. 1 Report Card Conferences
February 15, 18 President's Holiday
March 3 Progress reports go home
March 4 - 7 Parent Conferences
March 20 - 25 Spring Break
April 4 Staff Development Day
April 4 **End of Marking per 3**
April 7 Report Cards Mailed
April 8 - 10 Report Card Conferences
April 28 Spring Concert
May 16 Progress reports go home
May 16 - 22 Testing
May 21- 24 Parent Conferences
May 23 - 26 Memorial Day Holiday
June 17 **End of Marking per 4**
June 19 **End of Year Concert**
June 20 Last day of school
June 20 Report Cards Mailed

Extended Year: June 30 – July 30
Instructional Days = 183

January				
M	T	W	Th	F
	1	2		4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25

February				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

March				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27