

Original

COVA

CONSERVATORY

Conservatory of Vocal/Instrumental Arts

Charter Renewal

2012 – 2017



File ID Number: 12-0455
Introduction Date: 1/25/12
Enactment Number: _____
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By: _____

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1/24/2012

Tony Smith, Superintendent
Oakland Unified School District
1025 2nd Ave.
Oakland, Ca 94606

Dear Superintendent Smith,

As the Executive Director and board representative of the Conservatory of Vocal/Instrumental Arts (COVA) Charter School, we respectfully request the approval of our Charter Renewal application.

COVA has demonstrated success through its growth from 43 students when we opened, to 235 students for the 2011-12 school year with over 200 students on the waiting list. We have also demonstrated that we can educate students to high levels of academics and music. COVA serves 71% minority students, and has been able to demonstrate no achievement gap with all of our demographic groups including our Special Education students scoring above 800, and an overall STAR score of 868, a state rank of 8, and a similar schools rank of 10.

The following renewal Charter contains all of the required elements and additional appendices relevant to our application.

We look forward to the renewal process and working with the Oakland Unified School District.



Dr. Valerie Abad, Director

CHARTER RENEWAL PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: The Conservatory of Vocal/Instrumental Arts (COVA)

The charter school estimates that [INSERT #] teachers will be employed by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(l) and who **are meaningfully interested in teaching at the School under the renewal charter petition.** Signatures are subject to verification.

We, the undersigned teachers, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a 5-year renewal charter term to the Conservatory of Vocal/Instrumental Arts (COVA) pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Dr. Valerie Abad to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education. *Signed by 100% of teachers.*

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Mara Holtz	<i>M Holtz</i>	1-23-12	510-531-0110	Multi subj.	2014
Dana Crossland	<i>D Crossland</i>	1-23-12	925-864-0583	mult subject	2014
Darla Tuning	<i>Darla P. Tuning</i>	1-23-12	415-846-3246	Intern	2014
Tom BETGEORGE	<i>Tom BetGeorge</i>	1-23-12	510-599-7442	—	—
Ray Wooliever	<i>Ray Wooliever</i>	1/23/12	(510) 295-5915	Multi Subject	2015
David Saeed	<i>David Saeed</i>	1/23/12	(510) 866-6835	Multiple Subject	2016
Carolynn Jenkins	<i>Carolynn Jenkins</i>	1/23/12	510-531-0110	Multiple Subject	2014

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

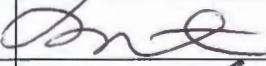
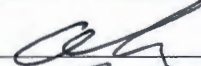
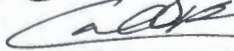
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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Brianey VanBurkleo		1/23/12	510.531.0110	math authorization Multiple Subject	May '13
Robert Alvarez		1/23/12	510 861-5209	math Intern	2013
Carl Barone		1/23/12	510-531-0110	multiple Subject	June 2014

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CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school’s charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an “X” against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1 What is distinctive about your school?
<p>The Conservatory of Vocal/Instrumental Arts is the only conservatory based Elementary/Middle school in Northern California. COVA offers strong academic instruction based on the California State Standards and a well-rounded arts curriculum with a focus on music and the performing arts. COVA students achieve and perform at their highest levels. Students in Kindergarten receive 45 minutes in music and the performing arts and up to 2 hours a day of music and performing arts in grades 1 – 8. COVA’s culture as a community endorses hard work, practice, cooperation, and support of each other regardless of socio-economic, ethnic identity, or gender identities.</p>

2 How effective is your school overall?						
	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory
<p>How do you know: Over 80% of students who have attended COVA for 2 or more years have shown academic gains as measured by the STAR assessments. All students have demonstrated progress in music and performing arts as demonstrated by our growing achievement and excellence in performance skills (video and audio of performances). COVA is also very proud that all subcategories on the STAR Assessment scored an API of over 800 for the 2010-11 school year.</p> <p>What are its notable strengths? Students who have attended COVA for 2 – 3 years have developed performance skills that border on an advanced performance level. This is shown by response from professionals in the field as well as invitations for the students to perform in venues such as Circus, Circus in Reno, North Oakland Festival, Cinco de Mayo Festival, and performances in local and state competitions.</p> <p>What are the main priorities for improvement? As a music/performing arts school, the priorities are to develop the</p>						

music and arts programs while ensuring that students received a strong academic curriculum. As a Conservatory, there have been struggles finding a blend between primary grades and upper grades, and how to maintain the Conservatory goals at all grade levels.

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? Based on interviews, comments, parent and students participation and survey information.

What do (a) students and (b) parents most like about the school? Parents and students like the richness of the curriculum and broad spectrum of the arts.

a) Students like the security of high standards and expectations, the opportunity to explore artistically, the close knit student body, the performances both at school and "on tour". They appreciate the high academic expectations and many graduates have returned to COVA to express their appreciation for the preparation they received allowing them to participate in accelerated academic and arts programs in high school.

What do they feel needs improvement, and what action is being taken? A large part of being a Conservatory is the preparation of students not only in groups, but with individual instruction. This is very expensive, but COVA has begun the process using community resources such as the MUSE program of the Oakland/EastBay Symphony orchestra, and is seeking volunteer musicians and funding to continue to grow this feature of the Conservatory.

4 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know? Students participate in regular assessment, benchmark assessments, and STAR testing. COVA has shown steady progress over the 4 years, with only one dip when the school grew from 43 to 150 students in a single year. COVA also tracks the progress of students from year to year and has demonstrated that more than 80% of students who have been at COVA 2 or more years show growth on the STAR assessments.

In which subjects and grades do students do best, and why? COVA students do well in ELA and Math. In ELA COVA has a literature based program that emphasizes reading actual novels rather than basal readers. COVA uses Standards based materials to ensure that teachers cover the Standards while using literature for the reading program. This has a great effect on student's enjoyment and enthusiasm for reading and does not control vocabulary and concepts the way many basal readings do. For English, we have adopted a new English/Writing development program, which we have begun this school year.

For math, COVA provides an 80 minute math instructional block per day, and provides for remedial and advanced groupings to ensure all students are moving at the maximum pace for their current skills, and are receiving the attention necessary to excel in math. COVA's math curriculum follows the State Standards.

In which subjects and grades is improvement needed, and what action is being taken?

The Science and Social Studies has been slower to be fully implemented. COVA teachers continue to develop the Science and Social Studies curriculum, using cross-curricular units, group projects, field trips and field experiences to enhance curriculum and instruction. The middle school students toured Washington D.C. last year to bring life to the U.S. History curriculum.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken.

There is no evidence of differential attainment by sub-groups. Although there are some small differences in the API of sub-groups, all are within the 800 – 900 API range. All subgroups scored above 800 (including Special Education Students) on the 2011 STAR assessment.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? Overall, COVA has continued to show progress in student achievement, however COVA has made several staff adjustments over the 4 years as necessary steps to ensure that teachers and staff are an effective match for COVA . We continue to grow in this area to ensure that all students are receiving the highest quality instruction and curricular exposure.

Which are the strongest features of teaching and learning, and why? Our teachers are very enthusiastic and dedicated. In order to bring consistency to the classroom teaching and learning, we have adopted the method outlined in "Teach Like a Champion" by Doug Lamov. Since beginning this program, teacher have felt that they are able to maximized the teaching time and minimize classroom disruptions.

What aspects of teaching and learning most need improvement, and what action is being taken? As a school that has only been in operation for 4 years, we continue to refine our faculty needs trying to build the ideal team that will take us forward in the next 5 years. Each year we have found that we are getting closer to that goal. The addition of the "Teach Like a Champion" program has given us a greater "community" of teaching as all teachers and students have "common" expectations and standards.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know? Professional development has been effective at the level of a new school. As a new school, much of the professional development is centered on basic school tasks, and the development of common goals. To this end, professional development has focused inward, rather than looking outward. Future goals will be to extend professional development outward. Teachers are showing improvement in using data from ongoing training in State Standards, and improvement in classroom management from training in the "Teach Like a Champion" techniques.

Which are the strongest features of professional development, and why? Typically new schools need professional development to bring a common vision to the school. COVA has spent much of professional development time working on school culture and common practice as well as bringing in a math consultant, facilitators, and trainers to ensure all teachers are well trained in the use of school attendance software, benchmark assessment software, core curriculum, school wide discipline processes and expectations, and understanding and preparing benchmark assessments. These professional development activities have brought a cohesiveness to the faculty and staff.

How are professional development activities selected and evaluated? The professional development activities as a newer school are generally selected based on the "need to know". As a school is developing their processes and procedures, it is necessary that these be shared and understood by all staff. COVA has been providing these professional development opportunities, and plans to extend professional development activities outward as we stabilize staff and have training provided to all staff related to internal processes. The professional development is evaluated by the successful use by the teachers of training received.

What aspects of teaching and learning most need improvement, and what action is being taken? One on the most difficult parts of starting a school from scratch is the development of a staff "team". COVA continues to go through the process of identifying the team that will bring the greatest success to students. We have already taken steps to enhance our math instruction by bringing in a math consultant to work with students and teachers, adopting a new ELA series to address areas that teachers felt were not aligned well enough to the state standards, and adopted the "Teach Like a Champion" method of classroom management.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? Based on information from Benchmark Assessments, teachers have been able to identify students who are not mastering specific standards and are able to address those needs.

What are the strongest features of assessment? Regular teacher formal and informal assessment, benchmark assessments, and teacher knowledge of subject/grade level standards. The knowledge of standards allows teachers to identify areas quickly where students demonstrate weaknesses.

What aspects need improvement, and what action is being taken? Continued focus on state standards and the beginning of training and awareness of the Common Core Standards.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know? COVA's demographics closely mirror the demographics of the city of Oakland, which was the goal in the original charter. During the first two years of operation (during our largest enrollment period), booths were manned at several community fairs and festivals, such as the Laural festival, Cinco de Mayo festival, Chinatown festival, and Oakland Art and Soul festivals. However due to COVA's location that is considered a little "remote" our demographics are lower than expected in Asian and Hispanic groups. However these groups have grown steadily each year.

What are the strongest aspects of efforts to a diverse student population? COVA believes that all students deserve a strong standards based curriculum, regardless of their socioeconomic status or ethnic group. With this in mind, all students are held to the highest levels of expectation. In an extended day program students can receive help in curricular concepts and assistance with homework. Advanced students are provided advanced opportunities within the classroom, in small groupings, and through participation in the Pre-High School College Program at Merritt or Laney College. This is an early college entrance program where students are able to take college classes for college credit while in middle-school.

What aspects need improvement, and what action is being taken? There is always more that can be done for students who enroll in COVA without the appropriate grade level skills and knowledge. We continue to develop classroom strategies and interventions to address the needs of these students. The extended-day program offers after school homework assistance, and identified students receive academic intervention from teachers.

9 How effective is the leadership and management of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know? The school leadership, although very thin (with only one administrator to cover all administrative tasks) has taken COVA from ground zero to a full functioning K-8, 235 student school in 4 years. COVA continues to grow and develop, and as this growth continues, so do the administrative needs. COVA's goal as they become financially stable is to enhance administration to ensure continuation of the school and its programs.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards? Teachers receive several informal observations during the school year and at least one formal evaluation. During these observations, teaching effectiveness and instructional content are noted. If there are concerns regarding the observations teachers meet with the administrator. Prior to the start of each school year, teachers prepare lessons and benchmarks aligned to the standards to ensure that all standards are covered prior to STAR testing with time to review standards that need more instructional time.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum? COVA has brought in a math consultant, has an on staff math specialist, purchased specialized books and materials aligned with the State Standards.

Which aspects of leading and managing the academic performance of the school work best, and why? Ensuring that all teachers are knowledgeable in the State Standards and familiar with how to implement and assess them.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken? Continuing to provide oversight and support for utilizing state standards and that sufficient materials are available. Update training as necessary and preparation to potential shift to Common Core Standards.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know? Teachers prepare progress reports or report cards 6 times during the school year. Teachers meet with all parents of students who are not demonstrating academic deficiency in November. Every Tuesday the "COVA Notes" is sent home to inform parents of the activities and any essential information for the student and family. Each student has a daily planner where assignments are recorded and messages between parents and teachers may be recorded. Teachers are available to parents via email, and if requested phone or school conference.

Which are the strongest features, and why? The daily planner, COVA Notes, and Teacher conferences, because these are regular daily or weekly methods of communication.

What most needs improvement, and what action is being taken? Parent participation in utilizing these methods of communication. Recently we have updated the Web-site to include the COVA Notes and contact information for teachers, school calendar, and other information which can be accessed easily on the web.

11 How effectively does the school community analyze and use school wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? COVA uses regular reports to parents, teacher assessments and evaluations, Student Study Teams, and cross grade level teacher consultation. At the beginning of each year teachers receive a binder containing the STAR assessment scores for each of their students (available for continuing students – and provided when records come in for new students). This allows teachers to evaluate student levels prior to students arriving in their classrooms.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction? During the training days prior to the opening of school, discussions are held about overall performance, grade level performance, and subgroup performance.

Describe how the school is training administrators and teachers to understand and use assessment data. COVA provides inservice training twice during the year to understand and use testing data to inform their instruction. This training is provided by administration and testing specialists.

To what extent are parents and students informed of student performance data individually and schoolwide? Parents receive copies of benchmark data which they are asked to sign. This benchmark data is then kept in the student portfolios. Teachers receive copies of all student's STAR testing results in a school binder prior to the start of the school year (available for continuing students – and provided when records come in for new students).

What most needs improvement, and what action is being taken? Additional training directed toward parents, relating to interpreting test scores and understanding the meaning of STAR categories (Far Below Basic, Below Basic, Basic, Proficient, Advanced). Meetings for parents are being prepared and will be offered twice this school year.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? COVA is part of the OUSD SELPA. This has been one of our most difficult challenges. COVA provides a program that ensures that students with disabilities receive the same instruction as other students, and OUSD is supposed to provide the supplementary services. However this has often fallen short. We are currently working with PEC to correct these problems.

Which are the strongest features, and why? COVA's strongest feature is that we ensure that each child, with a disability, fully benefits from all classroom instruction in addition to their special education services.

What most needs improvement, and what action is being taken? COVA needs the cooperation of OUSD to ensure that COVA students receive services equivalent to any public school in OUSD. We have instituted actions through a meeting with the director of PEC, Charter Office Rep., PEC area coordinator, and the COVA director, have notified the OUSD Ombudsman, and has filed a level 1 complaint with the State Department of Special Education.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? We use the SST process as well as teacher reports and previous records. We check records and parent reports regarding ELL backgrounds, IEPs, and check STAR results for all continuing and incoming students to identify gifted and remedial students. Throughout the year, teachers provide benchmark assessments to identify areas of strength and weakness.

Which are the strongest features, and why? All of these areas are necessary to do the best job of identifying students with special needs.

What most needs improvement, and what action is being taken? The one area that sometimes slips by is entering Kindergarten students, who have no previous records. We are working on a more thorough parent survey to use with parents to help identify special needs areas.

14 How effective is the governing board of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know? This has been an ongoing struggle for COVA to transition from the start-up board to an operational board. As a new school, we are not broadly known in the community, so locating community members willing to serve on a volunteer school board continues to be a challenge. COVA continues to seek board members who have skills and knowledge that can help COVA reach its goals and objectives.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report. Current board members and COVA community contact and recruit board applicants. The board member provides a resume, then presents to the board. The board then votes on the candidate/s. For the parent representative, the parent group nominates a parent to serve on the board as the parent/board liason.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on. The governing board oversees school fiscal health (including large expenditures, annual budgets, annual reports, and audits; school operations (as a whole and powers designated to the school director); compliance with the charter and applicable laws; provide general structure and governance of the school.

What are the notable features of the governing board in the school? The board has worked hard to fill vacancies and has participated in two trainings to assist in developing both skills and methods to work effectively as a board. The board is very supportive and dedicated to the growth and development of COVA.

How effectively does the governing board work with the school leader/s? The board works very effectively with the school leader. They provide oversight and advising as needed and complete an annual evaluation.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know? COVA has an active program to involve parents in leadership roles, parent input to the board, and volunteer opportunities. COVA also utilizes resources in the Community such as programs with the Oakland East Bay Symphony, Chabot Science Center, and Merritt College to expand opportunities in the community.

Which are the strongest features, and why? Our community partnerships, and our new parent organization, the COVA Boosters are our strongest features. These support groups help COVA expand our programs and opportunities for students.

What most needs improvement, and what action is being taken? Last year it was identified the parent organization was not meeting the needs of all parents. At the end of last year a group of parents investigated types of parents organizations and redesigned how the parent organization works. So far this year we have seen a tremendous increase in the number and diversity of parents participating and the structure seems to closer meet the goals of COVA.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? Last year COVA was able to get an exemption to the state deferrals. This was a big advantage for COVA. The previous year, the deferrals were a significant problem. Last year, with the exemption to deferrals COVA was able to develop a plan of fiscal soundness and legal compliance. Although we do not have exemptions this year, with a new accounting firm, we have been able to plan for deferrals. Given stable state funding, COVA will be able to continue to stabilize financially.

Which are the strongest features, and why? The opportunity to plan ahead for deferrals and state cuts. Having a stronger accounting firm. With more comprehensive accounting oversight, COVA is able to be more proactive in spending and decisions related to fiscal planning and management.

What most needs improvement, and what action is being taken? Due to issues with fiscal accounting last year, COVA changed firms this year and are on a much better trajectory to ensure on-going fiscal soundness.

17 How effectively is the school managed fiscally?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know? COVA uses a variety of resources to keep expenditures to a minimum. We purchase recycled books, classroom furniture, use the warehouse discarded textbooks, and spend very frugally. COVA also uses monthly expenditure reports from the accounting firm to ensure we are on target financially.

Which aspects of the school's fiscal operations work best? Regular reporting by the accountant, board review of the reports, and careful spending.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken? As with any publicly funded school, we are at the whim of state cuts and deferrals. The best way we can improve is by identifying sources of funding (grants, donations, etc.) as well as carefully watching spending.

18 What are the most significant aids and/or barriers to raising student achievement?

Although we do not see any significant barriers to raising student achievement, we do recognize that on our bare budget, if there are significant additional state cuts, we will be in the same position as other schools of finding places where the budget can be cut without seriously impacting student programs and achievement.

Charter Renewal Data Document

Name of school: Conservatory of Vocal/Instrumental Arts				Name of School Leader: Dr. Valerie Abad		
Financial Information				Year	2011-2012	
Total Operational Budget	1,744,211	Per Student Revenue		7,062		
Total Expenditure	1,582,825	Expenditure Per Student		6,408		
Balance brought forward from previous year	429,552	Projected balance carried forward to next year		590,938		
Special Populations		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving <i>free/reduced lunch</i>		60%	65%	69%	69%	70%
Percentage of ELL students		0%	0%	0%	0%	Still processing
Number of students with special educational needs		2	6	7	12	Still processing
Pupil mobility in the school in prior year					Number of students	
Students who joined the school other than at the usual time of first admission					14	
Students who left the school other than at the usual time of leaving (excluding expulsions)					10	
Attendance for current and prior year					% Attendance	
School data					97.8	
Background of students 2011-12		Number of students/Percent of Students	Discipline - prior school year (10-11)		Suspension # of incidents	Expulsion # of incidents
African-American		160/66%	African-American		4	0
Asian/Pacific Islander		15/6%	Asian/Pacific Islander		0	0
Hispanic		39/16%	Hispanic		1	0
White		26/11%	White		3	0
Mixed/ No Response		/	Mixed/ No Response		2	0
ELL		0/0%	ELL		0	0
SPED		9/3%	SPED		3	0
Gender (male/female)		61/35%, 113/64%	Gender (male/female)		5/8	0/0
Homeless Students		0/0%	Homeless Students		0	0
Lottery/Waitlist Information						
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)	
EXAMPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	150	100	50	
		7	200	100	100	
		8	160	100	60	
2010-2011 (for 2011-2012 school year)	January 2011	K	113	24	89	
		1	35	0	35	
		2	24	0	24	
		3	37	0	37	

		4	31	0	31
		5	17	0	17
		6	33	0	33
		7	10	0	10
		8	3	0	3
2009-2010 (for 2010-2011 school year)	February 2010	K	97	20	77
		1-3	67	0	67
		4-5	48	0	48
		6-8	39	0	39
2008-2009 (for 2009-2010 school year)	February 2010	K	78	20	58
		1-3	45	45	0
		4-5	21	21	0
		6-8	26	26	0
2007-2008 (for 2008-2009) school year	None	None	None	None	None

Graduation Information	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduation Rate	NA	NA	NA	NA	NA
Retention Rate (% of graduates enrolled since grade 9)	NA	NA	NA	NA	NA
Post Graduation Plans					
% attending 4-year college	NA	NA	NA	NA	
% attending 2-year college	NA	NA	NA	NA	
% attending vocational/technical training	NA	NA	NA	NA	
% joined military	NA	NA	NA	NA	
% working exclusively	NA	NA	NA	NA	

Teacher Recruitment/Retention					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	3	3	9	9	9
% New Hires	100%	166%	18%	18%	18%
% Retained from Prior Year	First year	100%	82%	82%	82%
Total number of vacant teaching posts currently (FTE)					

AYP	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Met?	Yes	Yes	Yes	Yes	NA
% AMOS Met	NA				
% Proficient-AMOS: African-American	NA	58%	60%	62%	NA
% Proficient-AMOS: Asian/PI	NA	NA	NA	NA	NA
% Proficient-AMOS: Hispanic	NA	NA	NA	72%	NA
% Proficient-AMOS: Mixed/No response	NA	NA	NA	NA	
% Proficient-AMOS: White	NA	NA	NA	73%	NA
% Proficient-AMOS: Socioeconomically Disadvantaged	NA	NA	NA	34.1%	NA
ELL	NA	NA	NA	NA	NA
Students with disabilities					823.7
API	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	837	795	847	868	NA
Statewide rank	8	8	8	8	NA
Similar schools rank	10	8	10	10	NA
CST	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ELA					
Proficient/Advanced	58.34%	57.6%	61%	65%	NA
Basic/Proficient/ Advanced	88.34%	82.7%	72%	95.1%	NA
Below Basic/Far Below Basic	12%	17.2%	28%	4%	NA
MATH					
Proficient/Advanced	45.7%	30.6%	59.2%	73.1%	NA
Basic/Proficient/ Advanced	47%	56%	70.4%	88.4%	NA
Below Basic/Far Below Basic	34%	44%	29.6%	11.6%	NA
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10 th grade pass rate	NA	NA	NA	NA	NA

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
(See MPO following)							

MPO #1

MPO: The percentage of students scoring above the national average on the CAT/6 shall increase by 10% per year.

Comment: Since the CAT/6 is no longer given, COVA has tried to align this MPO to the STAR assessments. However since the STAR is a California Assessment, we can not make national comparisons. Therefore we have used the API to show a 10% increase in growth target each year based on the State identified Growth Target:

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
1	CAT/6 replaced by CST	10% increase	837 Base Year	795 Growth Target: 5 Did not meet growth target**	847 Growth Target: A* Exceeded growth target	868 Growth Target: A* Exceeded growth target	NA

COVA's API growth target in 2009 – 2010 was 5, but COVA achieved a growth of 55. In 2010 – 2011 there was no growth target since COVA exceeded the statewide score of 800 across all subgroups, however COVA's gain was 21 points schoolwide, and 44 points in the African American subgroup.

- **"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2010. This indicates that there was no required growth number.

** In our second year, we grew from 43 students to 153 students. This growth was a difficult year with many students entering COVA in Below Basic or Far Below Basic categories, as well as a need to stabilize the culture and expectations at COVA with a 356% increase in student body.

MPO # 2

MPO: COVA will participate in standardized testing in reading and math at the beginning of each school year and the end of the first semester to measure individual growth. Seventy percent of COVA students will demonstrate month for month growth or better.

Comment: The State Standards testing gauges student growth not by monthly growth, but by score and category (Adv, Prof, Basic, BB, FBB). COVA uses the Triand program to assess student mastery of the state standards. The Triand Standards testing is done at the beginning of the school year, the end of the first trimester, and the beginning of the third trimester. These test results are online and available for teachers to reference to drive instruction.

Comparison 2009-10 and 2010 - 11

Total Number of students at COVA two years: N = 90
All grades 3 - 8

Subject	# of students w/growth	% of students w/growth
ELA	58	64%
Math	56	62%

Upper Elementary Grades 3 – 5: N = 35

Subject	# of students w/growth	% of students w/growth*
ELA	20	57%
Math	15	42%

Middle School Grades 6 – 8: N = 55

Subject	# of students w/growth	% of students w/growth
ELA	39	71%
Math	40	72%

Summary: School-wide, COVA was just short of the goal of 70% student progress. However this only represents students who attended COVA for two years, and not students who transferred in for 2010 – 11, as there were not sufficient scores from previous schools. COVA did experience significant difficulty with consistent curriculum at the 3rd grade level, which affected the overall 3 – 5 progress. However, at the middle-school level COVA met the 70% goal, showing that COVA’s overall program is effective, since middle-school statewide is a period of declining academic growth.

Due to significant growth, representing too small a sample in the early years, statistics for this MPO were derived from the two last, most stable years.

MPO #3

MPO: The average time for re-designation of English Learners enrolled in COVA to English Proficient shall meet or exceed the District-wide average.

Currently - NA

In COVA’s first 4 years, all students who enrolled at COVA, who were EL, had already been re-designated as EL Proficient. The 2011 – 12 school year is our first year with potentially 2 primary students who will be assessed to determine whether they will be EL qualified.

MPO #4

The percentage of COVA students scoring in the healthy fitness zone on 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 the District-wide averages.

Year 2008 - 09	Grade 5 COVA	Grade 5 OUSD	Grade 7 COVA	Grade 7 OUSD
Aerobic Capacity	64.3	60.1	Less than 10 students, not statistically sig.	51.0
Body Composition	Test not done	65.1	"	64.4
Abdominal Strength	92.9	79.8	"	72.0
Trunk Extensor	85.7	90.2	"	87.2
Upper Body Strength	85.7	72.3	"	72.8
Flexibility	85.7	68.1	"	74.7

Comment: The Fitness scores are not available for the 2009 – 2010 for COVA, and the 2010 – 11 year have not been posted. For the 2008 – 09 year, which is our only year for comparison, COVA exceeded the District average in all areas except Trunk Extensor strength.

MPO # 5

MPO: COVA shall meet its Academic Performance Index (API) growth target as a whole and within reportable subgroups.

Instrument	Target	2007-08 API	2008-09 API	2009-10 API	2010-11 API	2011-12 API
CST	Meet Growth Targets	837 Base Year	795 Growth Target: 5 Did not meet growth target**	847 Growth Target: A** Exceeded growth target by 50 points	868 Growth Target: A** Met No growth target Met Statewide requirements	NA
CST	Meet AYP in measureable subgroups - African American	Base Year	Met subgroup targets, but not school wide.	Met all subgroups AA: API 805 Econ: API 829	Met all subgroups* AA: 849 Econ: TBD	NA

COVA's API growth target in 2009 – 2010 was 5, but COVA achieved a growth of 55. In 2010 – 2011 there was no growth target since COVA exceeded the statewide score of 800 across all subgroups, however COVA's gain was 21 points schoolwide, and 44 points in the African American subgroup.

* COVA met all subgroups. Due to an error in reporting for 2011, our socio-economic data was not recorded. We have made the adjustment and this data will be available in February 2012.

**“A” means the school or subgroups scored at or above the statewide performance target of 800 in 2010. This indicates that there was no required growth number.

** In our second year, we grew from 43 students to 153 students. This growth was a difficult year with many students entering COVA in Below Basic or Far Below Basic categories, as well as a need to stabilize the culture and expectations at COVA with a 356% increase in student body.

MPO #6

MPO: COVA shall demonstrate Adequate Yearly Progress as a whole and in all reported subgroups.

Target	2007-08 AYP	2008-09 AYP	2009-10 AYP	2010-11 AYP	2011-12 AYP
Meet Growth Targets	837 Base Year	795 Met 5 of 5 criteria Met required Proficiency rate	Met 13 of 13 criteria ELA AYP Target: 56.8% Prof. ELA COVA: 64.7% MATH AYP Target: 58.0% MATH COVA: 65.4%	Met 9 of 9 criteria as a whole and across subgroups. ELA AYP Target: 67.6% Prof. ELA COVA: 66.3% MATH AYP Target: 68.5% MATH COVA: 73.1%	NA
Meet AYP in measureable subgroups	Base Year	Met subgroup targets	% Met all subgroups – Proficient	% Met all subgroups - Proficient	NA

ELA			AA: 56.8% Hispanic: 68.4% Soc. Econ: 63.3%	AA: 62.4% Hispanic: 72.4% Econ: TBD*	
Met APY in measurable subgroups Math	Base Year	Met subgroup targets	% Met by subgroups – Proficient AA: 67.9% Hispanic: 78.9% Soc. Econ: 56.7.3%	% Met by subgroup – Proficient AA: 67.9% Hispanic: 79.3% Soc. Econ: TBD*%	NA

MPO #7

MPO: At least 90% attendance for 90% of the pupils.

Target	2007-08	2008-09	2009-10	2010-11	2011-12
90% Attendance	ADA: 93.2%	ADA: 94.1%	ADA: 95.1%	ADA: 96.9%	As of the 2 nd statistical: 98.4%

MPO #8

MPO: All COVA 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 (dance). Strategies used to measure individual musical growth include: video and audio taping performances and recitals, evaluated by faculty to measure each student's increasing musical proficiency.

Student performances are available on video tape or video at YouTube. Annual performances for all students include:

- Individual progress reports from music/performance teachers
- 2 Concerts per year – All students: December and May/June
- 1 Concert per year – All students: Community Fundraiser – Barnes and Noble
- 1 Talent Show – Volunteer performance opportunity
- 2 Solo and Ensemble Competitions – Self-selected students
- 1 Band Competition – Band participants

Community Performances for musical groups:

- Montclair Halloween Parade
- Concert Tours (upper grades): Circus, Circus – Reno, Montessori School – Sacramento, Great America, Catalina Island
- Cinco de Mayo Festival – Fruitvale
- Temescal Festival

MPO #9

MPO: Of the parents who completed the annual parent satisfaction survey, at least 90% report average or above average satisfaction; at least 75% of parents who complete the Parent Satisfaction Survey report above average satisfaction. (see survey results)

MPO #10

MPO: Student progress measured against the NCLB defined AMOs (35.2% Proficient in ELA, and 37% Proficient in Math.

Target	2007-08 AMO	2008-09 AMO	2009-10 AMO	2010-11 AMO	2011-12 AMO
NCLB/COVA ELA	33.4/Base	44.5/56.7	55.6/64.7	66.7/66.3	NA
NCLB/COVA Math	32.2/Base	43.5/46.4	54.8/65.4	66.1/73.1	NA

Statutory Renewal Threshold	
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Yes
Did school attain API Growth Target in two of last three years?	Yes
Did school attain API Growth Target in the aggregate of the prior three years?	Yes
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Yes
Is the school ranked 4 or higher on API in two of last three years?	Yes
3. API Similar Schools Rank:	
Is the school ranked a 4 or higher on API Similar Schools in prior year?	Yes
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Yes
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Yes

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OSD FACILITIES	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	N
If applicable is your current lease still valid?	Y
Do they extend through the end of your requested charter term (2012-2017)?	N
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> • A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or • A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
<p>Describe the condition of your current facility.</p> <p>When we moved to Golden Gate Academy in Fall 2007, the facilities had many deferred maintenance needs. In our second year, painting was done. On-going repair and maintenance has continued. This year new roofing was done where necessary, and currently upgrades are being done with the Internet infrastructure.</p>	
<p>What procedures are in place for handling facility repairs?</p> <p>We have a full-time maintenance person who is responsibility for the site. We have a part-time person who takes on special maintenance projects as necessary.</p>	
<p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p>	

Golden Gate Academy (GGA) (the lessee) has a full-time on-site maintenance person who takes care of the facility and most repairs. GGA also contracts out larger repair or maintenance needs.

FUTURE PLANS

Discuss the key challenges or risks that you see for your school in the next five year period.

- Describe what you are doing or plan to do to address each of the major challenges that you have identified.

We have applied for Prop 39 facilities and are evaluating other facilities options.

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2012-2017).

As applicable: Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process.

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
 - The COVA board is evaluating whether a Kindergarten program can be appropriately developed in the Conservatory environment. Data is being collected and parent input being sought.
 - We would like to grow enrollment, however this is not possible in our current facility.
- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school's governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.
 - Current student will not be affected if the governing board decides to eliminate Kindergarten. The pros and cons are being discussed at the board level and the recommendation will be taken to the parent group.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).



COVA CHARTER 2012 - 2017

Conservatory of Vocal/Instrumental Arts
A California Public Charter School
Authorized by the Oakland Unified School District

ELEMENT A: EDUCATIONAL PROGRAM

SCHOOL VISION

The Conservatory of Vocal/Instrumental Arts (COVA) provides structured music and performing arts training combined with a rigorous academic program designed to prepare students for academic, career and life success. COVA believes that through participation in music and performing arts, every student will develop greater self-discipline, confidence and sense of community. We provide music and performing arts training for students in elementary and middle-school grades inclined towards music instruction in a conservatory environment. COVA emphasizes academic achievement through a rigorous curriculum in preparation for high school and college success. COVA students will develop self-discipline, cooperation, teamwork, and perserverance through participation in music and performing groups.

WHOM THE SCHOOL WILL EDUCATE

COVA provides a comprehensive music and academic program to elementary and middle-school students from Oakland and the surrounding Bay Area communities. COVA strives to attract a diverse population reflecting the demographics of Oakland. COVA strives to reach students interested in music from Oakland communities where opportunities for music development are limited or unavailable through outreach opportunities in diverse communities.

COVA currently serves 235 students in grades K - 8. Due to facility limitations, we have reached the maximum enrollment. We currently have approximately 200 students who have applied for enrollment, but we do not have space for. We anticipate developing plans for a larger facility during this charter term, and have consistently applied for Prop 39 facilities. COVA expects to serve about 450 students when an appropriate facility is obtained.

A 21ST CENTURY EDUCATION

A 21st Century Education requires that students graduate from school with skills to work cooperatively, think creatively, learn new information and tasks quickly, show flexibility as the next generation is expected to change jobs throughout their career, unlike previous generations that would work for the same company for 30 year and retire. The worker in the 21st century will need a variety of skills to fill jobs, many of which are just evolving.

COVA encourages qualities including innovation and creativity, working cooperatively in groups or teams, developing character, self-discipline, flexibility, community service, and leadership.

COVA believes that a rigorous academic education is required to allow students to gain the flexibility and self-motivation necessary to be successful in the changing work environment.

Students are held to high standards in their academics, music, and performance. Students learn poise and stress control through performance and develop the resilience necessary for a performer and for life in the 21st century. COVA strives to provide a conservatory education from which students may continue in music and performance, or be prepared with underlying work habits which lead to excellence. Research has consistently shown that students who participate in music and the arts demonstrate greater learning across all academic and social disciplines.

COVA's Vision of 21st Century Skills Include:

- Persistence – the ability to maintain and continue toward goals or objectives even in the face of difficulty and challenge.
- Communication – the ability to explore ideas and communicate those ideas through language or the arts.
- Community Service – Understand, value, and experience community service.

- Cooperation – the ability to work in a group as a productive member for the success of the group.
- Respect Community – to know the impact of the creative product on the wider audience and the impact on the community at large.
- Self-confidence and Self-knowledge – to recognize a challenge and have the confidence that it can be overcome through taking steps toward resolution.

HOW LEARNING BEST OCCURS

It is the belief of the Conservatory of Vocal/Instrumental Arts founder, Board of Directors, teachers, staff, students, and families that learning best occurs in a structured environment that uses the context of the performing arts to demonstrate and teach students the academic, social and life skills necessary to be contributing members of society. Learning best occurs when students are held to high expectations and invested in their own learning as well as the learning of their peers. Learning also best occurs when students are informed of their goals and given clear and consistent feedback on their progress. COVA's instruction is aligned with the California State standards.

Music and Performing Arts

COVA believes that learning music and the performing arts best takes place through high level instruction, student practice, and performance. To this end, COVA provides 80% of the music instruction is provided by professional musicians. COVA standards include a requirement of 30 minutes practice each day, participation in 3 performance opportunities for grades K – 3, and up to 5 performance opportunities for grades 4 – 8. When a student enters 4th grade, they select to focus of instrumental or vocal music, and instruction is aligned with their focus. A vocal student may also play and instrument or an instrumental student may take vocal classes, however their focus drives the major instructional areas. Students also participate in local and state competitions, as well as auditions for national talent searches and television programs. These activities develop self-confidence, resilience, teamwork and work ethic.

English/Language Arts

COVA believes that learning in English and Language Arts is best achieved through an interesting and engaging curriculum. COVA has implemented a “literature based” reading curriculum which involves students reading a variety of literature books and applying the skills identified in the State Standards. Teachers ensure that each of the standards are addressed through the literature books and short stories. Students find these reading materials more engaging and allow for deeper class discussion than basal readers. COVA also believes that writing best occurs through the process of writing regularly and teacher and peer review. Students may receive feedback from the teacher or may share their writing with classmates or other classes. COVA not only follows the State Standards for writing and grammar, but encourages all forms of writing across the curriculum. Students may be asked to do an essay on a composer, a period of history, or a scientific concept. All students in 8th grade write a full research report in the APA (American Psychological Association) format.

Mathematics

COVA believes that learning in Mathematics best occurs when students not only master the basic skills of addition, subtraction, multiplication, division, and fractions, but also when provided instruction and experiences in algebra, measurement, and geometry concepts. COVA closely follows the California State Standards in instruction, and provide frequent assessment and benchmarking. Music is correlated with success in mathematics through music and rhythm patterns which contain fractional and additive properties. All 7th grader takes pre-algebra. All 8th graders take Algebra I or Geometry. The summer prior to 8th grade, all 8th graders attend a 3 week summer Algebra Camp. Students who demonstrate advanced skills may take College Algebra at Merritt College through the pre-high-school college program.

Social Studies

COVA believes that learning best occurs in social studies by following the State Standards and supplementing instruction through historical instruction in music, projects and field experiences. We strive to bring the past to life through history, giving our students perspective of the world around

them. Our middle school students have the opportunity to travel for in-depth historical experiences. COVA strives to prepare our graduates to make a positive impact on their community and society.

Science

COVA believes that learning best occurs in science by following the State Standards and supplementing instruction through experiments, projects, and field experiences. Our Science curriculum uses inquiry, experiments, projects, and challenge exercises to bring the scientific process alive. We also have an annual science fair, giving students the opportunity to showcase their creative projects. Field trips expand and enhance science concepts. COVA believes that it is critical that students gain an understanding of the scientific process and that by understanding that process students are better prepared for multiple career choices.

Languages

COVA believes that having facility in languages not only enhances overall learning, but allow students to keep sounds of other languages that often are lost as a students ages. To address this loss of language sensitivity, COVA students regularly sing in a variety of languages. To date students have learned to sing in Spanish, Italian, German, Swahili, Hawaiian, Russian, French, Latin, and more. In addition, in grades 5 and 6 students study Latin, and Spanish in grades 7 and 8.

The COVA educational program combines intensive performing arts program with a rigorous and standards-based high-school and college preparatory curriculum.

CURRICULUM DESCRIPTIONS

COVA students are enrolled in a rigorous, matriculated curriculum throughout all grade levels. A strong emphasis is placed on building the academic foundations necessary to be successful in the next grade level curriculum. COVA's goal is that all students will be reading at or above grade level in first grade, with progression throughout the primary grades. Instruction in grades 4 – 6 focuses on the skills of reading comprehension, reading in a variety of styles, and

interpretation of literature using higher order thinking skills. Students are grouped by grade level except for mathematics, where due to combination classes, students are grouped by grade level for mathematics in fifth and sixth grade. Students scoring in the advanced levels for math are grouped into faster paced or more advanced groupings and highly advanced math students may attend math classes at local junior colleges. Students progressing more slowly receive differentiated instruction within the classroom or participate in the afterschool tutoring program.

Special Education: COVA offers Resource Specialist and Speech and Language programs according to student's needs as outlined in their IEPs provided through the Oakland School District Programs for Exceptional Children.

COVA offers a high level performing arts curriculum in primary grades focusing on music theory, history, voice and rhythm instruments. In grades 4 – 8, students select a major in either vocal or instrumental music. Once students have selected their major area of focus, their courses are aligned with their major. Students may major in vocal music and also play an instrument or can play an instrument and also participate in voice classes. The music and performing arts classes are taught by CORE teachers with training or experience in the discipline or by professional musicians working in part-time positions. The table below gives a sample of the music and arts courses students may select. Students in grades primary grades receive 45 minutes of music per day in music skills and students in grades 1 – 2 received an additional 90 minutes per day in arts classes which rotate during the year between: visual arts, dance, drama, musical theater, and percussion. Third graders may begin a music major or continue with the exploratory rotations. The CORE music teacher follows the state music standards, with additional music experience that extends and expands these standards.

Music Courses	Description	Grades
Beginning Band	Beginning wind players learn techniques of their instrument and basic music theory, reading music and rhythm.	4 - 8
Intermediate Band	Students who demonstrate proficiency in playing a band instrument and are able to read music are placed in Int. Band.	4 - 8
Beginning Strings	Beginning string players learn techniques of their instrument and basic music theory, reading music and rhythm.	3 - 8
String Orchestra	Students who demonstrate proficiency in playing a string instrument and are able to read music are placed in string orchestra.	4 - 8
Beginning Voice	Beginning voice students learn techniques of their vocal production and basic music theory, reading music and rhythm.	3 - 8
Advanced Choir	Intermediate and advanced students may audition for more advanced instruction in Vocal music.	4 - 8
Rock Bands	Intermediate and advanced students may audition for more advanced instruction in Rock music.	1 - 8
R & B Band	Intermediate and advanced students may audition for more advanced instruction in Rhythm and Blues music.	1 - 8
Jazz Band	Intermediate and advanced students may audition for more advanced instruction in Jazz music.	5 - 8
Beginning Percussion	Students learn techniques of percussion (snare drum, cymbals, bells, and a variety of percussion instruments).	4 - 8
Drumline	Intermediate and advanced percussion students may audition for more advanced instruction in drumline.	4 - 8
Beginning Guitar	Beginning guitar students learn techniques of the guitar and basic music theory, reading music and rhythm.	4 - 8
Intermediate Guitar	Intermediate and advanced students develop their techniques for the guitar in various music forms.	4 - 8
Beginning Keyboard	Beginning Keyboard students learn techniques of the piano and basic music theory, reading music and rhythm.	3 - 8
Intermediate Keyboard	Intermediate and advanced students develop their techniques for the piano in various music forms.	4 - 8
Sectionals	Students work in small groups with an instructor in instrumental classes to improve performance and practice.	4 - 8

Supplemental Rotation Arts, Elective and Required Courses

Course	Description	Grades
Dance	Students learn dance and movement in support of body integration of music. Qualifies for PE credit.	1 - 8
Fitness	P.E, Yoga, Martial Arts, Gymnastics, Ultimate Frisbee,	1 - 8
Art	Students learn techniques of art in support of performance groups and staging.	1 - 8
Science Club/Chess Club	Students learn science concepts and develop strategies and methods of planning and organization supporting planning and organization of performance.	1 - 8

Sectionals	Students work in small groups with an instructor in instrumental classes to improve performance and practice.	4 - 8
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STRUCTURE AND ORGANIZATION OF THE SCHOOL DAY

To provide the rich and comprehensive curriculum, COVA's schedule takes advantage of a longer day and instructional blocks.

PRIMARY SCHEDULE

Period	Time	Subjects
1	8:00 – 9:15	CORE: Reading/Math
	9:15 – 9:25	Recess
2	9:25 – 10:30	CORE: Reading/Math/Writing
	10:30 – 10:45	Recess
3	10:45 – 11:45	CORE: Writing/Foreign Language
	11:45 – 12:30	Lunch
4	12:30 – 1:50	CORE: Science/Social Studies
	1:50 – 2:00	Recess/Passing
5	2:00 – 2:55	Arts Rotation
	2:55 – 3:00	Passing
6	3:00 – 3:40	Arts Rotation
7	3:40 – 6:00	Extended Day Program

UPPER GRADE/MIDDLE SCHOOL SCHEDULE

Period	Time	Subjects
1	8:00 – 8:30	Morning Sing
	8:30 – 10:05	CORE: English or Math
2	10:05 – 10:15	Recess
3	10:15 – 11:30	CORE: English or Math
3	11:30 – 12:15	CORE: Writing/Foreign Language
	12:15 – 12:55	Lunch
4	12:55 – 1:50	CORE: Science/Social Studies
	1:55 – 2:00	Passing
5	2:00 – 2:55	Arts Rotation
	2:55 – 3:00	Passing
6	3:00 – 3:50	Arts Rotation
7	3:40 – 6:00	Extended Day Program

PHILOSOPHY AND PEDAGOGY

COVA's philosophy is that all students regardless of race, ethnicity, socio-economic status, or disability are capable of learning the skills necessary to become productive and successful adults and contributing members to society.

Valuing and embracing continuing education is a key factor for the generations entering a post-industrial society. This philosophy is guided by COVA's rich culture encompassing the value and respect for hard work, dedication, integrity, and personal responsibility. These values foster critical thinking, facilitate the acquisition of life-long learning skills, prepare students to function effectively in an information economy, and developing problem-solving strategies. Music and performance play key factors in this development. Music fosters cooperation, hard work, attention and focus, and self-discipline. Through numerous performance opportunities within the school and community students use these values and impart them to peers and the community.

Teacher pedagogy directs academic activities which support these values, providing classroom experience through rich discussion and exploration of literature while developing necessary basic reading skills, incorporates independent projects as well as group work. COVA has adopted the pedagogy of Doug Lamov in his book "Teach Like a Champion" to enhance our academic instruction. Teachers have received training in these pedagogical techniques which are used to increase student engagement in the learning process, allows teachers to do regular probes of student learning, and helps students to identify and implement learning behavior which leads to student growth and success as life-long learners. COVA teachers strive to ensure that every student masters reading skills through a literature based curriculum which also incorporates historical study through literature. Teachers also received training and support in implementation of systems for mathematics instruction. Through continuing teacher inservice and training COVA's teachers move toward the process of becoming master teachers.

In music and performance students participate in experiences provided by professional musicians and performers through our "mini-concert" program as well as attendance at concerts of professional groups including the Oakland East Bay Symphony, San Francisco Symphony, and

San Francisco Opera. Professional musicians work with students at the higher levels to develop skills and techniques of performance. Through these rich experiences, teachers direct COVA students to develop performance abilities beyond their age.

COVA philosophy is developed by intensive review of literature regarding the benefits of music in education and learning. Research shows that students who participate in music and performance develop valuable life skills that cross curricular and career boundaries allowing students do well across subject matter and apply to all career paths. Research has clearly demonstrated that students who participate in music as an integral part of their education score better on college exams, and demonstrate a higher level of school and career success.

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.

- 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 Chappleau, 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.
- 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.
- Statistical analysis discloses the fact that the foremost technical designers and engineers in Silicon Valley are almost all practicing musicians.
- Davidson School in Augusta, Georgia (grades 5-12), which emphasizes music and arts in their curriculum, is #1 academically in the country (2005).

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) .

TRANSFERABILITY OF COURSEWORK

COVA's curriculum follows the California State Standards at each grade level ensuring that students who transfer to other Oakland schools have received necessary instruction and that students matriculating from COVA to high school are adequately prepared for high school level work.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

COVA identifies significant areas of measurable pupil outcomes listed below:

MPO #1 – Ninety- eight percent of COVA students will participate in the CST Standards in reading and math at all grade levels and testing for science, history, and writing at designated grade levels. COVA will demonstrate a minimum of a 5 point increase in the API score per year.

MPO #2 – Seventy percent of individual students who are enrolled at COVA for two or more years will demonstrate proficiency or advanced achievement on the CST in English and Mathematics. Students not reaching proficiency will demonstrate growth toward Proficiency (moving up one or more categories from FFD, BB or B).

MPO #3 – Sixty percent of Special Education and ELL students who are enrolled at COVA for two or more years will demonstrate proficiency in English and Mathematics based on tests identified in their IEP or ELL plan.

MPO #4 – Ninety percent of students who attended COVA from 1 – 3rd grade will demonstrate knowledge of basic music theory including note reading, rhythm, vocal skills, and music terminology.

MPO #5 – One hundred percent of COVA students in grades 4 - 8 will declare a major area of music study (vocal or instrumental) and will participate in coursework designed for their area of study.

MPO #6 - One hundred percent of all COVA students will participate in at least two public concerts per year.

MPO #7 – Ninety-five percent of students will keep a planner listing all homework and assignments during the year. This planner will be available to parents as well as anyone working with the student as a way of monitoring and measuring academic areas completed and progress toward those goals.

MPO # 8 – Ninety percent of COVA students will maintain 95% attendance during the school year.

These outcomes are developed to support COVA’s goals and objectives aligned with our mission, and approved by the Board of Directors and the school administration. Teachers, staff, students, and parents have opportunities for input. Parents have input via the parent Booster’s Group, and students through the Student Government.

These Measurable Pupil Outcomes are developed within COVA’s educational and arts programs. The ESLRs were created as part of a continuing evaluation process, approved by the Board of Directors and the school administration, and input from the teaching staff. Each staff member and student is expected to work toward these outcomes on a daily basis and are held accountable for their part in the achievement of the pupil outcomes (each day teachers come prepared to teach, students come prepared to learn, and parents support their child’s learning).

ELEMENT C: METHODS TO ASSESS STUDENT PROGRESS

COVA uses a variety of methods to assess the Measurable Pupil Outcomes. Formal or standardized tests or assessments are used as baseline measures, while in the areas of music and performance, the actual growth in performance ability guides instruction toward the MPO.

MPO	Means of Assessment
MPO #1 – Ninety- eight percent of COVA students will participate in the CST Standards in	o All COVA students will participate in the CST testing unless legally excused

<p>reading and math at all grade levels and testing for science, history, and writing at designated grade levels. COVA will demonstrate a minimum of a 5 point increase in the API score per year.</p>	<p>from assessment. This will be assessed by the participation records.</p> <ul style="list-style-type: none"> ○ All CORE teachers will follow the state standards in their instruction, ensuring that all students receive appropriate instruction. This will be assessed through teacher lesson plans and pacing guides. ○ Students will participate in benchmark assessments a minimum of three times during the school year. These benchmarks will be used to identify standards that students have not mastered and allow teachers to align instruction to re-teach or refer students to the tutoring program. This will be assessed by records of individual student benchmark assessments and classroom benchmark scores. <p>COVA's textbooks and curriculum will be aligned with the standards. This will be assessed through documentation of alignment of the textbooks and supplementary materials.</p>
<p>MPO #2 – Seventy percent of individual students who are enrolled at COVA for two or more years will demonstrate proficiency or advanced achievement on the CST in English and Mathematics. Students not reaching proficiency will demonstrate growth toward Proficiency (moving up one or more categories from FFD, BB or B).</p>	<ul style="list-style-type: none"> ○ Student tracking over the two year period will be achieved through the benchmark tests and year to year progress on the CST. ○ Documentation of tutoring or interventions for students not reaching proficiency will be documented, and year to year progress documented.

<p>MPO #3 – Sixty percent of Special Education and ELL students who are enrolled at COVA for two or more years will demonstrate proficiency in English and Mathematics based on tests identified in their IEP or ELL plan.</p>	<ul style="list-style-type: none"> ○ Through the SELPA, COVA will track IEP or EL services to SpEd and ELL students. Reports on student progress on the services and standards will be completed and provided to the parents of all students in the SpEd or ELL programs by the teacher responsible for the programs. This will be assessed by documentation of these reports.
<p>MPO #4 – Eighty percent of students who attended COVA from 1 – 3rd grade will demonstrate knowledge of basic music theory including note reading, rhythm, vocal skills, and music terminology.</p>	<ul style="list-style-type: none"> ○ Student progress in music will be assessed through their report cards and progress reports. These reports will be based on bi-annual assessment and observations by the music teacher. These records will be documented through a system of process benchmark points. This will be assessed through the review of each child’s progress on the benchmark skills.
<p>MPO #5 – One hundred percent of COVA students in grades 4 - 8 will declare a major area of music study (vocal or instrumental) and will participate in coursework designed for their area of study.</p>	<ul style="list-style-type: none"> ○ Upon entering COVA at fourth grade or above, or matriculating to the fourth grade, each student will declare their major area of music study. This will be documented for review.
<p>MPO #6 - One hundred percent of all COVA students will participate in at least two public concerts per year.</p>	<ul style="list-style-type: none"> ○ All COVA students participate in performances throughout the year. Records are kept for attendance at these events. This will be assessed through the performance and attendance documentation.
<p>MPO #7 – Ninety-five percent of students will</p>	<p>This will be assessed through the review of the</p>

keep a planner listing all homework and assignments during the year. This planner will be available to parents as well as anyone working with the student as a way of monitoring and measuring academic areas completed and progress toward those goals.	planners and the retention of planner artifacts during the charter term.
MPO # 8 – Ninety percent of COVA students will maintain 95% attendance during the school year.	COVA’s attendance records will be used to assess this area.
MPO #9 - Eighty percent of COVA students will matriculate to High School with necessary skills for success in high school and college. This will be valuated by follow-up of students who graduated from COVA having been enrolled for a minimum of 3 years.	COVA will keep records on graduating students regarding success in high school and in to college. This data is dependent upon having ongoing information regarding student contact information.

Specific Measurable Targets: CST

In addition, COVA has developed long-range student achievement targets for the term of the charter that is outlined below. Numbers indicate percentages of students proficient and above, and API growth.

YEAR	CST Math	CST LA	CST SS	CST Science	API
2012-13	50%	50%	35%	40%	873
2013-14	55%	55%	40%	45%	880
2014-15	60%	60%	45%	50%	890
2015-16	65%	65%	50%	55%	900
2016-17	70%	70%	55%	60%	910

ELEMENT D: GOVERNANCE STRUCTURE

The Conservatory of Vocal/Instrumental Arts is a California 501c3 Non-Profit Public Benefit Corporation pursuant to California law. The school maintains in effect general liability insurance, student accident insurance, policy to cover board error and omissions, as well as certificates of additional insured of the Oakland Unified School District and any other organization where liability is necessary. The COVA governing board will follow all regulations and laws for a Non-Profit Public Benefit Corporation including Brown Act and operate procedurally consistent with the adopted by-laws of the organization. The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts and agreements, approving the school's annual budget, and oversight of the school's fiscal affairs. The Board also evaluates the Executive Director's job performance on an annual basis.

Members of the COVA governing board are identified and elected to ensure the Board is reflective of the diverse and specialized needs of the school. This will include expertise in education, finances, accounting, marketing, fund-raising, community relations, public school administration and the arts. The Board will be composed of appointed or elected individuals who represent the various constituencies of the school: parents, teachers, community members, business leaders and arts administrators in accordance with the governing board's by-laws.

The Board of Directors of the Conservatory of Vocal/Instrumental Arts is responsible for hiring and oversight of an Executive Director who will be responsible for the day-to-day operations of the school. This Director will also serve as the Local Educational Agency (LEA) Superintendent for matters that require this level of approval for the California Department of Education. The Director/Superintendent will be responsible for implementing the policies determined by the Board of Directors as they apply to the regular operation of the school.

COVA and OUSD will work in cooperation with all LEAs and Special Education Local Plan Areas (SELPA) to ensure that a free and appropriate education is provided to all students determined to have special needs.

COVA will enter into an agreement with an appropriate SELPA to provide these services after a careful review of the needs of COVA students, the capability of the organization and the services/supports offered by the various SELPAs. This will also include the analysis of students' residences to determine how to equitably fund special education given that COVA enrolls students from a wide range of regions and school districts. In its agreement with a SELPA to provide services to its students, COVA will enter into a financial agreement that ensures, first, that COVA students are receiving the highest level of service to which they are entitled, and following that, to join with other SELPA members in a fiscal arrangement that follows the general guidelines of the SELPA.

COVA uses a Student Study Team (SST) process which involves the parent, teacher, and where appropriate the student, to identify individual academic or behavioral challenges and develop an intervention plan. The intervention plan is then implemented and its effectiveness evaluated. The SST may also determine the need for individual assessment to identify if additional interventions or services are needed.

The Executive Director may execute any powers delegated by the COVA governing board, and may appoint a designee to carry out any duties associated with specialized student placement and services.

COVA will comply with the District policies related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Members of COVA's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

COVA and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Oakland School for the Arts will recruit, hire and train a core academic teaching staff that hold appropriate California credentials for the specific subjects they will teach. The academic teaching staff will also be selected based on their suitability for teaching in an arts school. The ideal COVA candidates will have experience in the arts, knowledge of the arts as powerful force in society, and the demonstrated ability to provide instruction in the arts to a broad spectrum of grade levels and abilities.

COVA will also employ non-certificated instructional staff for its music, non-core, elective and arts classes. These staff members will demonstrate professional experience, an advanced degree in their subject area, or extensive experience working with students in the performing arts. Non-credentialed staff will be provided with training and consultation regarding COVA's expectations and vision to ensure the consistent implementation across the music and arts curriculum.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

The Conservatory of Vocal/Instrumental Arts will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at minimum will address the following:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A requirement that all staff provide clear TB test results.
- Policies and procedures in response to natural disasters and emergencies, including fire and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including first-aid and resuscitation training.
- Policies relating to the prevention of contact with blood-borne pathogens.
- Policies relating to the administration of prescription drugs and other medicines.
- Evidence that the school is housed in a facility that is approved by the state or local fire

marshals.

- COVA will maintain a policy that the school is a drug, tobacco and alcohol-free workplace.

These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis through staff development and governing board resolution.

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

ELEMENT G: MEANS TO ACHIEVING ETHNIC BALANCE

COVA has developed an outreach program that includes attending a variety of community festivals throughout Oakland. COVA has participated in the Fruitvale Cinco de Mayo festival, the Loral Arts festival, the Chinatown Festival, and the Oakland Arts and Soul festival. During these outreach activities, information is available regarding the school and programs. COVA has also begun to implement translation of documents into Spanish in order to make information more accessible. COVA continues to work to do outreach into Spanish and Asian communities to increase balance in these area.

- The application is easily accessible on the school web-site. School officials also assist parents with disabilities or language needs to complete the online application. The application is also available in the office in paper format.
- The Web-site also lists a calendar of events, informational tours, and school schedule.
- Multiple opportunities to visit and view the campus, including drop-ins.
- Development of promotional and informational materials that are distributed to commercial and volunteer local and regional music organizations.
- COVA staff and students visits community fairs and events that involve school

communities directly in COVA presentations and assistance with application and enrollment procedures.

- Continue to expand translated materials and translation services for a wider group of non-English speaking communities.

ELEMENT H: ADMISSIONS REQUIREMENTS

The Conservatory of Vocal/Instrumental Arts shall not be sectarian in its programs, admissions policies, employment practices, or any other operation or function of the school. It will not charge tuition or discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religious or spiritual practice or disability.

COVA will actively recruit a diverse student population from the city of Oakland and greater Bay Area. Admission to COVA is available to any California resident, and it is the vision of the school to attract a regional population to the school, which attracting a demographic population reflecting the demographic population of Oakland. Prior to going through the admission process, prospective students and families will be informed through informational tours, classroom observations, attendance at concerts and events, orientations, and an individual interview where parents and students may ask questions about the school to determine interest in participation in music, so that families can make an appropriate educational choice for their children.

The COVA application process consists of:

Grades 4 – 8

1. Completed online application
2. Participation in an informational interview
3. A short essay on their interest in participating in music programs and desire to attend COVA.
4. Participation in an orientation regarding COVA programs and requirements.
5. Documentaion of interest or participation in music. This can be demonstrated by previous participation in music programs in school or community or willingness to participate in vocal music.

Grades K – 3

1. Completed online application
2. Attend an informational orientation
3. Participate in an informational interview
4. Demonstration of willingness to in participating in intensive music programs involving vocal music.

Students are not required to identify their ethnic background, disability status, or to submit any school records of any kind prior to admission to COVA, with the exception of applicants to the 5/6 grade GATE program. Students applying for the GATE program provide most recent STAR assessments showing Advanced achievement in ELA or Math.

Applications that are received by the December 1st deadline are recorded and parents are notified of the next steps in the process including the schedule of the Random Public Drawing for openings if required. In grades where there are no known openings, students are placed on a waiting list in the order of application, and are notified as openings become available. Following these steps, families drawn in the lottery or for grades where there is available space are provided enrollment packet to complete. COVA continues to admit students during the school year from the waiting list.

Included in the enrollment packet is a statement of school philosophy and a commitment form that families are asked to sign.

In January and May 1 the Intent to Return Form is distributed to parents to determine where space is available in grades 1 – 8. This allows COVA to determine the number of spaces for new students on the waiting list.

COVA's application window is October 15th – December 1st each year. Applications received after December 1st are placed on the waiting list in the order received. The Public Random Lottery will be conducted in late January or early February as scheduled.

Enrollment preferences are afforded siblings of currently enrolled COVA students, and children of faculty or staff.

ELEMENT I: FINANCIAL AND PROGRAMMATIC AUDIT

The COVA Board of Directors will participate each year in the selection of an independent auditor and review and approve the annual audit of the school's financial affairs.

The audit will verify the accuracy of the school's financial statements, attendance and accounting practices, and review the school's internal controls. The school will notify OUSD of the persons responsible for financial management of the school. The audit will be conducted by a state approved auditor or auditing firm in accordance with generally accepted accounting procedures and principles appropriate to a school setting. It is anticipated that the audit will be completed within six months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to OUSD. The school's financial officer will review any audit exceptions or deficiencies and report to the full Board of Directors the recommendations on how to solve the problems that were uncovered. The plan will be forwarded to OUSD. Any issues or disputes that arise will be addressed and resolved in accordance with COVA's charter.

In addition to the financial audit, COVA will complete the SARC annual school report. COVA will keep OUSD informed of any critical fiscal, administrative, or legal issues that arise which could impact the fiscal soundness of the school.

COVA, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. COVA acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of COVA it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by COVA by law or charter provisions.

To the extent that COVA is a recipient of federal funds, including federal Title I, Part A funds, COVA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. COVA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

COVA also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

ELEMENT J: SUSPENSION AND EXPULSION

The disciplinary guidelines for COVA are based on the belief that a safe and orderly campus must be free of bullying and harassment, that a safe and respectful campus comes from a discipline program that addresses student issues in a timely and effective manner, and that high expectations for school and classroom behavior protect the rights of all students to learn in a safe and orderly environment. This is accomplished by developing a school and learning environment that maximizes academic achievement and artistic expression.

COVA has developed a clear, effective model of discipline practices and meaningful policies and procedures to deal with student behavior.

Prior to suspension and/or expulsion, the student and the student's family will be provided with full due process. This means having the opportunity to communicate any information regarding the incident to the school authorities undertaking the investigation, access to all materials and documents related to the case, and full knowledge of all procedures put into motion and the possible outcomes of those procedures. Due process shall also include written notice of the specific circumstances surrounding any disciplinary action and the opportunity to respond to any allegations. Policies and procedures are published, printed and distributed to students and families which provides all necessary steps in the process. These policies will be part of the COVA's Parent/Student Handbook, which is distributed at the start of the school year and will be posted on the COVA website. The printed information will detail the process and student and parent expectations pertaining to attendance, punctuality, mutual respect, authority, substance abuse, violence, criminal activity, safety and work habits. This information will also be distributed and discussed during orientation meetings, where new students and families receive necessary school information.

Violations of the COVA discipline policy will be handled by the school administration, specifically the Director unless delegated to another administrative or credentialed staff by the Director. When discipline is warranted that may involve expulsion, the school will prepare written reports and statements for the governing board and provided to the family to be addressed at a regular or special meeting of the board, which shall also include the student and parent. The parent and student will have due process and will be heard by the governing board in a closed session agenda item. Should a behavioral action occur that reaches the level of expulsion as defined in the student handbook, and the student and parent are provided the due process outlined in the COVA parent/student handbook, the board will make the final determination regarding the expulsion of the student. The president of the governing board will then contact the Oakland Unified District to determine appropriate placement for the student.

Students who have been removed from the educational environment for any reason shall be provided with academic work and will be given full credit for completed work. This exclusion

will be at the discretion of the Director of the School. Students awaiting placement by OUSD in another school will be placed on Independent Study and provided appropriate work and assignments until a placement has been completed.

Discipline matters that involve students with IEPs or 504 plans shall conform to all applicable state and federal laws. Fair hearing practices and mediation processes, where appropriate, will be adhered to. Student Study Teams and IEP Teams may be involved in this process as well in order to determine how to best meet the needs of the student and family while still following applicable laws and regulations related to discipline violations.

In the case of a special education student, or a student who receives 504 accommodations, COVA will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine:

- 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability
- 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

ELEMENT K: RETIREMENT SYSTEM

COVA full-time faculty and staff will participate in either the federal social security system or the California STRS system, depending upon status of credentials and licensure within the school. COVA will also offer a range of supplementary plans available to all employees on a voluntary basis. The COVA accountant will be responsible for the implementation of the retirement plan.

ELEMENT L: ATTENDANCE ALTERNATIVES

Students who do not choose to attend COVA may register with the public school district in which they reside and will receive an appropriate educational placement.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

COVA faculty and staff who have left permanent status in OUSD to work at COVA will not have the right to return to a comparable position within OUSD unless District policy permits this. Former OUSD employees must work with OUSD on the procedures for returning to the District should they wish to make that choice.

ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) to minimize the oversight burden on OUSD, (3) to ensure a fair and timely resolution to disputes and (4) to frame a charter oversight and renewal process and timeline in order to reach mutual agreement between the entities regarding these matters.

Public Comments

COVA and OUSD will attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes within and among students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school shall be resolved by policies and processes developed by the school. These processes will be made public through the school's normal communication processes and will begin with

complaints being put into writing to the Executive Director. All complaints must be signed and dated.

OUSD will not intervene in internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board or Executive Director for resolution. OUSD agrees not to become involved in disputes unless evidence has been presented that some violation of this charter or related laws or agreements exists, or unless the governing board requests that OUSD intervene.

Disputes Between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the charter or other issues related to the relationship between the entities, both parties agree to follow the process outline below.

In the event of a dispute between OUSD and COVA, the staffs and governing boards of COVA and OUSD agree to put the dispute in writing and work with the entities' respective governing boards to begin a resolution process. If OUSD believes the issue in question could result in the revocation of the charter, this will be put into writing.

Representatives from the COVA board and the OUSD superintendent or designee shall meet in a timely and informal fashion to begin the resolution process. If this fails to result in a solution, both parties agree to identify a neutral third-party arbitrator. The format of the arbitration session shall be developed jointly and will incorporate rules of evidence and procedure unless both parties agree otherwise. Findings and recommendations will be non-binding unless the parties agree to bind themselves.

The staff and Governing Board members of COVA agree to attempt to resolve all disputes between the District and COVA regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and COVA, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a

mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Oversight, Reporting, Revocation and Renewal

OUSD may visit the school premises at any time and will be provided access to all records, physical spaces and other facets of COVA. OUSD may choose, without approval from COVA, to contract out inspection services to a third-party organization.

If the OUSD school board believes it has cause to revoke the COVA charter, they will notify the COVA board in writing. The specific reasons for the possible revocation will be noted and COVA will be granted reasonable time to respond and take corrective action. “Reasonable time” may be mutually agreed upon by OUSD and COVA.

OUSD agrees to receive and review the annual fiscal and programmatic audits as outline in Element I of this charter. Within two months of the receipt of this annual review, OUSD may notify the governing board of COVA as to whether or not it considers the school to be making progress toward the specified goals. This annual notification may include the specific reasons for the charter-granting agency’s conclusions.

Public Records

COVA acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including COVA to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at COVA and of the District. COVA further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has,

but that COVA does not have that COVA needs in order to meet its obligations, the District shall provide the same to COVA in a reasonably timely manner upon request.

Reporting and Accountability

If COVA does not test (i.e., STAR) with the District, COVA hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Public Complaint Procedures

COVA will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. COVA will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

COVA will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with COVA alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. COVA will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

COVA will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

COVA will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

External Reporting

COVA will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of COVA not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if COVA is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

ELEMENT O: LABOR RELATIONS

COVA shall be deemed the executive public school employer of the employees for the purposes of the Education Employment Relations Act.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

September 1 – Final Unaudited Financial Report for Prior Year

December 1 – Final Audited Financial Report for Prior Year

December 1 – First Interim Financial Report for Current Year

March 1 – Second Interim Financial Report for Current Year

June 15 – Preliminary Budget for Subsequent Year

1. COVA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:
2. COVA is subject to District oversight.
3. The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of COVA.
4. The District is authorized to revoke this charter for, among other reasons, the failure of COVA to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit COVA's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement
- practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

COVA shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to COVA. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to COVA operations is received by the District, COVA shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by COVA by law or charter provisions.

COMMUNICATIONS

Official communications between OUSD and COVA will be directed to the following:

Dr. Valerie Abad, Executive Director
 Conservatory of Vocal/Instrumental Arts
 3800 Mountain Blvd.
 Oakland, California 94619
 P: 510.531-0110 P: 510.285.7511
 F: 510.873-8816
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Gail Greeley, Coordinator
 Oakland Unified School District
 1025 2nd Ave.
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Conservatory of Vocal/Instrumental Arts

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Conservatory of Vocal/Instrumental Arts

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
EXECUTIVE SUMMARY						
Key Budget and Financial Variables: Enrollment and ADA						
School Enrollment	0	231	236	236	236	236
School ADA at P-2	179	220	224	224	224	224
Ratio of P-2 ADA to Enrollment	n/a	95.1%	95.0%	95.0%	95.0%	95.0%
A. Revenues:						
State Programs ^(a)	\$ 1,608,034	\$ 1,506,935	\$ 1,547,043	\$ 1,579,041	\$ 1,617,220	\$ 1,659,252
Federal Programs	149,182	20,000	20,000	20,000	20,000	20,000
Local Programs	93,977	65,000	65,000	65,000	65,000	65,000
Total Revenues	\$ 1,851,193	\$ 1,591,935	\$ 1,632,043	\$ 1,664,041	\$ 1,702,220	\$ 1,744,252
B. Expenditures:						
Certificated Salaries	\$ 533,068	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250
Classified Salaries	116,686	141,480	141,500	141,500	141,500	141,500
Employee Benefits	78,464	85,665	85,667	85,667	85,667	85,667
Subtotal Compensation Costs	728,218	794,395	794,417	794,417	794,417	794,417
Books & Supplies	-	106,844	111,089	113,723	116,783	119,939
Services & Operational Expenses	633,968	592,019	606,698	616,286	628,123	637,124
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	4,706	2,076	-	-	-
Direct Support/Indirect Costs	-	-	-	-	-	-
Total Expenditures	\$ 1,362,186	\$ 1,497,964	\$ 1,514,281	\$ 1,524,426	\$ 1,539,323	\$ 1,551,479
Net Operations: Sub Total	\$ 489,007	\$ 93,971	\$ 117,762	\$ 139,616	\$ 162,897	\$ 192,773
C. Other Financings/Sources/Uses						
Plus: Loans and Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: Transfers Out and Other Uses	-	(50,000)	(50,000)	-	-	-
Net: Total Other Financings	\$ -	\$ (50,000)	\$ (50,000)	\$ -	\$ -	\$ -
Total Net Change	\$ 489,007	\$ 43,971	\$ 67,762	\$ 139,616	\$ 162,897	\$ 192,773
Beginning Balance	152,008	543,405	587,376	655,138	794,754	957,651
Ending Balance	\$ 641,015	\$ 587,376	\$ 655,138	\$ 794,754	\$ 957,651	\$ 1,150,424

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

Conservatory of Vocal/Instrumental Arts

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
REVENUES						
State Programs						
Charter School General Purpose Block Grant All	\$ 1,133,187	\$ 1,134,332	\$ 1,170,951	\$ 1,199,044	\$ 1,231,451	\$ 1,267,140
Charter School Categorical Block Grant Allocatio	90,622	90,036	91,922	94,164	96,630	99,321
California Lottery – Restricted Funds – Prop 20:	3,737	5,106	5,213	5,213	5,213	5,213
California Lottery – Unrestricted Funds – Non-Pr	24,570	25,748	26,287	25,054	25,054	25,054
CA Primary (K-3) Class Size Reduction (E.C. 52	70,686	68,544	68,544	70,208	72,128	74,240
Economic Impact Aid	45,366	48,169	49,126	50,358	51,744	53,284
Subtotal, Major State Programs	\$ 1,368,188	\$ 1,371,935	\$ 1,412,043	\$ 1,444,041	\$ 1,482,220	\$ 1,524,252
Note: The Charter School General Purpose Block Grant Allocation includes payments made via District/Sponsor for in-lieu property tax funding						
Other State Programs						
Charter School Facility Grant Program	129,353	135,000	135,000	135,000	135,000	135,000
Other (Identify)	110,493	-	-	-	-	-
Subtotal, Other State Programs	\$ 239,846	\$ 135,000	\$ 135,000	\$ 135,000	\$ 135,000	\$ 135,000
Other State Grants (Identify) 8300-8599	-	-	-	-	-	-
Total State Programs	\$ 1,608,034	\$ 1,506,935	\$ 1,547,043	\$ 1,579,041	\$ 1,617,220	\$ 1,659,252
Federal Programs						
NCLB: Title I, Part A, Basic Grants Low-Income a	48,018	20,000	20,000	20,000	20,000	20,000
Other Federal Programs						
National School Lunch Program	33,355	-	-	-	-	-
Other Federal Programs (Identify) 8100-8299	67,809	-	-	-	-	-
Total Federal Programs	\$ 149,182	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Local Programs						
Donations	-	-	-	-	-	-
Other Local Programs (Identify) 8600-8799	93,977	65,000	65,000	65,000	65,000	65,000
Total Local Programs	\$ 93,977	\$ 65,000	\$ 65,000	\$ 65,000	\$ 65,000	\$ 65,000
TOTAL REVENUES	\$ 1,851,193	\$ 1,591,935	\$ 1,632,043	\$ 1,664,041	\$ 1,702,220	\$ 1,744,252

Conservatory of Vocal/Instrumental Arts

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
EXPENDITURES						
Certificated Salaries	1000-1999	\$ 533,068	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250
Classified Salaries	2000-2999	116,686	141,480	141,500	141,500	141,500
Employee Benefits	3000-3999	78,464	85,665	85,667	85,667	85,667
Books & Supplies	4000-4999		106,844	111,089	113,723	119,939
Services & Operational Expenses	5000-5999	633,968	592,019	606,698	616,286	628,123
Capital Outlay	6000-6999	-	-	-	-	-
Other Outgo	7100-7299	-	4,706	2,076	-	-
Direct Support/Indirect Costs	7300-7399	-	-	-	-	-
TOTAL EXPENDITURES		\$ 1,362,186	\$ 1,497,964	\$ 1,514,281	\$ 1,524,426	\$ 1,539,323
BUDGET SURPLUS/(DEFICIT)		\$ 489,007	\$ 93,971	\$ 117,762	\$ 139,616	\$ 162,897
INTERFUND TRANSFERS AND OTHER FINANCING SOURCES/USES						
Interfund Transfers						
Transfers In	8910-8929	-	-	-	-	-
Transfers Out	7610-7629	-	-	-	-	-
Sources						
CDE Revolving Loan	8930-8979	-	-	-	-	-
Uses						
CDE Revolving Loan Payments	7630-7699	-	(50,000)	(50,000)	-	-
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ (50,000)	\$ (50,000)	\$ -	\$ -
NET INCREASE/(DECREASE) IN FUND BALANCE		\$ 489,007	\$ 43,971	\$ 67,762	\$ 139,616	\$ 162,897
FUND BALANCE						
Beginning Fund Balance						
As of July 1, Unaudited	9791	120,484	641,015	587,376	655,138	794,754
Plus/(Minus) Audit Adjustments	9793	-	-	-	-	-
As of July 1, Audited		120,484	641,015	587,376	655,138	794,754
Other Restatements	9795	31,524	(97,610)	-	-	-
Net Beginning Balance		152,008	543,405	587,376	655,138	794,754
Ending Fund Balance, June 30		\$ 641,015	\$ 587,376	\$ 655,138	\$ 794,754	\$ 957,651
COMPONENTS FOR ENDING FUND BALANCE						
Miscellaneous Components						
Reserve for Prepaid Expenditures	9713	31,554	-	-	-	-
Legally Restricted Balance	9740	81,558	-	-	-	-
Designated Amounts						
Designated for Economic Uncertainty	9770	-	74,898	75,714	76,221	76,966
currently set at greater of \$60,000 or 5% of Total		n/a	5%	5%	5%	5%
Reserve for Payroll Tax Lien	9780	78,034	78,034	78,034	78,034	78,034
Reserve for Funding Uncertainty (Oth	9780	-	76,640	78,246	78,246	78,246
Unappropriated Amount	9790	448,869	357,803	423,144	562,253	724,405
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$ 641,015	\$ 587,376	\$ 655,138	\$ 794,754	\$ 957,651

Conservatory of Vocal/Instrumental Arts

Expenditures Worksheet - Compensation

Ordinal Year Fiscal Year SACS Budget Type	Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
Certificated Salaries	1000-1999						
Certificated Teacher Salaries	1100-1199						
Teachers – Regular Program	1100	459,900	459,900	459,900	459,900	459,900	459,900
Other Teacher Salaries							
Teacher – Music	1110	51,100	51,100	51,100	51,100	51,100	51,100
Teacher – Special Education	1110	-	-	-	-	-	-
Substitute Teacher Costs							
Day-to-Day Substitutes	1130	1,000	6,250	6,250	6,250	6,250	6,250
Teacher – Hourly	1102	21,068	50,000	50,000	50,000	50,000	50,000
Total Certificated Teacher Salaries	1000-1199	\$ 533,068	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 533,068	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250	\$ 567,250
Classified Compensation Costs	2000-2999						
Classified Salaries	2000-2999						
Pupil Support Salaries	22xx						
Maintenance	2261	6,000	6,000	6,000	6,000	6,000	6,000
Other (Identify)	2291	-	-	-	-	-	-
Subtotal	22xx	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Administrator Salaries	23xx						
Executive Director	2341	86,121	86,200	86,200	86,200	86,200	86,200
Other (Identify)	23x1	-	-	-	-	-	-
Subtotal	23xx	\$ 86,121	\$ 86,200	\$ 86,200	\$ 86,200	\$ 86,200	\$ 86,200
Clerical, Technical & Other Office Employ	24xx						
Office Assistant	2451	-	7,680	7,700	7,700	7,700	7,700
Registrar	2461	24,565	41,600	41,600	41,600	41,600	41,600
Subtotal	24xx	\$ 24,565	\$ 49,280	\$ 49,300	\$ 49,300	\$ 49,300	\$ 49,300
Subtotal Classified Salaries Cost		\$ 116,686	\$ 141,480	\$ 141,500	\$ 141,500	\$ 141,500	\$ 141,500
TOTAL ALL CLASSIFIED WAGES	2000-2999	\$ 116,686	\$ 141,480	\$ 141,500	\$ 141,500	\$ 141,500	\$ 141,500

Conservatory of Vocal/Instrumental Arts

Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
State Teachers Retirement System (STRS)						
Certificated contributions 3101	41,923	46,798	46,798	46,798	46,798	46,798
Noncertificated contributions 3102	-	-	-	-	-	-
STRS Subtotal	\$ 41,923	\$ 46,798	\$ 46,798	\$ 46,798	\$ 46,798	\$ 46,798
Old Age, Survivors, Disability, and Health Insurance (OASDI)						
Medicare, certificated contributions 3301	7,729	8,225	8,225	8,225	8,225	8,225
Social Security, certificated contributions 3301	814	-	-	-	-	-
Medicare, noncertificated contributions 3302	1,692	2,051	2,052	2,052	2,052	2,052
Social Security, noncertificated contribut 3302	7,235	8,772	8,773	8,773	8,773	8,773
OASDI Subtotal	\$ 17,470	\$ 19,048	\$ 19,050	\$ 19,050	\$ 19,050	\$ 19,050
Health Benefit Costs (HDV)						
Combined HDV estimate, certificated coi 3401	-	-	-	-	-	-
Combined HDV estimate, noncertificatedec 3402	-	-	-	-	-	-
HDV Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Unemployment Insurance (SUI/SEF)						
Certificated contributions 3501	9,016	9,133	9,133	9,133	9,133	9,133
Noncertificated contributions 3502	-	2,278	2,278	2,278	2,278	2,278
SUI/SEF Subtotal	\$ 9,016	\$ 11,411	\$ 11,411	\$ 11,411	\$ 11,411	\$ 11,411
Worker's Compensation Insurance (WC)						
Certificated contributions 3601	5,970	6,730	6,730	6,730	6,730	6,730
Noncertificated contributions 3602	4,084	1,678	1,679	1,679	1,679	1,679
WC Subtotal	\$ 10,054	\$ 8,408	\$ 8,408	\$ 8,408	\$ 8,408	\$ 8,408
Other Benefits						
Certificated contributions 3901	-	-	-	-	-	-
Noncertificated contributions 3902	-	-	-	-	-	-
Other Benefits Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Benefit Costs 3000-3999	\$ 78,464	\$ 85,665	\$ 85,667	\$ 85,667	\$ 85,667	\$ 85,667

Conservatory of Vocal/Instrumental Arts

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
Approved Textbooks and Core Curricula 4100						
New Textbooks (students) 4100	856	-	-	-	-	-
Replacement Textbooks (students) 4100	-	-	-	-	-	-
Subtotal, Approved Textbooks and Core Curricula	\$ 856	\$ -	\$ -	\$ -	\$ -	\$ -
Books and Other Reference Materials 4200						
Library Books 4200	-	-	-	-	-	-
Other Books (students) 4200	25,326	39,270	41,064	42,008	43,188	44,368
Subtotal, Books and Other Reference Materials	\$ 25,326	\$ 39,270	\$ 41,064	\$ 42,008	\$ 43,188	\$ 44,368
Materials and Supplies 4300						
Custodial Supplies 4330	1,040	1,238	1,291	1,322	1,357	1,395
Food for Staff and Board Meetings 4340	2,898	2,560	2,610	2,670	2,740	2,820
Instructional Supplies 4310	19,994	25,410	26,432	27,140	27,848	28,556
Office Supplies 4320	10,438	8,667	9,041	9,258	9,499	9,766
Other Materials and Supplies 4390	14,550	5,600	5,700	5,800	6,000	6,200
Student Incentives 4350	19,070	16,098	16,791	17,195	17,641	18,134
Uniforms 4360	2,772	3,000	3,060	3,130	3,210	3,300
Other: Annual amount 4300	-	-	-	-	-	-
Subtotal, Materials and Supplies	\$ 70,762	\$ 62,574	\$ 64,925	\$ 66,515	\$ 68,295	\$ 70,171
Non Capitalized Equipment 4400						
Equipment 4400	-	5,000	5,100	5,200	5,300	5,400
Other Replacement Allocation 4400	-	-	-	-	-	-
Subtotal, Non Capitalized Equipment	\$ -	\$ 5,000	\$ 5,100	\$ 5,200	\$ 5,300	\$ 5,400
Food for Student Nutrition 4700						
After-School Program Snacks 4700	-	-	-	-	-	-
Other (Identify) 4700	544	-	-	-	-	-
Subtotal, Food for Student Nutrition	\$ 544	\$ -	\$ -	\$ -	\$ -	\$ -
Total Books & Supplies 4000-4999	\$ 97,488	\$ 106,844	\$ 111,089	\$ 113,723	\$ 116,783	\$ 119,939

Conservatory of Vocal/Instrumental Arts

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget
Personal Services of Instructional Consultants, Lecturers & Others						
Music Consultant/Specialists 5101	99,162	101,400	103,500	106,000	108,800	111,800
Other (Identify) 5199	-	-	-	-	-	-
Subtotal of Personal Services of Instructional Co	\$ 99,162	\$ 101,400	\$ 103,500	\$ 106,000	\$ 108,800	\$ 111,800
Travel and Conference						
Conferences 5210	-	-	-	-	-	-
Other (Identify) 5240	825	7,500	7,700	7,900	8,100	8,300
Subtotal of Travel and Conference	\$ 825	\$ 7,500	\$ 7,700	\$ 7,900	\$ 8,100	\$ 8,300
Dues and Memberships						
(CCSA) California Charter Schools Assoc 5310	950	979	1,022	1,045	1,074	1,104
(WASC) Western Association of Schools 5320	-	-	-	720	2,620	720
Other (Identify) 53xx	600	600	613	628	644	662
Subtotal of Dues and Memberships	\$ 1,550	\$ 1,579	\$ 1,635	\$ 2,393	\$ 4,338	\$ 2,486
Insurance						
Combined Estimate 5400	-	15,813	16,200	16,560	17,040	17,520
Other (Identify) 54xx	-	-	-	-	-	-
Subtotal of Insurance	\$ -	\$ 15,813	\$ 16,200	\$ 16,560	\$ 17,040	\$ 17,520
Rentals, Leases, Repairs and Noncapitalized Improvements						
Copier/Equipment (lease/rental) 5610	3,115	3,684	3,756	3,852	3,948	4,056
Copier/Equipment (repairs) 5615	130	300	312	324	336	348
Property (lease/rental) 5630	194,000	180,000	180,000	180,000	180,000	180,000
Property (repairs) 5635	3,327	4,000	4,080	4,176	4,284	4,404
Other (Identify) 5650	-	-	-	-	-	-
Subtotal of Rentals, Leases, Repairs and Noncap	\$ 200,571	\$ 187,984	\$ 188,148	\$ 188,352	\$ 188,568	\$ 188,808
Professional/Consulting Services and Operating Expenses						
Accounting 5815	9,177	3,600	3,600	3,600	3,600	3,600
Audit Services 5803	4,400	4,400	9,000	9,000	9,000	9,000
Business Services 5804	42,000	42,000	42,000	42,000	42,000	42,000
District Financial Oversight Fee 5805	12,692	12,244	12,629	12,932	13,281	13,665
Food Services Contract 5806	49,760	60,000	61,320	62,760	64,440	66,240
Interest Expenses 5814	15,707	-	-	-	-	-
Legal Services 5808	237	5,000	4,800	4,920	5,040	5,160
Maintenance Services 5808	21,738	22,080	22,560	23,160	23,760	24,480
Pupil Transportation: Field Trips 58xx	31,027	7,320	7,440	7,560	7,800	8,040
Special Education Encroachment or Exce 5809	138,754	115,409	120,395	123,310	126,449	130,036
Student Testing & Assessment 5812	588	723	755	774	795	817
Other (Identify) 5813	3,663	-	-	-	-	-
Subtotal of Professional/Consulting Services and	\$ 329,743	\$ 275,775	\$ 287,499	\$ 293,016	\$ 299,165	\$ 306,037
Communications						
Internet 5920	-	-	-	-	-	-
Postage and Shipping 5930	717	492	504	516	528	540
Telephone 5910	1,399	1,476	1,512	1,548	1,584	1,632
Subtotal of Communications	\$ 2,116	\$ 1,968	\$ 2,016	\$ 2,064	\$ 2,112	\$ 2,172
Total Services & Operational Expenses 5000-5999	\$ 633,968	\$ 592,019	\$ 606,698	\$ 616,286	\$ 628,123	\$ 637,124

Conservatory of Vocal/Instrumental Arts

Expenditures Worksheet – Other Outgo; Transfers In and Out

Ordinal Year Fiscal Year Budget Type	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Comments
Other Outgo							
Debt Service – Interest Payments							
CDE Revolving Loan	\$ -	\$ 4,706	\$ 2,076	\$ -	\$ -	\$ -	
Other Short Term Loan	-	-	-	-	-	-	School Credit Card
Total Other Outgo	\$ -	\$ 4,706	\$ 2,076	\$ -	\$ -	\$ -	Summarized in Expenditures
Other Sources and Uses – Transfers In							
Debt Service – Proceeds							
CDE Revolving Loan	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Proceeds received on 7/01/2011
Other Transfers IN (Identify)	-	-	-	-	-	-	
Total Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Summarized at Transfers In
Other Sources and Uses – Transfers Out							
Debt Service – Principal Payments							
CDE Revolving Loan	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	5 Yr Repayment Period
Other Short Term Loan	-	-	-	-	-	-	
Total Transfers Out	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	Summarized at Transfers Out

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — State Funding Data

Ordinal Year Fiscal Year	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Comments	
Financial Projection Factors								
Statutory COLA	-0.39%	0.00%	0.00%	2.40%	2.70%	2.90%	(used to project annual revenue increases)	
<i>current as of</i>	07/14/11	01/18/12	01/18/12	01/18/12	01/18/12	01/18/12		
Special Education Base Deficit	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Categorical COLA	0.00%	0.00%	3.10%	2.40%	2.70%	2.90%	for comparison to Statutory COLA	
Transportation COLA	2.60%	2.60%	2.60%	2.60%	2.60%	2.60%	for comparison to Statutory COLA	
California CPI	1.80%	2.30%	2.10%	2.40%	2.60%	2.80%	(used to project annual expense increases)	
California Funding Deficit Factor	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	(used to project annual revenue increases)	
Charter School General Purpose Block Grant Allocations								
Grades K-3	Y	\$ 5,054	\$ 5,077	\$ 5,177	\$ 5,301	\$ 5,444	\$ 5,602	Annual revenue per P-2 ADA
Grades 4-6	Y	\$ 5,128	\$ 5,153	\$ 5,193	\$ 5,318	\$ 5,462	\$ 5,620	Annual revenue per P-2 ADA
Grades 7-8	Y	\$ 5,278	\$ 5,306	\$ 5,346	\$ 5,474	\$ 5,622	\$ 5,785	Annual revenue per P-2 ADA
Charter School Categorical Block Grant Allocations								
Grades K-3	Y	\$ 410	\$ 410	\$ 410	\$ 420	\$ 431	\$ 443	Annual revenue per P-2 ADA
Grades 4-6	Y	\$ 410	\$ 410	\$ 410	\$ 420	\$ 431	\$ 443	Annual revenue per P-2 ADA
Grades 7-8	Y	\$ 410	\$ 410	\$ 410	\$ 420	\$ 431	\$ 443	Annual revenue per P-2 ADA
California Lottery								
								Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.
Restricted Funds – Prop 20: Instructional M	Y	\$ 17.00	\$ 23.25	\$ 23.25	\$ 23.25	\$ 23.25	\$ 23.25	Annual revenue per prior year actual ADA
Unrestricted Funds – Non-Prop 20	Y	\$ 111.75	\$ 117.25	\$ 117.25	\$ 111.75	\$ 111.75	\$ 111.75	Annual revenue per prior year actual ADA
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)								
Full Day Program	Y	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,097	\$ 1,127	\$ 1,160	Annual revenue per pupil in program, grades K-3
Half Day Program	Y	\$ 535	\$ 535	\$ 535	\$ 548	\$ 563	\$ 579	Annual revenue per pupil in program, grades K-3
In Lieu of Economic Impact Aid (revised per AB1881, 1802 and SB 1131 in 2006)								
Per Eligible Student (ED + EL + bonus fact)	Y	\$ 319	\$ 319	\$ 319	\$ 327	\$ 336	\$ 346	Startup charters will receive Y1 funds based on current year
(a) minimum grant amount, 1-9 students	Y	\$ 5,727	\$ 5,727	\$ 5,727	\$ 5,864	\$ 6,022	\$ 6,197	For schools with fewer than 10 qualifying pupils
(b) minimum grant, 10 or more students	Y	\$ 8,642	\$ 8,642	\$ 8,642	\$ 8,849	\$ 9,088	\$ 9,352	For schools with 10 or more qualifying pupils
Other State Programs								
Charter School Facility Grant Program	Y	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	Annual revenue per ADA, subject to 75% cap, FRM_pct > 7
Special Education SELPA Funding		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	AB602 funds; funding rate/ADA varies by SELPA

Source: Global COLA Tables 2010.xlsx: GV_State

Last Update 01/18/2012; Governor's Budget Report

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Federal Funding Data

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V	
Fiscal Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Budget Type	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
Financial Projection Factors							
Federal Consumer Price Index	2.20%	2.24%	2.24%	2.24%	2.24%	2.24%	Source: <http://www.cbo.gov/> (Budget and current as of
	05/19/11	01/18/12	01/18/12	01/18/12	01/18/12	01/18/12	
GDP Price Index	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%	(same as above)
Employment Cost Index	3.30%	3.30%	3.30%	3.30%	3.30%	3.30%	(same as above)
Unemployment Rate	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	(same as above)
Three-Month Treasury Bill Rate	4.40%	4.40%	4.40%	4.40%	4.40%	4.40%	(same as above)
Ten-Year Treasury Note Rate	3.20%	2.10%	2.60%	3.10%	3.40%	3.50%	Source: SSC Dartboard
NCLB: Title I, Part A, Basic Grants Low Income and Neglected							
Base Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Annual revenue per eligible pupil
Percentage of Eligible Students	0%	50%	50%	50%	50%	50%	Estimated

Key Variables Worksheet — Local Funding Data

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V	
Fiscal Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Budget Type	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
Local Revenue Variables							
Local Cost of Living Allowance	1.80%	2.30%	2.10%	2.40%	2.60%	2.80%	
	07/14/11	01/18/12	01/18/12	01/18/12	01/18/12	01/18/12	
Donations							
(Identify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(Identify)	-	-	-	-	-	-	
Total Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest							
Yield Rate (APR)	n/a	0%	0%	0%	0%	0%	
Average Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Annual Interest Income	-	-	-	-	-	-	
Other Local Programs							
After-School Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(all local items combined)
Paid Meal Reimbursements	-	-	-	-	-	-	
(Identify)	65,000	65,000	65,000	65,000	65,000	65,000	

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year Budget Type	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Comments
Certificated Staff							
Teacher Staffing Ratios							
Teachers – Regular Program							
Grades K-3	1/24	1/24	1/24	1/24	1/24	1/24	
Grades 4-8	1/30	1/30	1/30	1/30	1/30	1/30	
Teacher Staffing Projection							
Teachers – Regular Program (FTE)							
Kindergarten	1.00	1.00	1.00	1.00	1.00	1.00	
1st Grade	1.00	1.00	1.00	1.00	1.00	1.00	
2nd Grade	1.00	1.00	1.00	1.00	1.00	1.00	
3rd Grade	1.00	1.00	1.00	1.00	1.00	1.00	
4th Grade	1.00	1.00	1.00	1.00	1.00	1.00	
5th Grade	1.00	1.00	1.00	1.00	1.00	1.00	
6th Grade	1.00	1.00	1.00	1.00	1.00	1.00	
7th Grade	1.00	1.00	1.00	1.00	1.00	1.00	
8th Grade	1.00	1.00	1.00	1.00	1.00	1.00	
Subtotal, Regular Programs	9.00	9.00	9.00	9.00	9.00	9.00	
Teachers – Other Certificated (Electives, Special Education, etc.)							
Music	1.00	1.00	1.00	1.00	1.00	1.00	
Special Education	-	-	-	-	-	-	
Total, Other Certificated Teachers	1.00	1.00	1.00	1.00	1.00	1.00	
Total Certificated Staff	10.00	10.00	10.00	10.00	10.00	10.00	
Certificated Staff Earning Health Benefits	10.00	10.00	10.00	10.00	10.00	10.00	Head count
Classified Employee Staffing (FTEs)							
Classified Salaried Staff							
Pupil Support Staffing							
Maintenance	0.25	0.25	0.25	0.25	0.25	0.25	two part-time staff
Other (Identify)	-	-	-	-	-	-	
Administrator Staffing							
Executive Director	1.00	1.00	1.00	1.00	1.00	1.00	
Other (Identify)	-	-	-	-	-	-	
Clerical, Technical & Other Office Employee Staffing							
Office Assistant	-	1.00	1.00	1.00	1.00	1.00	shared with Landlord
Registrar	1.00	1.00	1.00	1.00	1.00	1.00	
Total Salaried Site Staff	2.25	3.25	3.25	3.25	3.25	3.25	
Total All Staff	12.25	13.25	13.25	13.25	13.25	13.25	

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Staff Compensation Data

Ordinal Year Fiscal Year	Year 0 2010-11	Year I 2011-12	Year II 2012-13	Year III 2013-14	Year IV 2014-15	Year V 2015-16	
Budget Type	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments
SACS Code							
Salary and Wage COLA Table							
CA CPI (reference value)	1.5%	2.3%	2.1%	2.4%	2.6%	2.8%	all wage increases are per Salary COLA copied from KV_State
School Seniority COLA	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	annual retention increase
Subtotal	2.8%	3.3%	3.1%	3.4%	3.6%	3.8%	sum of preceding components
Maximum COLA School will pay	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	(limit for cost containment)
Total Annual Salary COLA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Teacher Salaries							
Average Teacher Cost – Regular	1110	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100
Teacher Hourly Equivalent Rate	1120	\$ 34.90	\$ 34.90	\$ 34.90	\$ 34.90	\$ 34.90	\$ 34.90
Substitute Teacher Cost per Day	1130	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125
Teacher Daily Equivalent Rate	1120	\$ 279	\$ 279	\$ 279	\$ 279	\$ 279	\$ 279
Other Teacher Salaries							
Teacher – Music	1110	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100
Teacher – Special Education	1110	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100	\$ 51,100
Classified Employee Salaries							
Pupil Support Salaries							
Maintenance	2261	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Other (Identify)	2291	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrator Salaries							
Executive Director	2341	\$ 86,200	\$ 86,200	\$ 86,200	\$ 86,200	\$ 86,200	\$ 86,200
Other (Identify)	23x1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical, Technical & Other Office							
Office Assistant	2451	\$ -	\$ 7,680	\$ 7,700	\$ 7,700	\$ 7,700	\$ 7,700
Registrar	2461	\$ 27,720	\$ 41,600	\$ 41,600	\$ 41,600	\$ 41,600	\$ 41,600

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Employee Benefit Cost Rate Data

Ordinal Year Fiscal Year	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected Budget	Year III 2013-14 Projected Budget	Year IV 2014-15 Projected Budget	Year V 2015-16 Projected Budget	Comments
Budget Type	Use?						
Retirement Plan Contribution Rates							
State Teachers Retirement Syst	Y	8.25%	8.25%	8.25%	8.25%	8.25%	paid to all qualifying certificated employees
Social Security (OASDI)	Y	6.20%	6.20%	6.20%	6.20%	6.20%	paid to all qualifying classified employees
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 (SUI/SEF)	Y	0.72%	1.61%	1.61%	1.61%	1.61%	This tax is calculated against ALL wages. Per CA Unemployment
Worker's Compensation (WC)	Y	3.50%	1.19%	1.19%	1.19%	1.19%	Tax rate per CCSA Invoice/proposal of 6/6/11

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Books & Supplies

Ordinal Year Fiscal Year	Year 0 2010-11	Year I 2011-12	Year II 2012-13	Year III 2013-14	Year IV 2014-15	Year V 2015-16	Comments
SACS Budget Type Code	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Approved Textbooks and Core Curricula Materials							
New Textbooks (students) 4100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Annual amount per new student
Replacement Textbooks (students) 4100	-	-	-	-	-	-	Annual amount per student; 10% replacement
Books and Other Reference Materials 4200							
Library Books 4200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Annual amount per new student
Other Books (students) 4200	104.80	170.00	174.00	178.00	183.00	188.00	Annual amount per student
Materials and Supplies 4300							
Custodial Supplies 4330	\$ 5.24	\$ 5.36	\$ 5.47	\$ 5.60	\$ 5.75	\$ 5.91	Annual amount per student
Food for Staff and Board Meetings 4340	2,500	2,560	2,610	2,670	2,740	2,820	Annual amount
Instructional Supplies (students) 4310	73.36	110.00	112.00	115.00	118.00	121.00	Annual amount per student
Office Supplies (students) 4320	36.68	37.52	38.31	39.23	40.25	41.38	Annual amount per student
Other Materials and Supplies 4390	5,400	5,600	5,700	5,800	6,000	6,200	Annual amount
Student Incentives 4350	68.12	69.69	71.15	72.86	74.75	76.84	Annual amount per student
Uniforms 4360	1,500	3,000	3,060	3,130	3,210	3,300	Annual amount
Other Misc Supplies Schoolwide 4300	-	-	-	-	-	-	Annual amount
Non Capitalized Equipment 4400							
Equipment 4400	\$ -	\$ 5,000	\$ 5,100	\$ 5,200	\$ 5,300	\$ 5,400	Annual amount
Other Replacement Allocation 4400	-	-	-	-	-	-	
Food for Student Nutrition 4700							
After-School Program Snacks 4700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Daily amount per student
Other (Identify) 4700	-	-	-	-	-	-	

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Operating Costs

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V			
Fiscal Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16			
SACS	Unaudited	1st	Projected	Projected	Projected	Projected			
Budget Type	Code	Actuals	Interim	Budget	Budget	Budget	Budget	Comments	
Personal Services of Instructional Consultants, Lecturers & Others									
	Music Consultant/Specialists	5101	\$ 100,500	\$ 101,400	\$ 103,500	\$ 106,000	\$ 108,800	\$ 111,800	Estimated annual cost
	Other (Identify)	5199	-	-	-	-	-	-	Estimated monthly expense (10 mos/yr)
Travel and Conference									
	Conferences	5210	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Estimated annual cost
	Other (Identify)	5240	1,000	7,500	7,700	7,900	8,100	8,300	
Dues and Memberships									
	(CCSA) California Charter Schools Assoc	5310	\$ 4.15	\$ 4.24	\$ 4.33	\$ 4.43	\$ 4.55	\$ 4.68	Estimated annual cost per pupil
	(WASC) Western Association of Schools	5320	-	-	-	720	2,620	720	Estimated annual cost
	Other (Identify)	53xx	600	600	613	628	644	662	Estimated annual cost
Insurance									
	Combined Estimate	5400	\$ 2,000	\$ 1,318	\$ 1,350	\$ 1,380	\$ 1,420	\$ 1,460	Estimated monthly expense
	Other (Identify)	54xx	-	-	-	-	-	-	Estimated annual cost

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Operating Costs

Ordinal Year Fiscal Year	Year 0 2010-11	Year I 2011-12	Year II 2012-13	Year III 2013-14	Year IV 2014-15	Year V 2015-16	Comments	
SACS Budget Type Code	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	Projected Budget	Projected Budget		
Rentals, Leases, Repairs and Noncapitalized Improvements								
Copier/Equipment (lease/rental)	5610	\$ 300	\$ 307	\$ 313	\$ 321	\$ 329	\$ 338	Estimated monthly expense
Copier/Equipment (repairs)	5615	25	25	26	27	28	29	Estimated monthly expense
Property (lease/rental)	5630	15,000	15,000	15,000	15,000	15,000	15,000	Estimated monthly expense
Property (repairs)	5635	333	333	340	348	357	367	Estimated monthly expense
Professional/Consulting Services & Operating Expenses								
District Financial Oversight Fee Rate	5805	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds
Accounting	5815	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	Estimated monthly expense
Audit Services	5803	367	367	750	750	750	750	Estimated monthly expense
Business Services	5804	3,500	3,500	3,500	3,500	3,500	3,500	Estimated monthly expense
Food Services Contract	5806	4,350	5,000	5,110	5,230	5,370	5,520	Estimated monthly expense
Legal Services	5808	21	417	400	410	420	430	Estimated monthly expense
Maintenance Services	5808	1,800	1,840	1,880	1,930	1,980	2,040	Estimated monthly expense
Pupil Transportation: Field Trips	58xx	600	610	620	630	650	670	Estimated monthly expense
Special Education Encroachment or Exce	5809	522	526	537	550	564	580	Estimated additional annual expense per ADA
Student Testing & Assessment	5812	3.06	3.13	3.20	3.28	3.37	3.46	Estimated annual cost per pupil
Communications								
Postage and Shipping	5930	\$ 40	\$ 41	\$ 42	\$ 43	\$ 44	\$ 45	Estimated monthly expense
Telephone	5910	120	123	126	129	132	136	Estimated monthly expense

Conservatory of Vocal/Instrumental Arts

Key Variables Worksheet — Student Enrollment Data

Year Fiscal Year	Year 0 2010-11 Unaudited Actuals	Year I 2011-12 1st Interim	Year II 2012-13 Projected CBEDS	Year III 2013-14 Projected CBEDS	Year IV 2014-15 Projected CBEDS	Year V 2015-16 Projected CBEDS
Summary of All Enrollment by Grade						
Kindergarten	-	16	24	24	24	24
1st Grade	-	23	24	24	24	24
2nd Grade	-	23	24	24	24	24
3rd Grade	-	23	24	24	24	24
4th Grade	-	29	28	28	28	28
5th Grade	-	28	28	28	28	28
6th Grade	-	28	28	28	28	28
7th Grade	-	30	28	28	28	28
8th Grade	-	31	28	28	28	28
Total	-	231	236	236	236	236
Summary of All Enrollment by Grade Group						
Grades K-3	-	85	96	96	96	96
Grades 4-6	-	85	84	84	84	84
Grades 7-8	-	61	56	56	56	56
Total	-	231	236	236	236	236

Key Variables Worksheet — ADA Data

Fiscal Year	2010-11 P-1 Actual	2011-12 P-2 Estimate	2012-13 P-2 Estimate	2013-14 P-2 Estimate	2014-15 P-2 Estimate	2015-16 P-2 Estimate
Total Combined ADA Ratio						
Grades K-3	n/a	0.95	0.95	0.95	0.95	0.95
Grades 4-6	n/a	0.95	0.95	0.95	0.95	0.95
Grades 7-8	n/a	0.95	0.95	0.95	0.95	0.95
Total ADA						
Grades K-3	79.85	80.80	91.20	91.20	91.20	91.20
Grades 4-6	57.49	80.80	79.80	79.80	79.80	79.80
Grades 7-8	41.71	58.00	53.20	53.20	53.20	53.20
Total ADA	179.05	219.60	224.20	224.20	224.20	224.20

Key Variables Worksheet — Student Demographics Data

Fiscal Year	2010-11 Unaudited Actuals	2011-12 Projected CBEDS	2012-13 Projected CBEDS	2013-14 Projected CBEDS	2014-15 Projected CBEDS	2015-16 Projected CBEDS
Special Population Data Counts						
English Language Learner	-	23.0	23.0	24.0	24.0	24.0
Federal Poverty Eligible	-	116.0	118.0	118.0	118.0	118.0
EIA Disadvantaged Pupil Count	-	139.0	142.0	142.0	142.0	142.0
= sum of prior-year EL and current-year FP counts (except for Y1 for newly opened charters, which use current-year EL), as reported through R30-LC Language Census and Principal Apportionment Revenue software						
EIA Pupil Concentration Factor	-	12.0	12.0	12.0	12.0	12.0
concentration factor varies according to how much the EIA Disadvantaged Pupil Count exceeds 50% of total enrollment, as reported by current-year CBEDS						
Free Meal Eligible	-	164.0	168.0	168.0	168.0	168.0
Special Population Percentages						
English Language Learner	0%	10%	10%	10%	10%	10%
Federal Poverty Eligible	0%	50%	50%	50%	50%	50%
Free Meal Eligible	0%	71%	71%	71%	71%	71%

Note: English Language Learner Count is taken as of R-30 Spring Report, not October CBEDS

Conservatory of Vocal/Instrumental Arts — Cash Flow Summary Projections

2011-12	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 390,361	\$ 375,232	\$ 262,625	\$ 288,756	\$ 561,044	\$ 461,333	\$ 459,133	\$ 506,498	\$ 454,028	\$ 406,128	\$ 382,558	\$ 321,768	\$ 390,361
plus Revenues	37,524	22,526	41,921	215,327	48,364	120,200	169,765	69,930	74,500	100,830	55,610	41,000	997,496
less Expenses	71,902	85,408	99,641	96,102	164,089	117,400	117,400	117,400	117,400	119,400	111,400	110,400	1,328,142
plus Other Cash Tran	19,249	(49,726)	84,051	153,063	16,015	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	187,654
Ending Balance	\$ 375,232	\$ 262,625	\$ 288,756	\$ 561,044	\$ 461,333	\$ 459,133	\$ 506,498	\$ 454,028	\$ 406,128	\$ 382,558	\$ 321,768	\$ 247,368	\$ 247,368
2012-13	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 247,368	\$ 463,979	\$ 612,974	\$ 621,399	\$ 709,017	\$ 695,384	\$ 716,594	\$ 732,794	\$ 762,743	\$ 823,780	\$ 772,270	\$ 697,990	\$ 247,368
plus Revenues	383,049	304,324	136,112	215,304	114,054	145,565	140,554	154,303	185,391	75,065	44,007	39,271	1,936,997
less Expenses	166,438	155,329	122,687	122,687	122,687	119,354	119,354	119,354	119,354	121,576	113,287	112,176	1,514,281
plus Other Cash Tran	-	-	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,000)	(50,000)
Ending Balance	\$ 463,979	\$ 612,974	\$ 621,399	\$ 709,017	\$ 695,384	\$ 716,594	\$ 732,794	\$ 762,743	\$ 823,780	\$ 772,270	\$ 697,990	\$ 620,084	\$ 620,084
2013-14	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 620,084	\$ 667,882	\$ 675,095	\$ 697,509	\$ 792,688	\$ 786,616	\$ 815,159	\$ 838,999	\$ 876,589	\$ 943,433	\$ 897,084	\$ 829,071	\$ 620,084
plus Revenues	215,907	163,951	145,679	218,643	117,393	148,596	143,893	157,643	186,898	75,978	45,878	38,761	1,659,420
less Expenses	168,110	156,737	123,465	123,465	123,465	120,053	120,053	120,053	120,053	122,328	113,890	112,753	1,524,426
plus Other Cash Tran	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 667,882	\$ 675,095	\$ 697,509	\$ 792,688	\$ 786,616	\$ 815,159	\$ 838,999	\$ 876,589	\$ 943,433	\$ 897,084	\$ 829,071	\$ 755,079	\$ 755,079

Conservatory of Vocal/Instrumental Arts — 2011-12 Cash Flow Worksheet

	Jul (PY Pmt)	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
	2011	Actual	Actual	Actual	Actual	Actual	Projected	2012	Projected	Projected	Projected	Projected	Projected	2011-12
Beginning Balance	\$ 390,361	\$ 416,340	\$ 375,232	\$ 262,625	\$ 288,756	\$ 561,044	\$ 461,333	\$ 459,133	\$ 506,498	\$ 454,028	\$ 406,128	\$ 382,558	\$ 321,768	\$ 390,361
Revenues														
State Programs														
Charter School General Purpose Block Grant Allocations														
In Lieu Tax Portion	\$ -	\$ -	\$ 19,176	\$ 38,352	\$ 25,568	\$ 25,568	\$ 21,700	\$ 21,700	\$ 21,700	\$ 53,000	\$ 26,500	\$ 26,500	\$ 26,500	\$ 306,264
Regular State Aid Portion *	25,979			(3,124)	96,496	-	72,000	72,000	113,000	113,000	113,000	113,000	110,000	825,351
Charter School Categorical Block Grant Allocations														
Regular Portion *					16,474	-	8,000	8,000	12,000	12,000	12,000	12,000	10,000	90,474
California Lottery		462			5,597		8,000			8,000			8,000	30,059
CA Primary (K-3) Class Size Reduction † (E.C. 521)						17,672				7,000				24,672
Economic Impact Aid														
Regular Portion *							4,000	4,000	8,000	8,000	8,000	8,000	8,000	48,000
Charter School Facility Grant Program (SB740)														
					56,250				33,750					90,000
Sum of Other State Programs														
Regular Portion *		(609)	171		478									40
Deferrals														
								37,565	(125,020)	(133,000)	(65,170)	(110,390)	(128,000)	(524,015)
Subtotal State Revenues	\$ 25,979	\$ (146)	\$ 19,347	\$ 35,228	\$ 200,863	\$ 43,240	\$ 113,700	\$ 143,265	\$ 63,430	\$ 68,000	\$ 94,330	\$ 49,110	\$ 34,500	\$ 890,846
Federal Programs														
Title I through V Part A (incl. NCLB)														
Other Federal Programs		1,093		2,643				20,000						23,736
Subtotal Federal Programs	\$ -	\$ 1,093	\$ -	\$ 2,643	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,736
Local Programs														
Donations														
Other Local Programs (Identify)		10,598	3,120	3,960	14,453	5,078	6,500	6,500	6,500	6,500	6,500	6,500	6,500	82,710
Subtotal Local Revenues	\$ -	\$ 10,598	\$ 3,179	\$ 4,050	\$ 14,463	\$ 5,124	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 82,915
Total Revenues	\$ 25,979	\$ 11,545	\$ 22,526	\$ 41,921	\$ 215,327	\$ 48,364	\$ 120,200	\$ 169,765	\$ 69,930	\$ 74,500	\$ 100,830	\$ 55,610	\$ 41,000	\$ 997,496
Expenses														
Certificated Salaries	\$ 42,583	\$ 42,583	\$ 41,458	\$ 42,463	\$ 41,458	\$ 41,458	\$ 47,000	\$ 47,000	\$ 47,000	\$ 47,000	\$ 47,000	\$ 47,000	\$ 47,000	\$ 539,547
Classified Salaries	9,757	11,967	10,761	4,500	21,073	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	142,057
Employee Benefits	1,436	2,361	6,720	6,361	8,321	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	74,197
Books & Supplies	115	3,629	13,874	17,093	8,339	4,000	4,000	4,000	4,000	6,000	4,000	4,000	3,000	72,050
Services & Operational Expenses	18,012	24,868	27,028	25,685	84,899	47,000	47,000	47,000	47,000	47,000	47,000	41,000	41,000	497,491
Other Outgo							400	400	400	400	400	400	400	2,800
Total Expenses	\$ 71,902	\$ 85,408	\$ 99,841	\$ 96,102	\$ 164,089	\$ 117,400	\$ 117,400	\$ 117,400	\$ 117,400	\$ 117,400	\$ 119,400	\$ 111,400	\$ 110,400	\$ 1,328,142
Other Cash Transactions														
Accounts Receivable														
Loan Proceeds	\$ 72,423	\$ -	\$ 80,234	\$ 166,936	\$ 10,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330,093
Subtotal Other Cash Transactions IN	\$ 72,423	\$ -	\$ 80,234	\$ 166,936	\$ 10,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330,093
Accounts Payable														
Repayment of Debt Principal	\$ 53,173	\$ 49,726	\$ (3,817)	\$ 5,540	\$ (5,515)	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 99,106
Subtotal Other Cash Transactions OUT	\$ 53,173	\$ 49,726	\$ (3,817)	\$ 13,873	\$ (5,515)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 142,439
Net Cash Position	\$ 25,979	\$ (41,108)	\$ (112,607)	\$ 26,131	\$ 272,287	\$ (99,710)	\$ (2,200)	\$ 47,365	\$ (52,470)	\$ (47,900)	\$ (23,570)	\$ (60,790)	\$ (74,400)	\$ (142,992)
Cumulative Cash Position	\$ 416,340	\$ 375,232	\$ 262,625	\$ 288,756	\$ 561,044	\$ 461,333	\$ 459,133	\$ 506,498	\$ 454,028	\$ 406,128	\$ 382,558	\$ 321,768	\$ 247,368	\$ 247,368

Comments † CSR Apportionments not made by fixed schedule; projections here based on 2009-10

* Deferrals calculated from 2011-12 %'s per CDE schedule, 9/28/11

Conservatory of Vocal/Instrumental Arts — 2011-12 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd	Less Prior Year	Jul	Aug	Sep	Dec	Jan	Feb	Mar	Adjusted Total	Budgeted Total	Difference	
	2011-12	Adjustments	2012	2012	2012	2012	2013	2013	2013	2011-12	2011-12	Budget - Actual	
Beginning Balance	\$ 390,361	\$ 247,368	\$ 217,433	\$ 641,047	\$ 856,175	\$ 856,970	\$ 856,970	\$ 856,970	\$ 856,970	\$ 390,361	\$ 390,361	\$ -	
Revenues													
State Programs													
Charter School General Purpose Block Grant Allocation										combined block grant	1,134,615	1,134,332	(283)
In Lieu Tax Portion	\$ 306,264	\$ -	\$ 25,855	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 332,119	\$ 332,119	\$ -	
Regular State Aid Portion *	825,351	(22,855)	-	-	-	-	-	-	-	802,496	802,213	(283)	
Charter School Categorical Block Grant Allocations													
Regular Portion *	90,474	-	-	-	-	-	-	-	-	90,474	90,036	(438)	
California Lottery	30,059	-	-	-	795	-	-	-	-	30,854	30,854	-	
CA Primary (K-3) Class Size Reduction † (E.C. 521)	24,672	-	43,872	-	-	-	-	-	-	68,544	68,544	-	
Economic Impact Aid													
Regular Portion *	48,000	-	-	-	-	-	-	-	-	48,000	48,169	169	
Charter School Facility Grant Program (SB740)	90,000	-	45,000	-	-	-	-	-	-	135,000	135,000	-	
Sum of Other State Programs													
Regular Portion *	40	-	-	-	-	-	-	-	-	40	-	(40)	
Deferrals	(524,015)	-	308,887	215,128	-	-	-	-	-	-	-	-	
Subtotal State Revenues	\$ 890,846	\$ (22,855)	\$ 423,614	\$ 215,128	\$ 795	\$ -	\$ -	\$ -	\$ -	\$ 1,507,527	\$ 1,506,935	\$ (592)	
Federal Programs													
Title I through V Part A (incl. NCLB)	23,736	-	-	-	-	-	-	-	-	23,736	20,000	(3,736)	
Other Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Federal Programs	\$ 23,736	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,736	\$ 20,000	\$ (3,736)	
Local Programs													
Donations	205	-	-	-	-	-	-	-	-	205	-	(205)	
Other Local Programs (Identify)	82,710	(7,080)	-	-	-	-	-	-	-	75,630	65,000	(10,630)	
Subtotal Local Revenues	\$ 82,915	\$ (7,080)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,835	\$ 65,000	\$ (10,835)	
Total Revenues	\$ 997,496	\$ (29,935)	\$ 423,614	\$ 215,128	\$ 795	\$ -	\$ -	\$ -	\$ -	\$ 1,607,097	\$ 1,591,935	\$ (15,163)	
Expenses													
Certificated Salaries	\$ 539,547	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 539,547	\$ 567,250	\$ 27,703	
Classified Salaries	142,057	-	-	-	-	-	-	-	-	142,057	141,480	(577)	
Employee Benefits	74,197	-	-	-	-	-	-	-	-	74,197	85,665	11,468	
Books & Supplies	72,050	-	-	-	-	-	-	-	-	72,050	106,844	34,794	
Services & Operational Expenses	497,491	-	-	-	-	-	-	-	-	497,491	592,019	94,528	
Other Outgo	2,800	-	-	-	-	-	-	-	-	2,800	4,706	1,906	
Total Expenses	\$ 1,328,142	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,328,142	\$ 1,497,964	\$ 169,822	
Other Cash Transactions													
Accounts Receivable	\$ 330,093	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330,093	\$ -	\$ (330,093)	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Other Cash Transactions IN	\$ 330,093	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330,093	\$ -	\$ (330,093)	
Accounts Payable	\$ 99,106	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 99,106	\$ -	\$ (99,106)	
Repayment of Debt Principal	43,333	-	-	-	-	-	-	-	-	43,333	50,000	6,667	
Subtotal Other Cash Transactions OUT	\$ 142,439	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 142,439	\$ 50,000	\$ (92,439)	
Net Cash Position	\$ (142,992)	\$ (29,935)	\$ 423,614	\$ 215,128	\$ 795	\$ -	\$ -	\$ -	\$ -	\$ 466,609	\$ 43,971	\$ (422,638)	
Cumulative Cash Position	\$ 247,368	\$ 217,433	\$ 641,047	\$ 856,175	\$ 856,970	\$ 856,970	\$ 856,970	\$ 856,970	\$ 856,970	\$ 856,970	\$ 434,331	\$ (422,638)	

Comments

* Deferrals calculated from 2011-12 %'s per CDE schedule, 9/28/11

Conservatory of Vocal/Instrumental Arts — 2012-13 Cash Flow Worksheet

	Jul (PY Pmt)	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
	2012							2013						2012-13
Beginning Balance	\$ 247,368	\$ 582,110	\$ 463,979	\$ 612,974	\$ 621,399	\$ 709,017	\$ 695,384	\$ 716,594	\$ 732,794	\$ 762,743	\$ 823,780	\$ 772,270	\$ 697,990	\$ 247,368
Revenues														
State Programs														
Charter School General Purpose Block Grant Allocations														
In Lieu Tax Portion	\$ 25,855	\$ -	\$ 20,326	\$ 40,651	\$ 27,101	\$ 27,101	\$ 27,101	\$ 27,101	\$ 27,101	\$ 49,792	\$ 24,896	\$ 24,896	\$ 24,896	\$ 346,816
Regular State Aid Portion *	-	41,255	41,255	74,258	74,258	74,258	74,258	74,258	74,258	74,258	74,258	74,258	74,260	825,093
Charter School Categorical Block Grant Allocations														
Regular Portion *	-	4,596	4,596	8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	91,922
California Lottery	-	-	-	8,508	-	-	7,875	-	-	7,875	-	-	7,875	32,133
CA Primary (K-3) Class Size Reduction † (E.C. 521)	-	-	20,563	-	-	-	17,136	-	-	34,272	-	(3,427)	-	68,544
Economic Impact Aid														
Regular Portion *	-	2,456	2,456	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,423	49,126
Charter School Facility Grant Program (SB740)														
	-	-	-	101,250	-	-	-	-	33,750	-	-	-	-	135,000
Sum of Other State Programs														
Regular Portion *	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferrals	308,887	-	215,128	-	-	-	-	-	-	-	(43,283)	(70,914)	(86,956)	322,862
Subtotal State Revenues	\$ 334,742	\$ 48,307	\$ 304,324	\$ 136,112	\$ 215,304	\$ 114,054	\$ 139,065	\$ 114,054	\$ 147,803	\$ 178,891	\$ 68,565	\$ 37,507	\$ 32,771	\$ 1,871,497
Federal Programs														
Title I through V Part A (incl. NCLB)														
Other Federal Programs	-	-	-	-	-	-	-	20,000	-	-	-	-	-	20,000
Subtotal Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Local Programs														
Donations														
Other Local Programs (Identify)	-	-	-	-	-	-	6,500	6,500	6,500	6,500	6,500	6,500	6,500	45,500
Subtotal Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 45,500
Total Revenues	\$ 334,742	\$ 48,307	\$ 304,324	\$ 136,112	\$ 215,304	\$ 114,054	\$ 145,565	\$ 140,554	\$ 154,303	\$ 185,391	\$ 75,065	\$ 44,007	\$ 39,271	\$ 1,936,997
Expenses														
Certificated Salaries	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 567,250
Classified Salaries	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	141,500
Employee Benefits	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	85,667
Books & Supplies	33,327	22,218	7,776	7,776	7,776	7,776	4,444	4,444	4,444	4,444	6,665	4,444	3,333	111,089
Services & Operational Expenses	66,737	66,737	48,536	48,536	48,536	48,536	48,536	48,536	48,536	48,536	48,536	42,469	42,469	606,698
Other Outgo	173	173	173	173	173	173	173	173	173	173	173	173	173	2,076
Total Expenses	\$ 166,438	\$ 155,329	\$ 122,687	\$ 122,687	\$ 122,687	\$ 119,354	\$ 119,354	\$ 119,354	\$ 119,354	\$ 119,354	\$ 121,576	\$ 113,287	\$ 112,176	\$ 1,514,281
Other Cash Transactions														
Accounts Receivable														
Loan Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Other Cash Transactions IN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable														
Repayment of Debt Principal	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 50,000
Subtotal Other Cash Transactions OUT	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 50,000
Net Cash Position	\$ 334,742	\$ (118,131)	\$ 148,995	\$ 8,426	\$ 87,617	\$ (13,633)	\$ 21,211	\$ 16,200	\$ 29,949	\$ 61,037	\$ (51,511)	\$ (74,280)	\$ (77,905)	\$ 372,716
Cumulative Cash Position	\$ 582,110	\$ 463,979	\$ 612,974	\$ 621,399	\$ 709,017	\$ 695,384	\$ 716,594	\$ 732,794	\$ 762,743	\$ 823,780	\$ 772,270	\$ 697,990	\$ 620,084	\$ 620,084

Comments † CSR Apportionments not made by fixed schedule; projections here based on 2009-10

* Deferrals calculated from 2012-13 + %'s per KCSOS/FCMAT report, 5/31/11

Conservatory of Vocal/Instrumental Arts — 2012-13 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd	Less Prior Year	Jul	Aug	Sep	Dec	Jan	Feb	Mar	Adjusted Total	Budgeted Total	Difference	
	2012-13	Adjustments	2013	2013	2013	2013	2014	2014	2014	2012-13	2012-13	Budget - Actual	
Beginning Balance	\$ 247,368	\$ 620,084	\$ 61,707	\$ 228,074	\$ 300,756	\$ 315,131	\$ 315,131	\$ 315,131	\$ 315,131	\$ 247,368	\$ 247,368	\$ -	
Revenues													
State Programs													
Charter School General Purpose Block Grant Allocation										combined block grant	1,170,951	1,170,951	-
In Lieu Tax Portion	\$ 346,816	\$ (25,855)	\$ 24,896	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 345,858	\$ 345,858	\$ -	
Regular State Aid Portion *	825,093	-	-	-	-	-	-	-	-	825,093	825,093	-	
Charter School Categorical Block Grant Allocations													
Regular Portion *	91,922	-	-	-	-	-	-	-	-	91,922	91,922	-	
California Lottery	32,133	(8,508)	-	-	7,875	-	-	-	-	31,500	31,500	-	
CA Primary (K-3) Class Size Reduction † (E.C. 521)	68,544	-	-	-	-	-	-	-	-	68,544	68,544	-	
Economic Impact Aid													
Regular Portion *	49,126	-	-	-	-	-	-	-	-	49,126	49,126	-	
Charter School Facility Grant Program (SB740)	135,000	-	-	-	-	-	-	-	-	135,000	135,000	-	
Sum of Other State Programs													
Regular Portion *	-	-	-	-	-	-	-	-	-	-	-	-	
Deferrals	322,862	(524,015)	134,972	66,181	-	-	-	-	-	0	-	(0)	
Subtotal State Revenues	\$ 1,871,497	\$ (558,378)	\$ 159,867	\$ 66,181	\$ 7,875	\$ -	\$ -	\$ -	\$ -	\$ 2,717,994	\$ 2,717,994	\$ (0)	
Federal Programs													
Title I through V Part A (incl. NCLB)	20,000	-	-	-	-	-	-	-	-	20,000	20,000	-	
Other Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Federal Revenues	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ -	
Local Programs													
Donations	-	-	-	-	-	-	-	-	-	-	-	-	
Other Local Programs (Identify)	45,500	-	6,500	6,500	6,500	-	-	-	-	65,000	65,000	-	
Subtotal Local Revenues	\$ 45,500	\$ -	\$ 6,500	\$ 6,500	\$ 6,500	\$ -	\$ -	\$ -	\$ -	\$ 65,000	\$ 65,000	\$ -	
Total Revenues	\$ 1,936,997	\$ (558,378)	\$ 166,367	\$ 72,681	\$ 14,375	\$ -	\$ -	\$ -	\$ -	\$ 2,802,994	\$ 2,802,994	\$ (0)	
Expenses													
Certificated Salaries	\$ 567,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 567,250	\$ 567,250	\$ -	
Classified Salaries	141,500	-	-	-	-	-	-	-	-	141,500	141,500	-	
Employee Benefits	85,667	-	-	-	-	-	-	-	-	85,667	85,667	-	
Books & Supplies	111,089	-	-	-	-	-	-	-	-	111,089	111,089	-	
Services & Operational Expenses	606,698	-	-	-	-	-	-	-	-	606,698	606,698	-	
Other Outgo	2,076	-	-	-	-	-	-	-	-	2,076	2,076	-	
Total Expenses	\$ 1,514,281	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,514,281	\$ 1,514,281	\$ -	
Other Cash Transactions													
Accounts Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Other Cash Transactions IN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Repayment of Debt Principal	50,000	-	-	-	-	-	-	-	-	50,000	50,000	-	
Subtotal Other Cash Transactions OUT	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ -	
Net Cash Position	\$ 372,716	\$ (558,378)	\$ 166,367	\$ 72,681	\$ 14,375	\$ -	\$ -	\$ -	\$ -	\$ 1,238,713	\$ 1,238,713	\$ (0)	
Cumulative Cash Position	\$ 620,084	\$ 61,707	\$ 228,074	\$ 300,756	\$ 315,131	\$ 315,131	\$ 315,131	\$ 315,131	\$ 315,131	\$ 1,486,082	\$ 1,486,082	\$ (0)	

Comments

* Deferrals calculated from 2012-13 + %'s per KCSOS/FCMAT report, 5/31/11

Conservatory of Vocal/Instrumental Arts — 2013-14 Cash Flow Worksheet

	Jul (PY Pmt)	Jul (CY Pmt)	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	
	2013			2014											2013-14
Beginning Balance	\$ 620,084	\$ 786,452	\$ 667,882	\$ 675,095	\$ 697,509	\$ 792,688	\$ 786,616	\$ 815,159	\$ 838,999	\$ 876,589	\$ 943,433	\$ 897,084	\$ 829,071	\$ 620,084	
Revenues															
State Programs															
Charter School General Purpose Block Grant Allocations															
In Lieu Tax Portion	\$ 24,896	\$ -	\$ 21,166	\$ 42,333	\$ 28,222	\$ 28,222	\$ 28,222	\$ 28,222	\$ 28,222	\$ 49,388	\$ 24,694	\$ 24,694	\$ 24,694	\$ 352,975	
Regular State Aid Portion *	-	42,314	42,314	76,164	76,164	76,164	76,164	76,164	76,164	76,164	76,164	76,164	76,166	846,270	
Charter School Categorical Block Grant Allocations															
Regular Portion *	-	4,708	4,708	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,475	8,474	94,164	
California Lottery	-	-	-	7,875	-	-	7,567	-	-	7,567	-	-	7,567	30,575	
CA Primary (K-3) Class Size Reduction † (E.C. 5212)	-	-	20,563	-	-	-	17,136	-	-	34,272	-	(1,763)	-	70,208	
Economic Impact Aid															
Regular Portion *	-	2,518	2,518	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,532	4,533	50,358	
Charter School Facility Grant Program (SB740)	-	-	-	-	101,250	-	-	-	33,750	-	-	-	-	135,000	
Sum of Other State Programs															
Regular Portion *	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferrals	134,972	-	66,181	-	-	-	-	-	-	-	(44,387)	(72,724)	(89,172)	(5,130)	
Subtotal State Revenues	\$ 159,867	\$ 49,540	\$ 157,451	\$ 139,379	\$ 218,643	\$ 117,393	\$ 142,096	\$ 117,393	\$ 151,143	\$ 180,398	\$ 69,478	\$ 39,378	\$ 32,261	\$ 1,574,420	
Federal Programs															
Title I through V Part A (incl. NCLB)	-	-	-	-	-	-	-	20,000	-	-	-	-	-	20,000	
Other Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	
Local Programs															
Donations															
Other Local Programs (Identify)	6,500	-	6,500	6,500	-	-	6,500	6,500	6,500	6,500	6,500	6,500	6,500	65,000	
Subtotal Local Revenues	\$ 6,500	\$ -	\$ 6,500	\$ 6,500	\$ -	\$ -	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 65,000	
Total Revenues	\$ 166,367	\$ 49,540	\$ 163,951	\$ 145,879	\$ 218,643	\$ 117,393	\$ 148,596	\$ 143,893	\$ 157,643	\$ 186,898	\$ 75,978	\$ 45,878	\$ 38,761	\$ 1,659,420	
Expenses															
Certificated Salaries	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 47,271	\$ 567,290	
Classified Salaries	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	141,500	
Employee Benefits	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	85,667	
Books & Supplies	34,117	22,745	7,961	7,961	7,961	4,549	4,549	4,549	4,549	6,823	4,549	3,412	113,723		
Services & Operational Expenses	67,791	67,791	49,303	49,303	49,303	49,303	49,303	49,303	49,303	49,303	43,140	43,140	616,286		
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	\$ 168,110	\$ 156,737	\$ 123,465	\$ 123,465	\$ 123,465	\$ 120,053	\$ 120,053	\$ 120,053	\$ 120,053	\$ 122,328	\$ 113,890	\$ 112,753	\$ 1,524,426		
Other Cash Transactions															
Accounts Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Other Cash Transactions IN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Repayment of Debt Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Other Cash Transactions OUT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Cash Position	\$ 166,367	\$ (118,570)	\$ 7,213	\$ 22,414	\$ 95,178	\$ (6,072)	\$ 28,543	\$ 23,840	\$ 37,590	\$ 66,845	\$ (46,350)	\$ (68,013)	\$ (73,992)	\$ 134,995	
Cumulative Cash Position	\$ 786,452	\$ 667,882	\$ 675,095	\$ 697,509	\$ 792,688	\$ 786,616	\$ 815,159	\$ 838,999	\$ 876,589	\$ 943,433	\$ 897,084	\$ 829,071	\$ 755,079	\$ 755,079	

Comments † CSR Apportionments not made by fixed schedule; projections here based on 2009-10

* Deferrals calculated from 2012-13 + %'s per KCSOS/FCMAT report, 5/31/11

Conservatory of Vocal/Instrumental Arts — 2013–14 Cash Flow to Budget Reconciliation Worksheet

	Total Rec'd	Less Prior Year	Jul	Aug	Sep	Dec	Jan	Feb	Mar	Adjusted Total	Budgeted Total	Difference	
	2013-14	Adjustments	2014	2014	2014	2014	2015	2015	2015	2013-14	2013-14	Budget - Actual	
Beginning Balance	\$ 620,084	\$ 755,079	\$ 501,655	\$ 671,264	\$ 745,633	\$ 759,700	\$ 759,700	\$ 759,700	\$ 759,700	\$ 620,084	\$ 620,084	\$ -	
Revenues													
State Programs													
Charter School General Purpose Block Grant Allocation										combined block grant	1,199,044	1,199,044	-
In Lieu Tax Portion	\$ 352,975	\$ (24,896)	\$ 24,696	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 352,774	\$ 352,774	\$ -	
Regular State Aid Portion *	846,270	-	-	-	-	-	-	-	-	846,270	846,270	-	
Charter School Categorical Block Grant Allocations													
Regular Portion *	94,164	-	-	-	-	-	-	-	-	94,164	94,164	-	
California Lottery	30,575	(7,875)	-	-	7,567	-	-	-	-	30,267	30,267	-	
CA Primary (K-3) Class Size Reduction † (E.C. 5212)	70,208	-	-	-	-	-	-	-	-	70,208	70,208	-	
Economic Impact Aid													
Regular Portion *	50,358	-	-	-	-	-	-	-	-	50,358	50,358	-	
Charter School Facility Grant Program (SB740)	135,000	-	-	-	-	-	-	-	-	135,000	135,000	-	
Sum of Other State Programs													
Regular Portion *	-	-	-	-	-	-	-	-	-	-	-	-	
Deferrals	(5,130)	(201,153)	138,414	67,869	-	-	-	-	-	(0)	-	0	
Subtotal State Revenues	\$ 1,574,420	\$ (233,924)	\$ 163,109	\$ 67,869	\$ 7,567	\$ -	\$ -	\$ -	\$ -	\$ 2,778,086	\$ 2,778,086	\$ 0	
Federal Programs													
Title I through V Part A (incl. NCLB)	20,000	-	-	-	-	-	-	-	-	20,000	20,000	-	
Other Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Federal Revenues	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ -	
Local Programs													
Donations	-	-	-	-	-	-	-	-	-	-	-	-	
Other Local Programs (Identify)	65,000	(19,500)	6,500	6,500	6,500	-	-	-	-	65,000	65,000	-	
Subtotal Local Revenues	\$ 65,000	\$ (19,500)	\$ 6,500	\$ 6,500	\$ 6,500	\$ -	\$ -	\$ -	\$ -	\$ 65,000	\$ 65,000	\$ -	
Total Revenues	\$ 1,659,420	\$ (253,424)	\$ 169,609	\$ 74,369	\$ 14,067	\$ -	\$ -	\$ -	\$ -	\$ 2,863,086	\$ 2,863,086	\$ 0	
Expenses													
Certificated Salaries	\$ 567,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 567,250	\$ 567,250	\$ -	
Classified Salaries	141,500	-	-	-	-	-	-	-	-	141,500	141,500	-	
Employee Benefits	85,667	-	-	-	-	-	-	-	-	85,667	85,667	-	
Books & Supplies	113,723	-	-	-	-	-	-	-	-	113,723	113,723	-	
Services & Operational Expenses	616,286	-	-	-	-	-	-	-	-	616,286	616,286	-	
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	\$ 1,524,426	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,524,426	\$ 1,524,426	\$ -	
Other Cash Transactions													
Accounts Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Other Cash Transactions IN	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Repayment of Debt Principal	-	-	-	-	-	-	-	-	-	-	-	-	
Subtotal Other Cash Transactions OUT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Net Cash Position	\$ 134,995	\$ (253,424)	\$ 169,609	\$ 74,369	\$ 14,067	\$ -	\$ -	\$ -	\$ -	\$ 1,338,660	\$ 1,338,660	\$ 0	
Cumulative Cash Position	\$ 755,079	\$ 501,655	\$ 671,264	\$ 745,633	\$ 759,700	\$ 759,700	\$ 759,700	\$ 759,700	\$ 759,700	\$ 1,958,745	\$ 1,958,745	\$ 0	

Comments

* Deferrals calculated from 2012-13 + %'s per KCSOS/FCMAT report, 5/31/11

**Weighted 2011 Growth API for Bridge Schools
Conservatory of Vocal/Instrum - All Students**

The API for schools with grade configurations that include two or more grade spans is the average of the APIs for the individual grade spans weighted by the total test weight for students with valid STAR scores in the spans.

A	B	C	D	E	F
Grades Spans	Number of Pupils	Total Weight	Percent of Total (C/Sum of C)	API	Weighted API (DxE)
Grade 2	26	20.80	13.85%	855	118.40
Grades 3-5 SWD Only	2	1.60	1.07%	941	10.02
Grades 3-5 SWD Excluded	63	54.20	36.09%	858	309.61
Grade 6 SWD Only	2	1.60	1.07%	865	9.21
Grade 6 SWD Excluded	32	25.60	17.04%	874	148.96
Grades 7-8 SWD Only	3	2.40	1.60%	675	10.79
Grades 7-8 SWD Excluded	47	44.00	29.29%	889	260.43
All Grades	175	150.20	100.00%		867

**This is an ESTIMATE - Interpret with Caution
Only CDE can publish official API scores.**

API estimates produced by MMARS are based completely on the data from files supplied by the customer.

Official CDE scores often use additional corrected data, supplied via online edits, data review modules and appeals.

Estimated 2011 Growth API for Grade 2 Conservatory of Vocal/Instrum

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

A		English Language Arts			Mathematics									
		B	C	D	E	F	G	H						
Performance Levels		API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)						
5	Advanced	1000	6	23%	6000	7	27%	7000						
4	Proficient	875	11	42%	9625	13	50%	11375						
3	Basic	700	8	31%	5600	4	15%	2800						
2	Below Basic	500	0	0%	0	0	0%	0						
1	Far Below Basic	200	1	4%	200	2	8%	400						
Totals (Tested)			28	100%	21425	26	100%	21575						

A	B	C	D	E	F	G
Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
0.48	CST - ELA	28	12.48	21425	10284.00	60.000%
0.32	CST - Math	26	8.32	21575	6904.00	40.000%
Totals		28	20.80	43000	17188.00	100.000%

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Sum of F / Sum of D	+	Scale Calibration Factor	=	API *855
828.38		28.39		855

Estimated 2011 Growth API for Grades 3-5 SWD Excluded Conservatory of Vocal/Instrum

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

CST + CMA + CAPA			English Language Arts			Mathematics			Science (Grade 5)					
	A	B	C	D	E	F	G	H	I	J	K			
	Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxI)			
5	Advanced	1000	23	37%	23000	24	38%	24000	2	11%	2000			
4	Proficient	875	16	25%	14000	20	32%	17500	8	42%	7000			
3	Basic	700	19	30%	13300	11	17%	7700	9	47%	6300			
2	Below Basic	500	4	6%	2000	8	13%	4000	0	0%	0			
1	Far Below Basic	200	1	2%	200	0	0%	0	0	0%	0			
Totals (Tested)			83	100%	52500	63	100%	53200	19	100%	15300			

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
	0.48	CST - ELA	63	30.24	52500	25200.00	55.793%
	0.32	CST - Math	63	20.16	53200	17024.00	37.198%
	0.20	CST - Science	19	3.80	15300	3060.00	7.011%
	Totals		83	54.20	121000	45284.00	100.000%

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Sum of F / Sum of D	+	Scale Calibration Factor	=	API *858
838.60		22.31		*858

Estimated 2011 Growth API for Grade 6 SWD Excluded Conservatory of Vocal/Instrum

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

CST + CMA + CAPA			English Language Arts			Mathematics									
	A	B	C	D	E	F	G	H							
	Performance Levels		Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)							
	5	Advanced	1000	14	44%	14000	8	25%	8000						
	4	Proficient	875	10	31%	8750	10	31%	8750						
	3	Basic	700	8	25%	5600	7	22%	4900						
	2	Below Basic	500	0	0%	0	7	22%	3500						
	1	Far Below Basic	200	0	0%	0	0	0%	0						
	Totals (Tested)			32	100%	28350	32	100%	25150						

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
	0.48	CST - ELA	32	15.36	28350	13608.00	60.000%
	0.32	CST - Math	32	10.24	25150	8048.00	40.000%
	Totals		32	25.60	53500	21656.00	100.000%

This is an ESTIMATE - Interpret with Caution
Only CDE can publish official API scores.

API estimates produced by MMARS are based completely on the data from files supplied by the customer. Official CDE scores often use additional corrected data, supplied via online edits, data review modules and appeals.

Sum of F / Sum of D	+	Scale Calibration Factor	=	API *874
346.94		28.37		

Estimated 2011 Growth API for Grades 7-8 SWD Excluded Conservatory of Vocal/Instrum

The 2011 Growth API for a middle school is based on the English Language Arts, Mathematics, 8th grade Science, and 8th grade History scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

CST + CMA + CAPA			English Language Arts			Mathematics			Science (Grade 8)			History (Grade 8)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
	Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxI)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxL)
5	Advanced	1000	14	30%	14000	18	38%	18000	6	38%	6000	2	13%	2000
4	Proficient	875	18	38%	15750	22	47%	19250	5	31%	4375	3	19%	2625
3	Basic	700	15	32%	10500	6	13%	4200	3	19%	2100	5	31%	3500
2	Below Basic	500	0	0%	0	1	2%	500	1	6%	500	4	25%	2000
1	Far Below Basic	200	0	0%	0	0	0%	0	1	6%	200	2	13%	400
1	Untested	200	NA	NA	NA	0	0%	0	NA	NA	NA	NA	NA	NA
Totals (Tested)			47	100%	40250	47	100%	41950	16	100%	13175	16	100%	10525

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
0.48	CST - ELA		47	22.56	40250	19320.00	51.273%
0.32	CST - Math		47	15.04	41950	13424.00	34.182%
0.10	CST - Math (Untested)		0	0.00	0	0.00	0.000%
0.20	CST - Science		16	3.20	13175	2635.00	7.273%
0.20	CST - History		16	3.20	10525	2105.00	7.273%
Totals			47	44.00	105900	37484.00	100.000%

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Sum of F / Sum of D	+	Scale Calibration Factor	=	API *889
481.91		37.57		889

**Weighted 2011 Growth API for Bridge Schools
 Conservatory of Vocal/Instrum - African American not Hispanic**

The API for schools with grade configurations that include two or more grade spans is the average of the APIs for the individual grade spans weighted by the total test weight for students with valid STAR scores in the spans.

A	B	C	D	E	F
Grades Spans	Number of Pupils	Total Weight	Percent of Total (C/Sum of C)	API	Weighted API (DxE)
Grade 2	11	8.80	9.42%	789	74.34
Grades 3-5 SWD Only	1	0.80	0.86%	916	7.85
Grades 3-5 SWD Excluded	51	43.40	46.47%	853	396.36
Grade 6 SWD Only	2	1.60	1.71%	865	14.82
Grade 6 SWD Excluded	16	12.80	13.70%	861	118.00
Grades 7-8 SWD Only	2	1.60	1.71%	701	12.01
Grades 7-8 SWD Excluded	26	24.40	26.12%	863	225.45
All Grades	109	93.40	100.00%		849

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Estimated 2011 Growth API for Grades 3-5 SWD Excluded Conservatory of Vocal/Instrum - African American not Hispanic

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Subgroups within schools must have a numerically significant pupil count to obtain an API. 'Numerically significant' means (1) at least 50 pupils with valid STAR Program scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR Program scores (even if less than 15% of the school's tested enrollment).

	English Language Arts			Mathematics			Science (Grade 5)				
	A	B	C	D	E	F	G	H	I	J	K
CST + CMA + CAPA	Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxJ)
	5 Advanced	1000	18	35%	18000	19	37%	19000	2	15%	2000
	4 Proficient	875	11	22%	9625	17	33%	14875	6	46%	5250
	3 Basic	700	17	33%	11900	10	20%	7000	5	38%	3500
	2 Below Basic	500	4	8%	2000	5	10%	2500	0	0%	0
	1 Far Below Basic	200	1	2%	200	0	0%	0	0	0%	0
Totals (Tested)			51	100%	41725	51	100%	43375	13	100%	10750

	A	B	C	D	E	F	G
	Test Weights			Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)
0.48	CST - ELA		51	24.48	41725	20028.00	56.406%
0.32	CST - Math		51	16.32	43375	13880.00	37.604%
0.20	CST - Science		13	2.60	10750	2150.00	5.991%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
Totals			51	43.40	95850	38058.00	100.000%

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Sum of F / Sum of D	+	Scale Calibration Factor	=	API
430.43		22.31		*853

Estimated 2011 Growth API for Grade 6 SWD Excluded Conservatory of Vocal/Instrum - African American not Hispanic

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Subgroups within schools must have a numerically significant pupil count to obtain an API. 'Numerically significant' means (1) at least 50 pupils with valid STAR Program scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR Program scores (even if less than 15% of the school's tested enrollment).

CST + CMA + CAPA			English Language Arts			Mathematics								
	A	B	C	D	E	F	G	H						
	Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)						
5	Advanced	1000	7	44%	7000	3	19%	3000						
4	Proficient	875	8	38%	5250	4	25%	3500						
3	Basic	700	3	19%	2100	4	25%	2800						
2	Below Basic	500	0	0%	0	5	31%	2500						
1	Far Below Basic	200	0	0%	0	0	0%	0						
Totals (Tested)			16	100%	14350	16	100%	11800						

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
	0.48	CST - ELA	16	7.68	14350	6888.00	60.000%
	0.32	CST - Math	16	5.12	11800	3776.00	40.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
	Totals		16	12.80	26150	10664.00	100.000%

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Sum of F / Sum of D		Scale Calibration Factor		API
833.13	+	28.37	=	*861

Estimated 2011 Growth API for Grades 3-5 SWD Only Conservatory of Vocal/Instrum - African American not Hispanic

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Subgroups within schools must have a numerically significant pupil count to obtain an API. 'Numerically significant' means (1) at least 50 pupils with valid STAR Program scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR Program scores (even if less than 15% of the school's tested enrollment).

CST + CMA + CAPA			English Language Arts			Mathematics			Science (Grade 5)					
	A	B	C	D	E	F	G	H	I	J	K			
	Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxI)			
5	Advanced	1000	1	100%	1000	0	0%	0	0	0%	0			
4	Proficient	875	0	0%	0	1	100%	875	0	0%	0			
3	Basic	700	0	0%	0	0	0%	0	0	0%	0			
2	Below Basic	500	0	0%	0	0	0%	0	0	0%	0			
1	Far Below Basic	200	0	0%	0	0	0%	0	0	0%	0			
Totals (Tested)			1	100%	1000	1	100%	875	0	100%	0			

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
	0.48	CST - ELA	1	0.48	1000	480.00	60.000%
	0.32	CST - Math	1	0.32	875	280.00	40.000%
	0.20	CST - Science	0	0.00	0	0.00	0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
							0.000%
	Totals		1	0.80	1875	760.00	100.000%

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Sum of F / Sum of D	+	Scale Calibration Factor	=	API
880.00		-33.81		916

Estimated 2011 Growth API for Grades 3-5 SWD Only Conservatory of Vocal/Instrum

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

CST + CMA + CAPA			English Language Arts			Mathematics			Science (Grade 5)					
	A	B	C	D	E	F	G	H	I	J	K			
	Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxD)			
5	Advanced	1000	2	100%	2000	1	50%	1000	0	0%	0			
4	Proficient	875	0	0%	0	1	50%	875	0	0%	0			
3	Basic	700	0	0%	0	0	0%	0	0	0%	0			
2	Below Basic	500	0	0%	0	0	0%	0	0	0%	0			
1	Far Below Basic	200	0	0%	0	0	0%	0	0	0%	0			
Totals (Tested)			2	100%	2000	2	100%	1875	0	100%	0			

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
0.48	CST - ELA	2	0.96	2000	960.00	60.000%	
0.32	CST - Math	2	0.64	1875	600.00	40.000%	
0.20	CST - Science	0	0.00	0	0.00	0.000%	
Totals		2	1.60	3875	1560.00	100.000%	

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Sum of F / Sum of D	+	Scale Calibration Factor	=	API 941
1875.00		33.21		

Estimated 2011 Growth API for Grade 6 SWD Only Conservatory of Vocal/Instrum

The 2011 Growth API for an elementary school is based on the English Language Arts, Mathematics and 5th grade Science scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

CST + CMA + CAPA			English Language Arts			Mathematics											
	A	B	C	D	E	F	G	H									
	Performance Levels		API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)								
	5	Advanced	1000	1	50%	1000	2	100%	2000								
	4	Proficient	875	0	0%	0	0	0%	0								
	3	Basic	700	1	50%	700	0	0%	0								
	2	Below Basic	500	0	0%	0	0	0%	0								
	1	Far Below Basic	200	0	0%	0	0	0%	0								
	Totals (Tested)			2	100%	1700	2	100%	2000								

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
	0.48	CST - ELA	2	0.96	1700	816.00	60.000%
	0.32	CST - Math	2	0.64	2000	640.00	40.000%
	Totals		2	1.60	3700	1456.00	100.000%

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Sum of F / Sum of D 816.00	+	Scale Calibration Factor -44.76	=	API 865
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Estimated 2011 Growth API for Grades 7-8 SWD Only Conservatory of Vocal/Instrum

The 2011 Growth API for a middle school is based on the English Language Arts, Mathematics, 8th grade Science, and 8th grade History scores on the California Standards Test. Schools must have valid test scores from at least 100 pupils to obtain an API. Schools having between 11 and 99 valid test scores will receive a small schools (asterisked) API. The rules for inclusion or exclusion as a valid test score are found in the appendix of the 2011 Academic Performance Index Growth Report Information Guide.

CST + CMA + CAPA			English Language Arts			Mathematics			Science (Grade 8)			History (Grade 8)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Performance Levels	API Points	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxC)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxF)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxI)	Number of Pupils in Each Level	Percent of Pupils in Each Level	API Points Per Level (BxL)	
5	Advanced	1000	0	0%	0	0	0%	0	0	0%	0	0	0%	0
4	Proficient	875	1	33%	875	2	67%	1750	0	0%	0	0	0%	0
3	Basic	700	0	0%	0	1	33%	700	0	0%	0	0	0%	0
2	Below Basic	500	2	67%	1000	0	0%	0	0	0%	0	0	0%	0
1	Far Below Basic	200	0	0%	0	0	0%	0	0	0%	0	0	0%	0
1	Untested	200	NA	NA	NA	0	0%	0	NA	NA	NA	NA	NA	NA
Totals (Tested)			3	100%	1875	3	100%	2450	0	100%	0	0	100%	0

API Calculation	A	B	C	D	E	F	G
	Test Weights	Content Area	Valid Scores	Total Weight (AxC)	Sum of API Points x Valid Scores by Content Area	Total Weights x Scores (AxE)	School Content Area Weights (D/Sum of D)
0.48	CST - ELA	3	1.44	1875	900.00	60.000%	
0.32	CST - Math	3	0.96	2450	784.00	40.000%	
0.10	CST - Math (Untested)	0	0.00	0	0.00	0.000%	
0.20	CST - Science	0	0.00	0	0.00	0.000%	
0.20	CST - History	0	0.00	0	0.00	0.000%	
Totals		3	2.40	4325	1684.00	100.000%	

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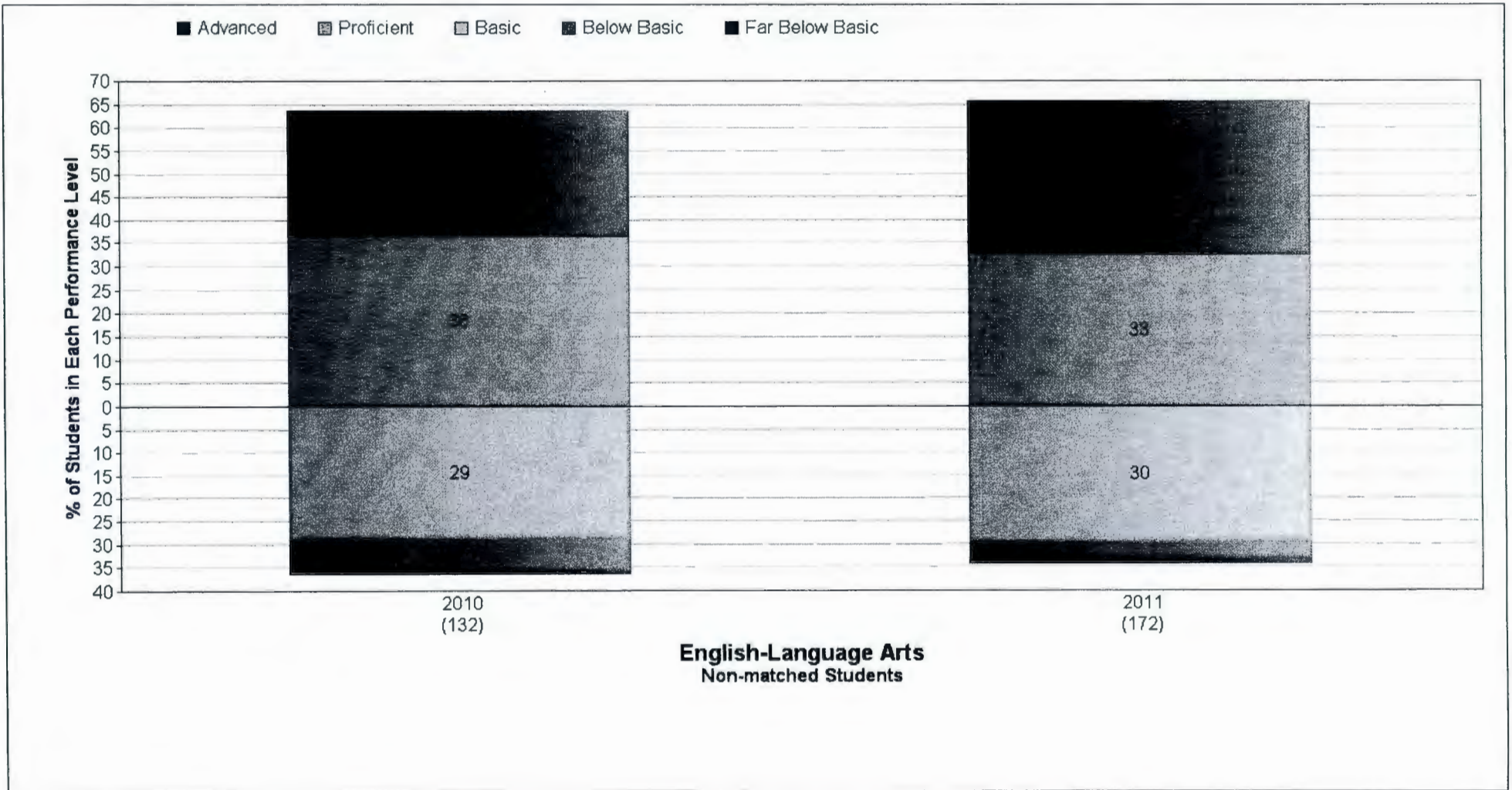
Sum of F / Sum of D	+	Scale Calibration Factor	=	API 675
791.67		-26.48		



CST Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Conservatory of Vocal/Instrum
School: All Schools

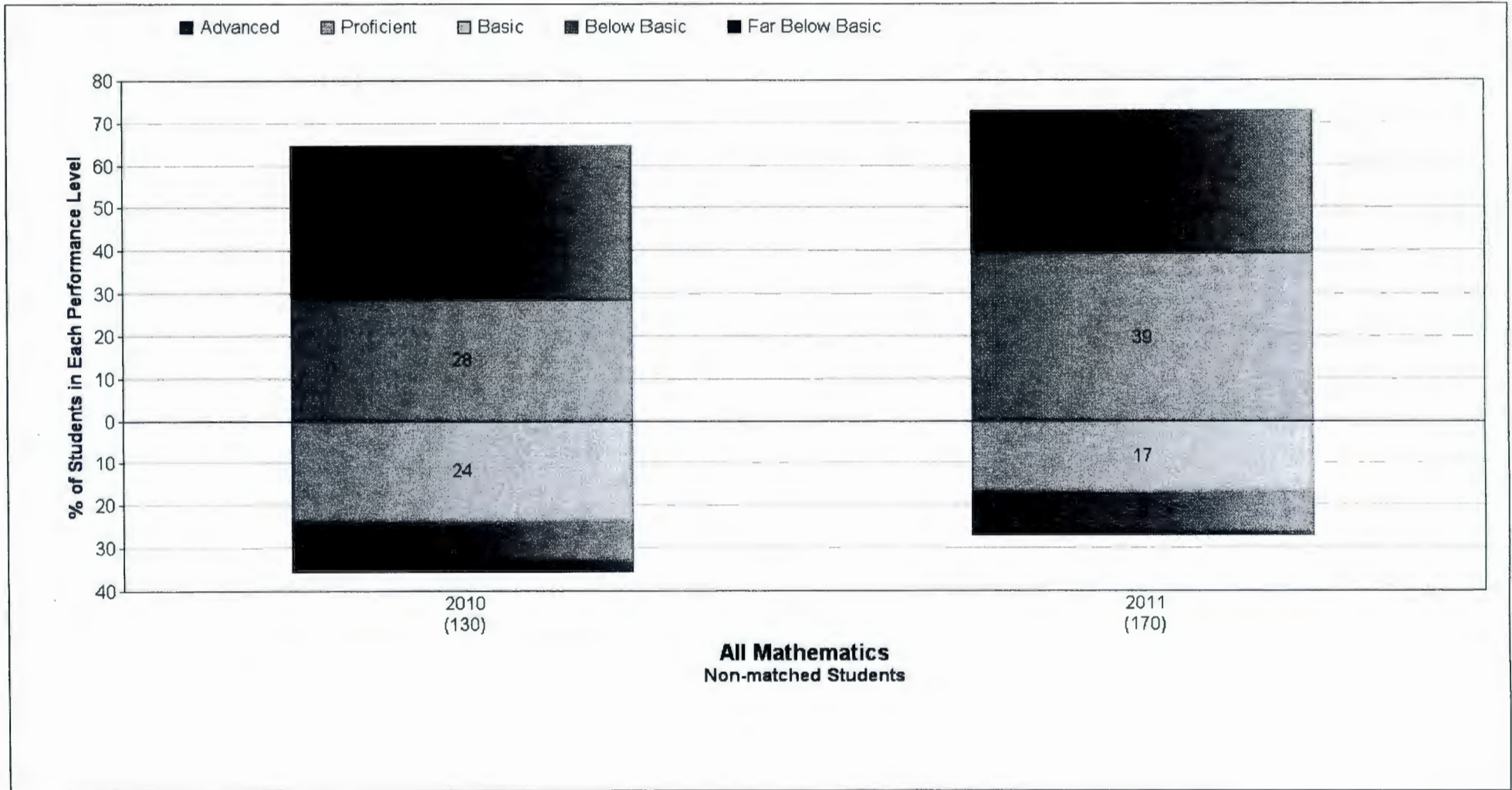




CST Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Conservatory of Vocal/Instrum
School: All Schools

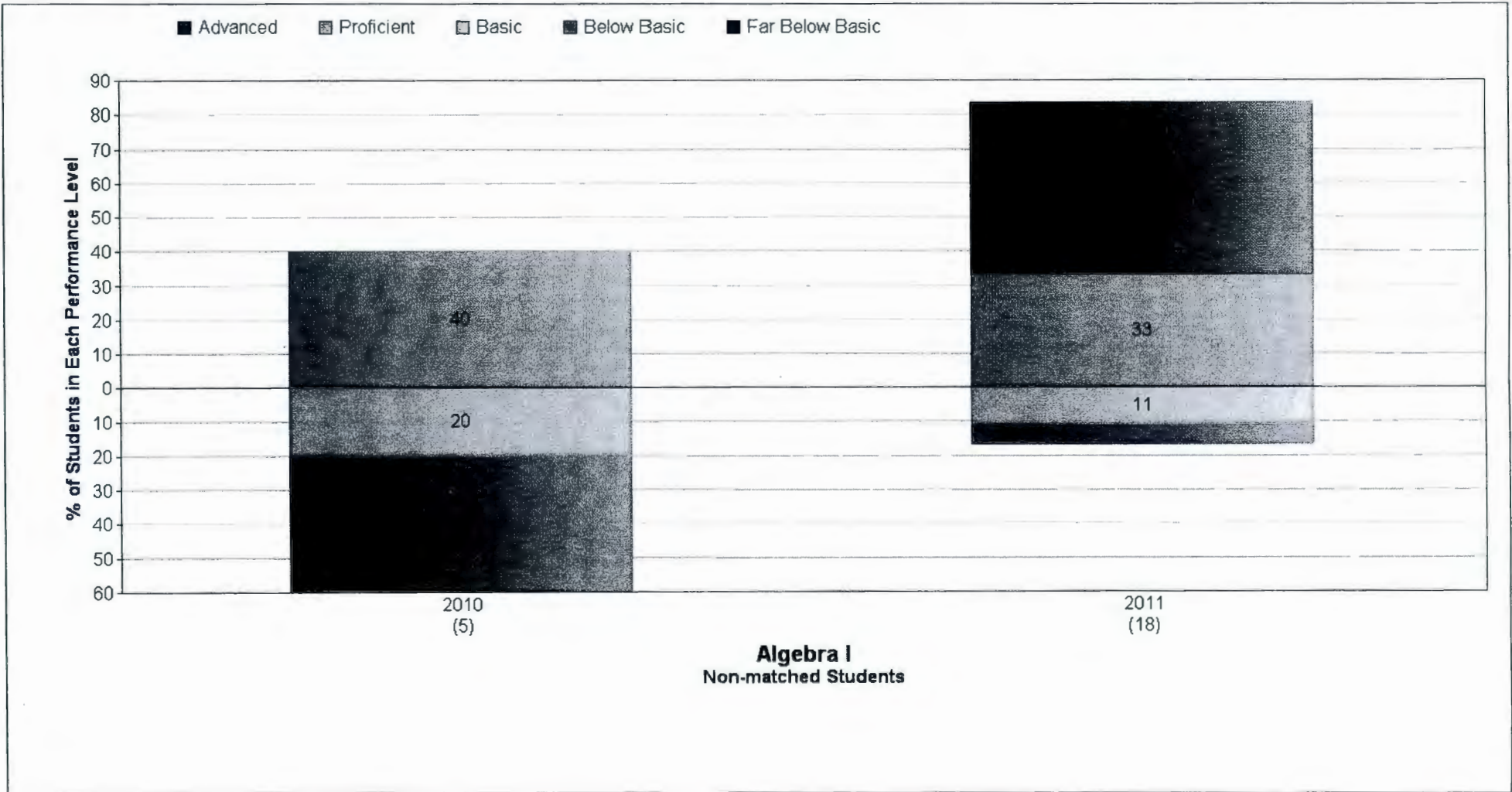




CST Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Conservatory of Vocal/Instrum
School: All Schools

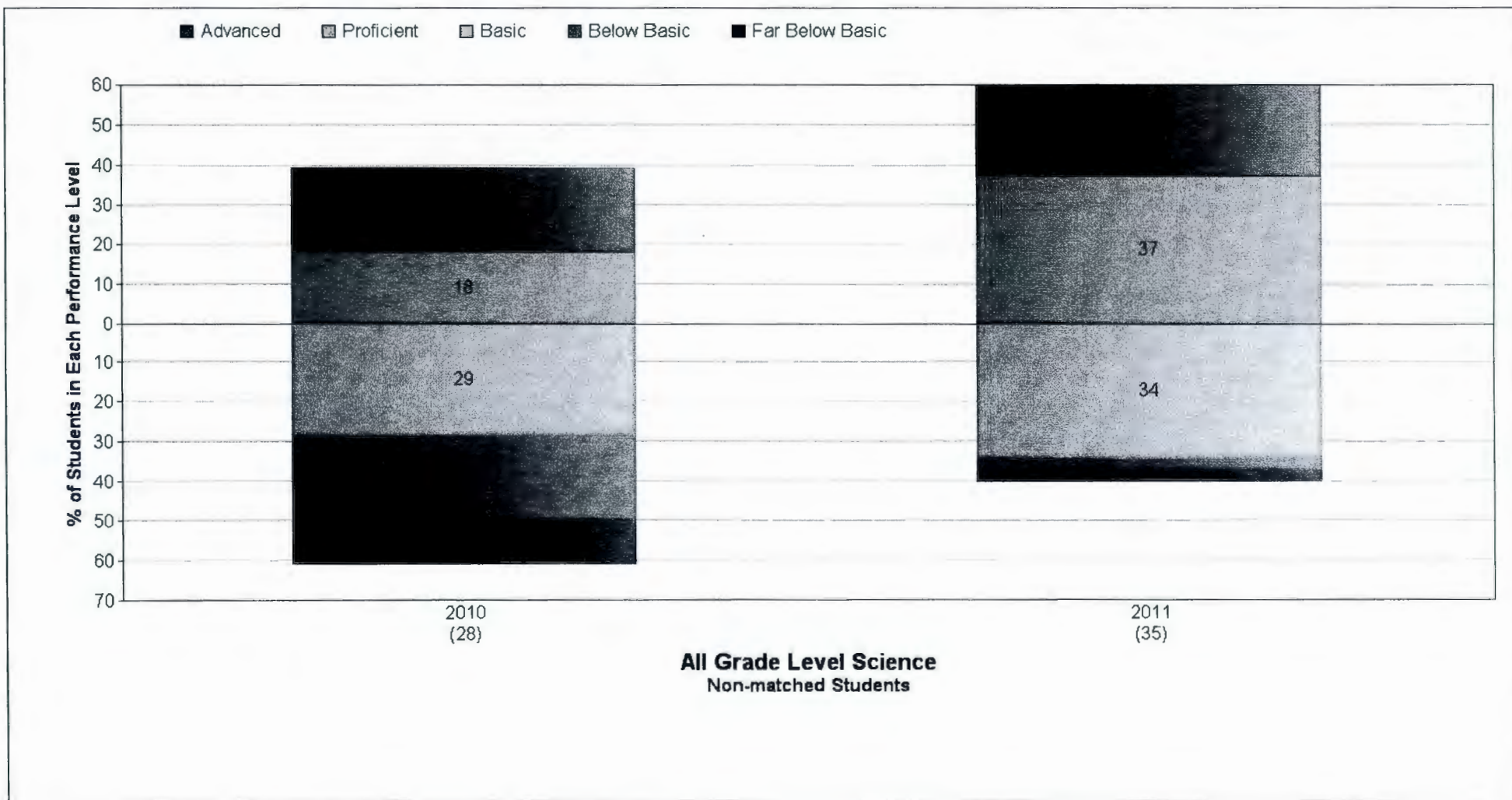




CST Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Conservatory of Vocal/Instrum
School: All Schools

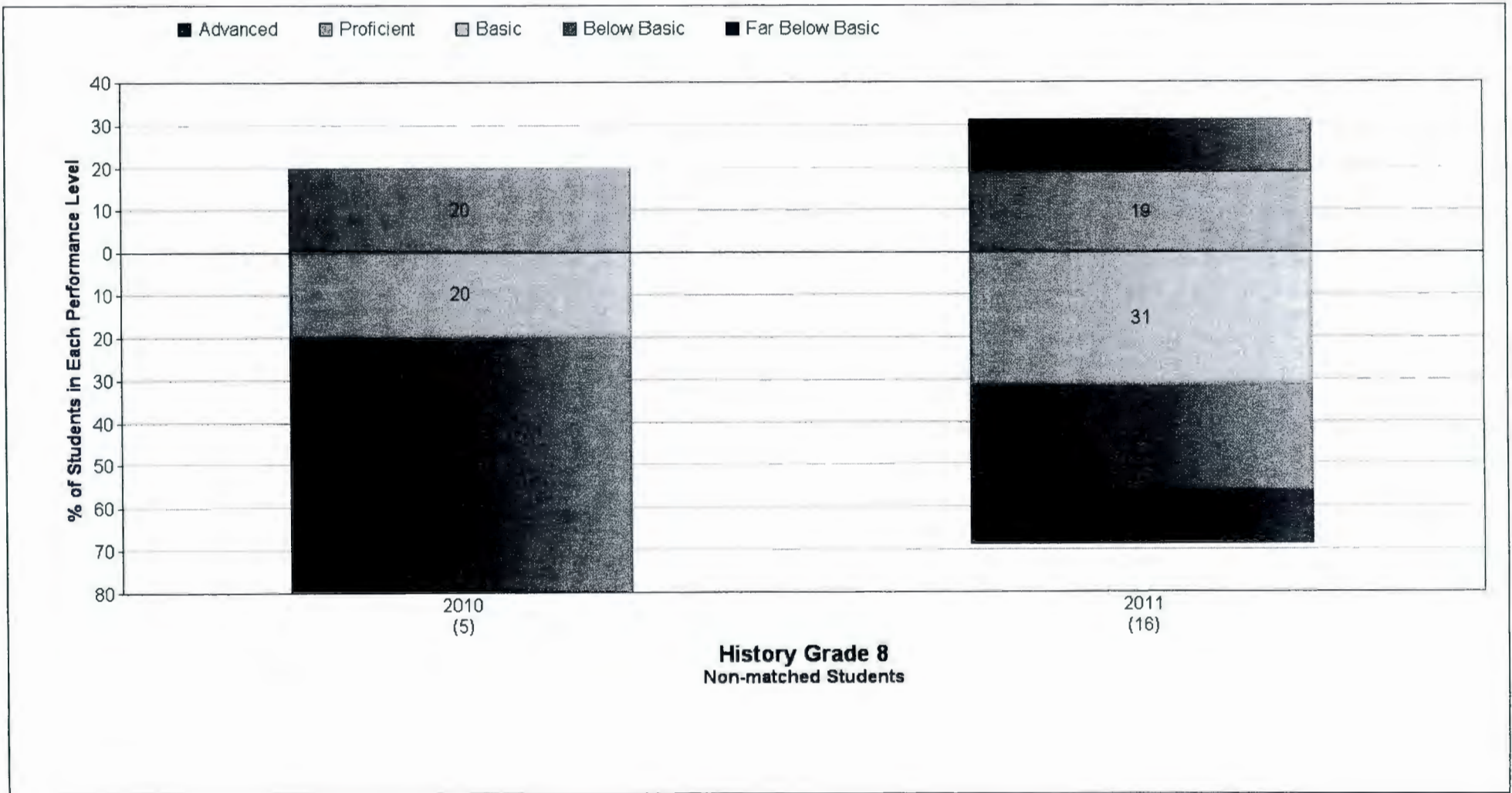




CST Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Conservatory of Vocal/Instrum
School: All Schools

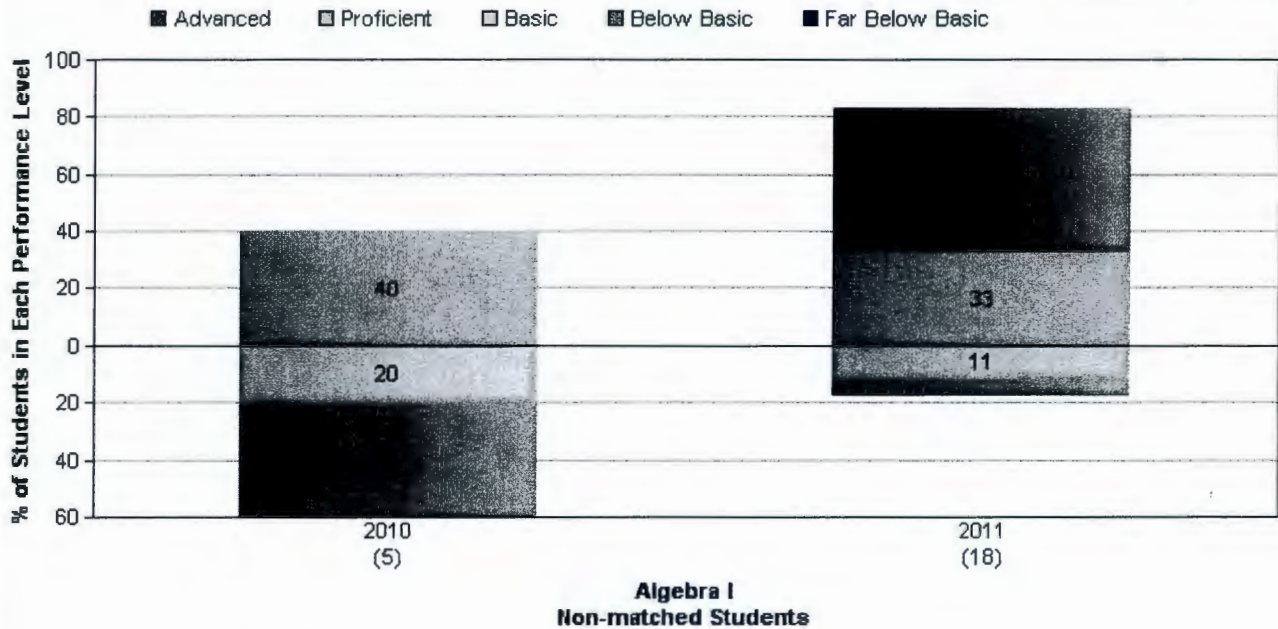


All Mathematics Mathematics Algebra I

CST Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Conservatory of Vocal/Instrum
School: All Schools



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**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 **3800 Mountain Blvd**, 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 at least six (6) members, including the Lead Petitioner, **one (1) parent**. Terms for the Founding Board members shall be staggered to ensure continuity in governance.

The Founding Board shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Valerie M. Abad, Lead Petitioner	June 30, 2012
Jeffrey Stevenson	June 30, 2011
Linda Baker	January 30, 2010
Daphne Gammage	June 30, 2010
David Ramirez	January 30, 2011
Jeffrey Taylor	January 30, 2009

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 business leader with organizational finance experience, a corporate/business representative, a teacher, a community member (from the professional music community), and a Founding Member (or a staff member with at least 4 years association with COVA). 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 be a current member of the COVA staff and 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. Shall not also be a current parent of a COVA student.
- Corporate Representative: Shall have experience, which will provide direction in best practices for sound and stable organizations. Shall not also be a current parent of a COVA student.
- Parent Representative: Shall provide a conduit between the Board and the parent group, bringing parental input 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. Shall not also be a current parent of a COVA student.
- Founding Member: A representative of the COVA Charter founders or if a founding member can not be found, a member of the COVA staff who has a minimum of 4 years

experience with the programs and operation of the school. The purpose of this member is provide the history and continuity of the school vision.

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 **3 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 **or in the case of a parent representative, withdrawal of the student from 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

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).

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.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held not less than once per month during the school year, and as determined by the board during school recess 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 or via email or other electronic means 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 contact information 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 or as documented via email notice. 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 Attending via phone/internet connection) 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 Charter 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

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.

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 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 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 8/25/08; and that these bylaws have not been amended or modified since that date.

Executed on 8/25/08 at Oakland, California.



Board Secretary

BYLAWS of COVA BOOSTERS

ARTICLE I – NAME, DESCRIPTION & PURPOSE

Section 1: NAME – The name of the organization shall be the COVA Boosters (COVAB). The COVAB is located at 3800 Mountain Boulevard, Oakland, California 94619.

Section 2: DESCRIPTION – The COVAB is created by the Board of Directors of COVA, a non-profit organization, to replace and supersede the COVA Parent Advisory Council.

Section 3: PURPOSE – The purpose of the COVAB is to support the mission of COVA, to develop a closer connection between school and home by encouraging parental involvement, and to improve the environment at COVA through volunteer and financial support.

ARTICLE II – MEMBERSHIP

Section 1: General Membership (non-voting) shall be automatically granted to all parents and guardians of COVA students, plus all staff at COVA. There are no membership dues. Except for the election of the founding Leadership Council, Voting Membership is limited to elected Room Parents, who act as representatives for each of the COVA classrooms have voting privileges, one vote per classroom. All COVAB members in good standing may elect by simple majority the founding Leadership Council.

ARTICLE III – OFFICERS

Section 1: LEADERSHIP COUNCIL– The Leadership Council shall consist of the following members: Two (2) Co-Chairs (for Primary and Secondary school representation), Recording Secretary, Communications Coordinator, Treasurer, Volunteer Coordinator and Board Representative/Liaison. Leadership Council positions cannot be shared. The School Principal, or his/her designee, is a voting member of the Leadership Council.

Section 2: TERM OF OFFICE – The term of office for all Leadership Council members is one year, beginning immediately upon election, and ending upon officer election the following school year.

Section 3: QUALIFICATIONS – Except for the founding Leadership Council, any COVAB member in good standing having served as a Room Parent for a minimum of one (1) year may become an officer of the COVAB. Any COVAB member in good standing having been at COVA for over one (1) year may become a founding Leadership Council member.

Section 4: DUTIES –

Leadership Council – Develop the COVAB's annual budget, establish and oversee committees to conduct the work of the COVAB, establish fundraising programs, approve by majority vote of the Board unbudgeted expenditures of no more than \$100.00.

Co-Chairs – Facilitate at General COVAB meetings and Leadership Council meetings, serve as the official representatives of the COVAB, and retain all official records of the COVAB.

Recording Secretary – Record and distribute minutes of all Leadership Council meetings and all General COVAB meetings, prepare agendas for official COVAB meetings, hold historical records for the COVAB.

Communications Coordinator – Manage communications and marketing for the COVAB including, but not limited to COVAB newsletters, email broadcasts, website, bulletin boards, etc.

Treasurer – Serve as custodian of the COVAB's finances, collect revenue, pay authorized expenses, report financial activity every month, prepare year-end financial report, facilitate an annual audit, and hold all financial records.

Volunteer Coordinator – Manage volunteer recruitment, reporting of volunteer hours, and maintenance of directory of volunteer opportunities.

Board Representative/Liaison - Serves as the Parent Representative on the COVA Board of Directors providing a conduit between the Board and parents, bringing parental concerns and representation to the Board.

Section 5: LEADERSHIP COUNCIL MEETINGS – The Leadership Council shall meet monthly during the school year, or at the discretion of the Co-Chairs.

Section 6: REMOVAL – A Leadership Council member may be removed from office for failure to fulfill his/her duties, after reasonable notice, by a majority vote of the Leadership Council.

Section 7: VACANCY – If a vacancy occurs on the Leadership Council, the Co-Chairs shall appoint a COVAB member to fill the vacancy, for the remainder of the officer's term.

ARTICLE IV – MEETINGS

Section 1: GENERAL COVAB MEETINGS –General COVAB meetings shall be held to conduct the business of the COVAB. All General Members are welcome to attend all COVAB meetings. Meetings shall be held monthly during the school year or at the discretion of the Leadership Council.

Section 2: VOTING –. Each Voting Member in attendance at a COVAB meeting is eligible to vote, one vote per classroom. Absentee or proxy votes are not allowed.

Section 3 – QUORUM – Five (5) Voting Members of the COVAB present and voting constitute quorum for the purpose of voting.

ARTICLE V – FINANCIAL POLICIES

Section 1: FISCAL YEAR - The fiscal year of the COVAB begins July 1 and ends June 31 of the following year.

Section 2: BANKING - All funds shall be kept in a checking sub-account of COVA that is in the name of COVAB, requiring two signatures of the Leadership Council and held at a local financial institution.

Section 3: REPORTING - All financial activity shall be recorded in a manual or computer-based accounting system. The Treasurer shall reconcile the account(s) monthly and report all financial activity monthly. The COVAB financial records shall be independently reviewed and provided to the COVA Board of Directors each year.

Section 3: LOANS AND CONTRACTS –COVAB shall have no authority to enter into loans and/or contracts without the approval of either the COVA Principal, the COVA Executive Director, or the COVA Board of Directors.

ARTICLE VI – BYLAW AMENDMENTS

Any COVAB member in good standing may propose amendments to the Bylaws. Amendments presented at a COVAB meeting shall be provided to all COVAB members, and considered for voting at a subsequent meeting. Approval by 2/3 vote of all COVAB Voting Members present and voting is required to adopt any amendment to the Bylaws.

ARTICLE VII - DISSOLUTION

In the event of dissolution of the COVAB, any funds remaining shall be donated to COVA.

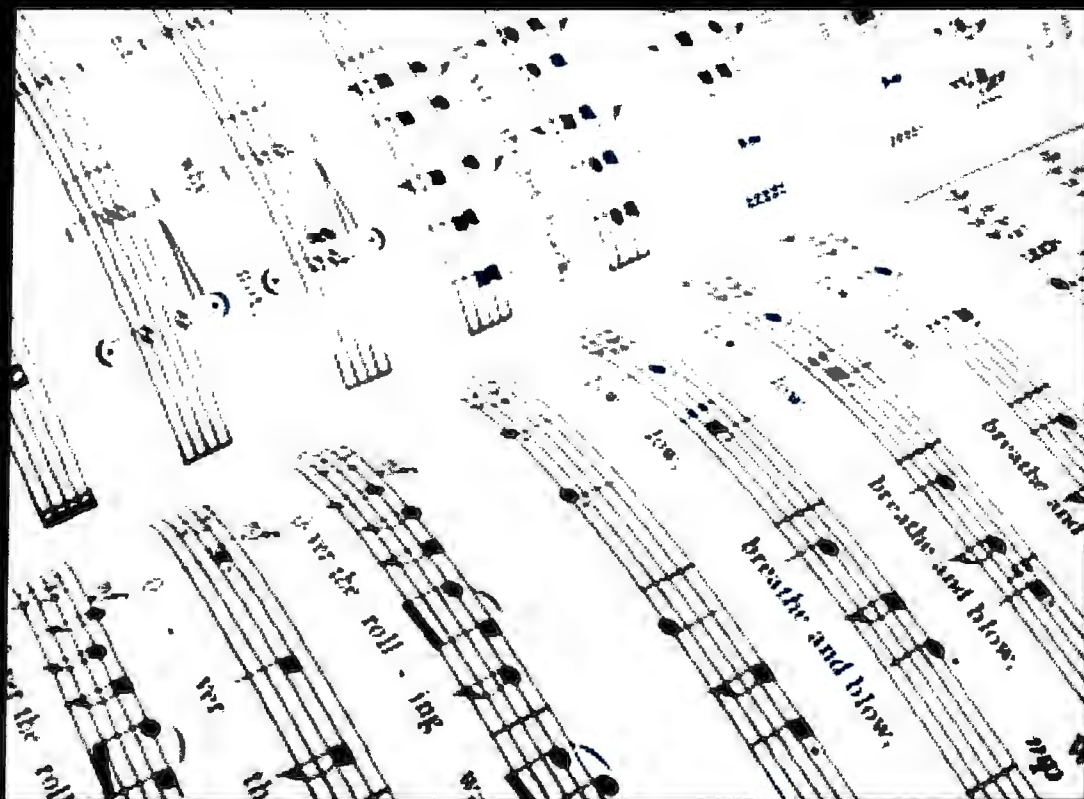
ARTICLE VIII - PARLIAMENTARY AUTHORITY

The authority for this organization shall be "Robert's Rules of Order Newly Revised."

These bylaws were adopted on _____.

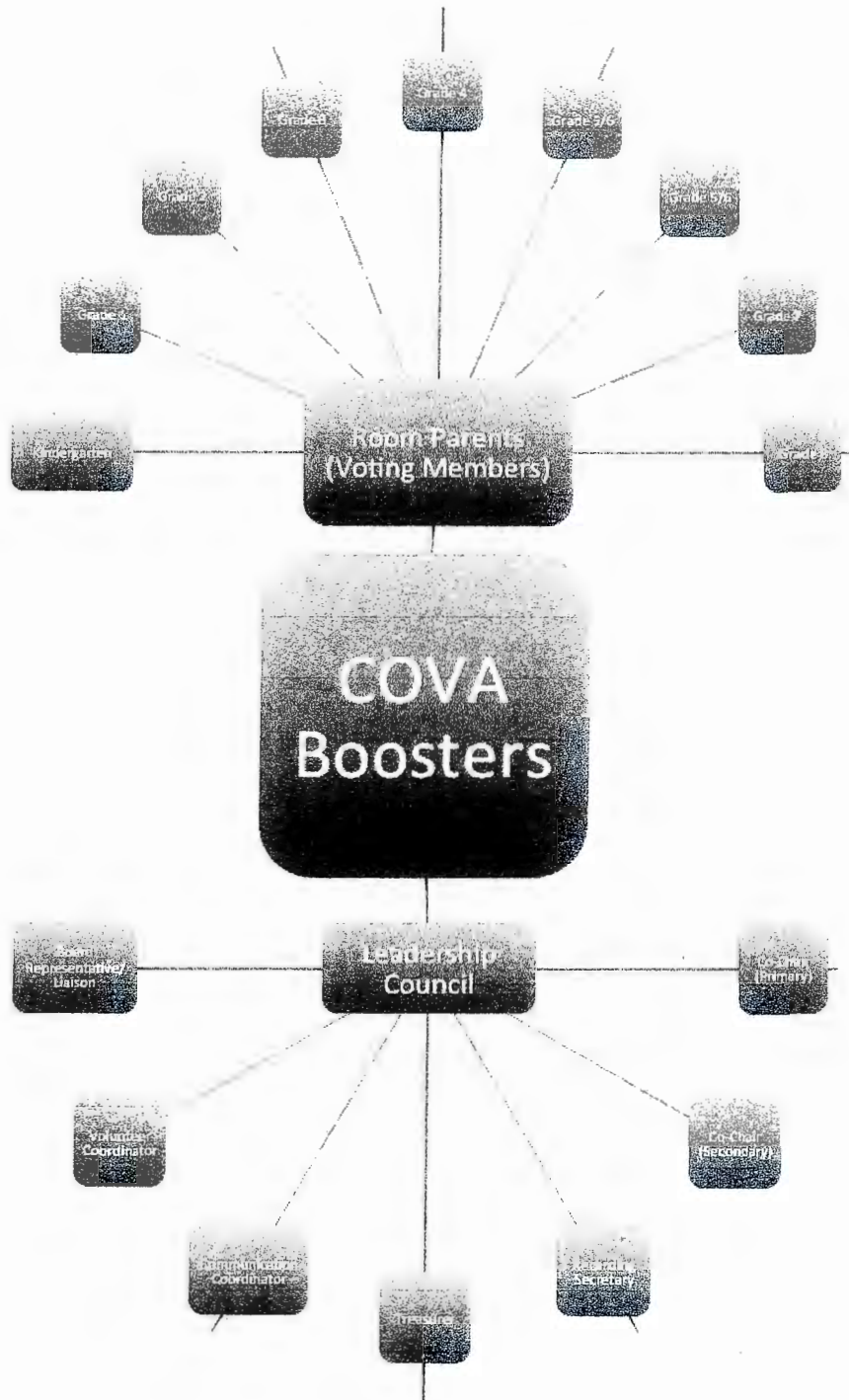
CONSERVATORY OF
VOCAL/INSTRUMENTAL ARTS

COVA Boosters Proposal



1500 Madison Boulevard
Cincinnati, Ohio 45229
Phone: (513) 763-0101
Website: www.covaboard.org

PROPOSED STRUCTURE



SUMMARY

The overall purpose and intent of this proposal is to address the need for parent unification at COVA in order for the COVA community to survive and thrive, which it was not doing under the Parent Advisory Council (PAC). This proposal is based upon two beliefs - 1) that there need to be many hands in order to make light work; and 2) that each member needs to love the whole band more than the sound of their own instrument - that will allow the COVA community to grow and everyone involved feel supported.

PROPOSED MISSION STATEMENT

To work as a unified body that is inclusive and reflective of its community for the benefit, promotion, and support of COVA and COVA's mission, to develop a closer connection between school and home by encouraging parental involvement, and to improve the environment at COVA through volunteer and financial support. Employing a "one class, one vote" approach, each class will be represented by its chosen Room Parents who will be the Voting Members of COVAB.

PROPOSED COVA BOOSTERS STRUCTURE

The COVA Boosters will be comprised of a Leadership Council and Room Parents who meet monthly to discuss how to best support the school through fundraising, administrative and student support, and other volunteer work.

Leadership Council*

Co-Chair - primary school
Co-chair - middle school
Treasurer
Recording Secretary
Voluntary Coordinator
Communication Coordinator
Board Representative & Liaison

Room Parents*

Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5/6 (2)
Grade 7
Grade 8

*These positions may not be concurrently held.

LEADERSHIP COUNCIL: The Leadership Council meets monthly to discuss issues and topics coming before the greater COVAB body. This group makes the agenda, organizes and facilitates the monthly COVAB meetings. Each member acts as point person for their area of responsibility and participates in long-range school planning and issues that arise. Except for

the founding council members, these positions are filled by a simple majority vote of the COVAB body. All Leadership Council positions fully satisfy the COVA volunteer hours for the school year in which filled. Prerequisite: Must have served for a minimum of one (1) year as a Room Parent to be eligible to hold a Leadership Council position.

Co-Chair: Serves as the "face" of the COVA Boosters and acts as an unofficial liaison between the Principal and the parents. The co-chair often is the first point of contact for those with questions, needs or information and directs people to the appropriate person within the organization. The co-chair works with the other members of the leadership council to build agendas for and facilitate the COVAB meetings, to reach out to the COVA community for volunteers, and to promote the mission of COVA. This role requires quite a bit of time and involvements with the school onsite, and requires attendance at all monthly Leadership Council meetings and monthly COVAB meetings. There will be two (2) co-chairs - one to represent the primary grades and one to represent the middle school.

Treasurer: Shall be responsible for all funds of COVAB, including the annual award from COVA. This role works in partnership with the Capital Building Fund Coordinator and Fundraising Coordinator on budgets and strategic projects. General duties include keeping records of all COVAB transactions, depositing all monies received in the name of COVAB into the designated COVAB account, presenting a written Treasurer's Report at each COVAB membership meeting, and providing at the end of each school year a projected budget for the following school year to COVA's Executive Director for the annual award. This role requires attendance at all monthly Leadership Council meetings and monthly COVAB meetings.

Recording Secretary: Serves as the custodian of all documents and records. The secretary's general duties including taking attendance at monthly COVAB meetings, keeping records of the minutes of all meetings of COVAB, presenting written minutes at each COVAB meeting, notifying COVAB members about the monthly meetings, and keeping the official membership list of COVAB members. This role requires attendance at all monthly Leadership Council meetings and monthly COVAB meetings.

Communication Coordinator: Ensures all families receive necessary information regarding COVA and COVAB news, events, plans, policies, and decision-making. This position maximizes opportunities for all families to provide input and ideas. Has responsibility of getting information out via paper handouts, COVA Notes, automated telephone service, and assists with maintenance of the school website and other online outlets. This role requires attendance at all monthly Leadership Council meetings and monthly COVAB meetings.

Voluntary Coordinator: Facilitates COVAB efforts to reach out to COVA families to foster participation in the various events, roles and activities

that parents and caregivers may engage in. Maintains the COVAB Guide and the Volunteer Roles Directory, and assists with maintenance of COVA's GoVoluntr online volunteering account. Leads the recruiting effort at the end and beginning of each school year. Helps organize the Annual Information and Activities Fair at Back to School Night in September. Follows up with coordinators and committees as needed throughout the year. Works to promote diversity and include as many as possible in the COVAB volunteer community. This role requires attendance at all monthly Leadership Council meetings and monthly COVAB meetings.

Board Representative & Liaison: Serves as the Parent Representative on the COVA Board of Directors providing a conduit between the Board and parents, bringing parental concerns and representation to the Board. Also serves as the Official Liaison between the Executive Director and parents, and the COVA Student Government and parents. This role requires attendance at all meetings of the Board of Directors, all monthly Leadership Council meetings, and monthly COVAB meetings.

ROOM PARENTS: The Room Parents are the voting members of COVAB and the basis for establishing quorum. It is necessary that there be one (1) representative for each of the nine (9) COVA classrooms: Kindergarten, Grades 1-4, Two (2) Grade 5/6 classrooms, and Grades 7 and 8. Each classroom gets one vote on all voting matters through its representative Room Parent. The role of Room Parents is to provide classroom enrichment under the direction of the classroom teacher, work with the COVAB Volunteer Coordinator to coordinate/solicit parent volunteers for events and fundraisers; plan and execute Teacher Appreciation Day activities (with funding from COVAB), and attend all monthly COVAB meetings and report/communicate with all classroom parents as necessary. There may be up to four (4) people who share these responsibilities and rotate attendance at the monthly COVAB meetings to ensure that each classroom's needs are adequately met and voice is being heard by COVAB.

STANDING COMMITTEES: Even though the Room Parents are the only voting members, the non-voting members provide invaluable assistance and guidance to COVAB through their volunteerism. The following are the initial standing committees for which COVAB needs to maintain members in order to address COVA's most immediate needs and encourage community building:

1. Capital Building Fund – The sole purpose of this fund is to support and assist COVA with any tasks to establish a fund that will allow COVA to purchase or building its own permanent structure, including, but not limited to site identification, site visits, and major fundraising pursuits, and grant writing.
2. Fundraising – This committee will ensure the continuation of established school-wide collection fundraising activities (e.g. Labels

for Education, EScrip, Box Tops). It sets and communicates fundraising goals and plans, coordinates discussion of fundraising progress, issues and decisions with the school community.

3. Administrative Support – This committee works with the COVA office staff and teachers to ensure that there are volunteers available to assist with COVA office tasks, photocopying for teachers, COVA event publicity, delivery of students, morning drop-off, lunchroom training and assistance, COVA tours, field chaperones, and any other tasks as necessary.
4. Fall Festival: A COVA community event occurring every fall (between October and November) giving families, staff, and teachers the opportunity to interact in a relaxed, social setting, usually on the COVA campus. Involves music, food, and various family-friendly activities.
5. Spring Auction: A community fundraising event occurring every spring (between April and May) allowing the COVA community and the Bay Area community coming together to share a great night out together at an off-campus venue. Involves food, adult drink, and a silent auction.

PROPOSED BYLAWS

ARTICLE I – NAME, DESCRIPTION & PURPOSE

Section 1: NAME – The name of the organization shall be the COVA Boosters (COVAB). The COVAB is located at 3800 Mountain Boulevard, Oakland, California 94619.

Section 2: DESCRIPTION – The COVAB is created by the Board of Directors of COVA, a non-profit organization, to replace and supersede the COVA Parent Advisory Council.

Section 3: PURPOSE – The purpose of the COVAB is to support the mission of COVA, to develop a closer connection between school and home by encouraging parental involvement, and to improve the environment at COVA through volunteer and financial support.

ARTICLE II – MEMBERSHIP

Section 1: General Membership (non-voting) shall be automatically granted to all parents and guardians of COVA students, plus all staff at COVA. There are no membership dues. Except for the election of the founding Leadership Council, Voting Membership is limited to elected Room Parents, who act as representatives for each of the COVA classrooms have voting

privileges, one vote per classroom. All COVAB members in good standing may elect by simple majority the founding Leadership Council.

ARTICLE III - OFFICERS

Section 1: LEADERSHIP COUNCIL - The Leadership Council shall consist of the following members: Two (2) Co-Chairs (for Primary and Secondary school representation), Recording Secretary, Communications Coordinator, Treasurer, Volunteer Coordinator and Board Representative/Liaison. Leadership Council positions cannot be shared. The School Principal, or his/her designee, is a voting member of the Leadership Council.

Section 2: TERM OF OFFICE - The term of office for all Leadership Council members is one year, beginning immediately upon election, and ending upon officer election the following school year.

Section 3: QUALIFICATIONS - Except for the founding Leadership Council, any COVAB member in good standing having served as a Room Parent for a minimum of one (1) year may become an officer of the COVAB. Any COVAB member in good standing having been at COVA for over one (1) year may become a founding Leadership Council member.

Section 4: DUTIES -

Leadership Council - Develop the COVAB's annual budget, establish and oversee committees to conduct the work of the COVAB, establish fundraising programs, approve by majority vote of the Board unbudgeted expenditures of no more than \$100.00.

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Section 1: FISCAL YEAR - The fiscal year of the COVAB begins July 1 and ends June 31 of the following year.

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ARTICLE VI - BYLAW AMENDMENTS

Any COVAB member in good standing may propose amendments to the Bylaws. Amendments presented at a COVAB meeting shall be provided to all COVAB members, and considered for voting at a subsequent meeting. Approval by 2/3 vote of all COVAB Voting Members present and voting is required to adopt any amendment to the Bylaws.

ARTICLE VII - DISSOLUTION

In the event of dissolution of the COVAB, any funds remaining shall be donated to COVA.

ARTICLE VIII - PARLIAMENTARY AUTHORITY

The authority for this organization shall be "Robert's Rules of Order Newly Revised."

These bylaws were adopted on _____.

COVA

CONSERVATORY



Parent/Student Handbook

2011 - 2012

CONTACT INFORMATION

Calls to the school for general information or to contact the principal or in an emergency, a student should be directed to the main school phone: 510-531-0110. Please store this number as your main school contact.

Only calls directed to the registrar regarding student records should be made on the 510- 285-7511 phone.

Dr. Abad – vabad@covaconservatory.org

Teacher Contacts:

Grade K – Mrs. Tuning – dtuningcova@gmail.com

Grade 1 – Mrs. Crossland – dcrossland@covaconservatory.org

Grade 2 – Mrs. Holtz – mholtzcova@hotmail.com

Grade 3 – Mr. Wooliever – rwooliever@gmail.com

Grade 4 – Mr. Barone – cdrumb@hotmail.com

Grade 5/6 – Ms. VanBurkleo – bvanburkleo@covaconservatory.org

Grade 5/6 – Ms. Jennings – cjennings@covaconservatory.org

Grade 7 – Mr. Alvarez – ralvarez@covaconservatory.org

Grade 8 – Mr. Saeed – dasaeed@gmail.com

Music – Mr. BetGeorge – tbetgeorge@covaconservatory.org

Part-time staff: (Messages for the part-time staff may be accessed at 531-0110)

Mr. Hamilton – Guitar, Rock Band, R & B Band

Dr. Dickson-Lopez – Keyboard, Piano

Mr. Tuning – Choir, Instrumental

Strings – TBA

Martial Arts – TBA

Band - TBA

COVA

3800 Mountain Blvd.
Oakland, CA 94619
510-531-0110

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.

Mission:

Our mission is to make the extraordinary benefits of music and a high quality academic education available to students entering grades K-8, and provide a structured environment where students can become confident, self-disciplined, and creative individuals.

COVA strives to provide an environment where music brings students together to support each other and develop a culture where students respect and appreciate similarities and differences.

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 Tuesdays with the students. This newsletter will provide important weekly 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 or checking the COVA community at Thegroupery.org.

COVA BOOSTERS (CB)

The CB mission is to work as a unified body that is inclusive and reflective of its community for the benefit, promotion, and support of COVA and as a representative of the school community at large. The CBC supports COVA through volunteering, fundraising, organizing and directing school activities. All parent/guardians, are welcome and encouraged to attend any and all meetings of the club. The meeting dates are generally the first Thursday of each month at 6pm unless there is a conflicting activity or holiday. Dates are also publicized in the COVA Notes newsletter.

VISITORS

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.

VOLUNTEER REQUIREMENTS

As a community COVA relies on parents and the community to ensure that the school and programs run smoothly and grow. COVA has a 20 hour a year volunteer program for each family. Volunteer hours may be completed by any adult (age 21+) in the family. There are many opportunities for volunteering at COVA. It is the parents/guardian's responsibility to contact the office, classroom teacher, or volunteer coordinator to schedule volunteer activities. Parents wishing to complete volunteer hours through special projects or classroom presentations should contact the school Director.

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 provides aftercare for grades 1 – 8 through an extended day grant. The extended day program runs from 3:50 – 6pm Monday, Tuesday and Thursday, from 12:30 – 6pm on Wednesdays, and from 3:50 – 5pm on Fridays. All students must be picked up by the ending time. A late fee will apply to students picked up after the closing time. Due to the lack of available facilities, COVA is not able to offer aftercare for Kindergarten students. The extended day program includes physical activity, homework help, and additional music and performing experiences.

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 it's 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 7:35a.m. or after 4:10 p.m (1:00 on Wednesdays). Students may not arrive before 7:35, and must be off campus by 4:10 p.m (1:00 on Wednesdays), unless they are participating in the extended day program, or other program offered by the teacher or school. A late pick-up charge is assessed when a child is picked up after 4:10 (or 1:00 on Wednesdays).

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 your child's learning and 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 an independent study contract who are learning off campus due to family emergency. If the student will need to be absent from school, please contact the school office as soon as possible to complete the appropriate independent study contract.

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 7:35am) to ensure they are in their seat in the auditorium at 8:00, unless your child's class has received different start-time instructions. Students not in their seat at 8:00 are considered tardy. 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 be signed in at the office by the parent/guardian and get an admit slip to class. Students going to class without an admit slip will be sent back to the office by the teacher.

REPORTING TO PARENT/GUARDIAN/GUARDIANS

Report cards are sent home with students at the end of each trimester and progress reports are sent home at mid-trimesters. Parents must sign one copy of the progress/report card to be returned to the teacher. 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, and N. An "I" (Incomplete) indicates missing assignments due to 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 "N". A grade of "NM" (No Mark) indicates that student has not been in class sufficient time to be evaluated (15 days minimum).

Students/Parent/Guardian asking for additional grade reports must request them personally by asking the teacher or requesting them from the office.

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 minutes per night plus 20 minutes of reading, grades 2 – 4 average 45 minutes each night plus 30 minutes of reading, grades 5 – 8 average 60 minutes each night, plus 30 minutes of reading.

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. 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.

Students who receive vocal or instrumental instruction are required to practice 30 minutes each night.

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 is absent from school, our staff will provide any work that can be done at home. Please contact the office and the teacher will be notified to prepare the appropriate assignments. 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 – 3) and student's responsibility (4 – 8) to initiate the request for make-up work from the teacher.**

HONOR ROLL

COVA's honor roll is based on Academic performance. Honor Roll is calculated in grades 4 – 8 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 5th 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
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, classroom participation achievement, and assessments of the grade level standards. Parent/Guardian will be notified on a trimester 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 may be offered at specific points during the year. Your child's teacher will recommend students at risk 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 school or outside private tutoring at the expense of the parent.

GIFTED AND TALENTED EDUCATION PROGRAM

COVA strives to provide a rich and differentiated education for all students. Gifted students participate in advanced academic programs and groupings and intensive performing arts classes. Middle school students who demonstrate the maturity and readiness for advanced work may participate in the pre-high school early college entry program through Merritt College. Students in the program attend classes at Merritt College and receive college credits.

STUDENT STUDY TEAM (SST)

The purpose of this team is to identify students at COVA in need of academic or behavioral intervention. Parent/Guardian and/or school staff may refer a student to this committee who will meet and review the student's learning, behavioral, and emotional needs. This committee will make recommendations for a plan to help the student achieve academic success, and when appropriate, 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 specific learning disabilities. 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. Lost book fees are due prior to the end of the school year.

PHYSICAL EDUCATION

The Physical Education philosophy at COVA is based on a concept of "fitness" and designed to develop an appreciation of physical activity that will enable students to keep physically active beyond their school years. COVA's fitness program includes dance, movement, yoga, gymnastics or martial arts, 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 black or navy shoes (no sandals or narrow heels). Students do not have to change for the fitness classes, but may change into appropriate clothing as needed for specialized programs such as dance.

KINDERGARTEN/FIFTH GRADE PROMOTION AND EIGHTH GRADE GRADUATION

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

- ⇒ Have successfully passed K, 5th, or 8th grade, meeting the 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.

- ⇒ For Eighth grade: have demonstrated acceptable academic progress and maintained an academic 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**

COVA has a policy of no student cell phones on campus, with the exception of approved students who walk or take the bus to or from school. Students who take the bus or walk home, must turn their phone in to the office at the beginning of each day and pick it up when they are dismissed at the end of the day. Cell phones not turned in to the office or 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 and the school may hold the phone for up to a month. 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. Electronic devices such as portable video games, video cameras, and other electronic toys are not allowed on campus.

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 all personal uniform clothing, personal articles and all personal 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 in front of the office. 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 recycled into the uniform reuse program, or 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. Students are not to congregate in the bathrooms. 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 for students to walk or take the bus to or from COVA. Parent/Guardian assumes full responsibility.

TRANSFERS

If a student transfers out of COVA, the parent 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, performance uniform, instruments and instructional supplies provided to the student are to be returned and any lost books or school equipment or materials are to be paid prior to check-out. The student must return the checkout slip 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.
- ◆ 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 on bus trips 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. 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. 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 field trips:

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

***Due to the damage done to floors, seats, tables, and the general environment, gum is not allowed on campus or any field experience at any time. Gum should not be brought to school. Gum found will be confiscated and not returned. Please adhere to this policy for concerts, events, and when bringing other siblings. We are trying to keep our environment looking clean and neat.**

**** 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.

UNIFORM DRESS

- ◆ No taking the ball out of a game that is in progress.

sweatshirts with the COVA logo at a lower cost or parents may purchase the Dennis jackets with the logo. Optional uniform parts such as khaki pants, jumpers, skirts, shorts, and skorts must be from Denis Uniforms with Denis label. All clothing must fit and may not be worn sizes so large that pants drag or sag and shirts or blouses bag or are too tight. Denis staff can help select clothing that fit your child appropriately. Students who do not arrive in the official uniform will contact their parent to alert them of the uniform infraction. If the child arrives a second time out of uniform, the parent will be called to bring the proper clothing or pick the child up to have them change.

Uniform parts that do not have to be purchased from Dennis are shoes and socks. Shoes and socks must be navy blue or black solid colors (no stripes or designs).

1. No make-up or perfumed scents may be brought to or worn at school (including scented deodorants or aftershave). Natural protections such as unscented natural sun screens, low gloss clear lip gloss or chapstick are allowed unless it distracts the school programs (no hi-gloss - shiny lip gloss).
2. Finger nails must be natural. No fingernail extensions are allowed.
3. No large jewelry or distracting jewelry may be worn. Students may wear small earrings, pendants, bracelets, or rings (no inappropriate logos). Students may wear no more than one ring and two bracelets.
4. Uniforms worn to school shall be clean and have no revealing holes and pants must be hemmed to the appropriate length so they do not drag on the ground.
5. No hats, caps, or dark glasses may be worn inside classrooms or buildings. Stocking caps/beanies are not allowed, except outside on extremely cold days and must be removed when inside. 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 (no hip-huggers) with belt if needed for support to keep pants at the waist.
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. Underwear including non-uniform shirts, thermal underwear, bra straps, boxer shorts or underpants shall not be visible or worn above outer clothing.
9. 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.
10. 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. Special costuming or hairstyle for the purpose of a particular performance activity must be approved by the director prior to the performance.

PERFORMANCE UNIFORMS: Students must wear performance uniforms as designed for all formal performances. Shirts must be tucked in, pants must be worn at the waist and be properly hemmed so as not to drag on the ground, tie properly clipped, and vests must be buttoned. Any time the performance uniform is worn, students must wear plain **black socks and shoes** (no colored or white socks or shoes with multiple colors are allowed).

POSITIVE REINFORCEMENT FOR APPROPRIATE BEHAVIOR

The COVA community recognizes that although students must be held accountable for their actions. COVA recognizes that positive reinforcement is an important factor in discipline. 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 regular basis.

- ⇒ Trimester Awards Assemblies.
- ⇒ 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.
- ⇒ Special fieldtrips or activities
- ⇒ 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.

CLASSROOM BEHAVIORAL INTERVENTIONS

Discipline in the public schools of our nation continues to be a matter of great concern to educators and Parents/Guardians. 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.

COVA has adopted daily uniforms. The uniforms are from Denis Uniforms located in Oakland. All students must have a set of the "required" uniform parts which are: Light blue short sleeve COVA logo shirt, Navy Blue long sleeve COVA logo Shirt, Navy blue pleated front pants (with side Denis logo), plain black or navy shoes and socks. COVA will be selling jackets and

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 including black shoes and socks for all performances unless told otherwise. No large or sparkling jewelry or hair berets are allowed, and no glossy lip coating or make-up is allowed.

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 eligibility to participate in off-campus activities will be contingent upon appropriate behavior, academic performance and attendance. Students who are absent from school the day before a field trip may not be eligible to participate in the trip.

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.
- ◆ Students may not play "truth or dare" as it encourages inappropriate actions and can create an atmosphere of harassment.
- ◆ 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.

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CLASSROOM BEHAVIORAL INTERVENTIONS

Discipline in the public schools of our nation continues to be a matter of great concern to educators and Parents/Guardians. 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/consequences may be used at the teacher's discretion: (see next page)

Parent contact	Classroom visitation by the parent
Conference with student	Parent/Student/Teacher Conference
Time-out or removal from class	Written behavioral contract
Detention: Recess/Lunch	Referral to the Principal
Classroom management system consequences	Suspension from school for 1 – 5 days

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 Form is completed by the teacher and 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.

The classroom teacher will notify the Parent/Guardian regarding the administrative referral, a copy of the referral will be placed in the student's file.

Staff members may issue lunch or recess detention for minor infractions. Detention may be served during lunch, recess, or classroom "time-out". During lunch detention, students eat their lunch at the "silent table" 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. The COVA governing board has adopted the Oakland School District's Suspension and Expulsion due process policy 51441.

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

COVA maintains a strict policy prohibiting harassment or bullying by 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, COVA 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 at the school 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.
15. Harassing visual or textual content posted on the web or transmitted by cell phone or other electronic device.

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 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. If the parent can not be reached the day of the incident requiring suspension, the suspension may be served the next school day.

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. Administrative interventions may include:

1. Loss of school privileges (recess, time-out from class activities, loss of participation in special school activities or field trips).
2. Discipline assignments (writing rules or infractions, writing letters or essays, reading assigned passages, etc.)
3. Loss of reinforcers (fieldtrips, special privileges, etc.)
4. Exclusion from school activities (concerts, holiday or other special activities)
5. Loss of participation in rotation classes.
6. Completing assignments in the office.

GROUND FOR DISCIPLINARY ACTION

A student may be suspended or expelled for violations of Education Code section 48900.

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (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 an intoxicant of any kind.

- (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.
- (s) Willingly used force or violence upon the person of another, except in self-defense.

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]

1. Causing serious physical injury to another person except in self-defense.
2. Possession of ANY knife or other dangerous object of no reasonable use at school.
3. 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.
4. Robbery or extortion.
5. Assault or battery upon a school employee.

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

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

RIGHTS OF STUDENTS TO RETURN TO COVA FOR A SUBSEQUENT SCHOOL YEAR

Continuing students are guaranteed a space at COVA for the subsequent school year as long as they have met the basic requirements of attendance. Students must attend regularly missing no more than 7 days in a school year and have no more than 12 tardies in a school year. Medical and dental appointments, as much as possible, should be scheduled after 2pm to ensure that your child doesn't miss essential instruction. If a student is out for a prolonged period due to medical necessity, a doctor's note will be accepted for excused absence days. Students not adhering to these basic attendance requirements will not be enrolled for the next school year. In the case of serious attendance problems, students may be recommended for de-enrollment during the current school year. Parents may appeal a de-enrollment decision by placing in writing an appeal to the COVA board president citing reasons for the student's excessive absences/tardies. The parent will then be contacted regarding the board hearing.

LOCAL COMPLAINT PROCEDURES

The Conservatory of Vocal/Instrumental Arts is a public charter school chartered by the Oakland Unified School District under the rules and regulations of the Charter School Act of 1992, Title 47601, and subsequent revisions. The Legislative intent for the establishment of charter schools states:

47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure. Therefore all complaints regarding COVA daily operations, staff, or programs must follow the procedures below.

In adherence with this legislative intent, COVA has established a Local Complaint Procedures (LCP).

COVA follows the OUSD Uniform Complaint Procedures (UPC) when addressing complaints alleging discrimination based on age, national origin, race, physical or mental disability, ethnic origin, religion, gender, sexual orientation in any program or activity that receives or benefits from State and/or Federal financial assistance.

The COVA Board recognizes and respects the experience and judgment of the school's Director and Site Administrators. Therefore the COVA board has developed the following Local Complaint Procedures to ensure that all complaints, which do not fall under the UCP, are handled at the school site level. The final authority for the handling of Local Complaints lies with the school Director, with final appeal to the COVA school board. The Oakland Unified School District does not have jurisdiction in the Local Complaint process.

Disputes within COVA related to students, teachers, parents, volunteers, staff, governing board or community shall be resolved pursuant to the following procedures:

Complaint Procedures

The following steps shall be used to address all complaints that do not fall under State and Federal laws related to regulations governing educational institutions and programs.

Step 1: Filing a Complaint: All complaints shall be submitted to the school's site administrator in writing. Complaints must include the name of the person submitting the complaint, the date of occurrence of the issue of complaint, and a description of the issue to be addressed. If the person submitting the complaint is unable to put the complaint in writing due to a condition such as illiteracy or disability, school staff shall help him/her to record the complaint.

Step 2: Investigating a Complaint: Within five (5) working days of receipt of the complaint, a conference will be held with the administrator, teacher or staff member, student (as appropriate), and parent involved in the complaint to gather additional information regarding the complaint. Within ten (10) working days of receiving the complaint and concluding the hearing, the school site administrator (or designee) will complete the investigation regarding the grounds and content of the complaint. The investigation may include, but not be limited to: verbal or written interviews of all involved parties (administrator, teachers, students, parents, staff), evidence collected related to the incident, school conduct code as stipulated in the Parent/Student handbook, established school policies, applicable state education code, and any other information related to the complaint.

Step 3: Resolution and Notice of Resolution: Within fifteen (15) working days of the original complaint, the director will evaluate the information collected and identify terms of resolution or outcome, and a written notification of the investigation will be provided to the person submitting the complaint.

Step 4: Procedures for Appeal: Final authority, in determining the outcome of complaints, lies with the Executive Director or his/her designee. If additional information surfaces, which was not addressed in the original complaint, the new information may be submitted for reconsideration under Step 3 above.

Step 5: If a complaint is not satisfactorily resolved, the complainant, may provide notice in writing, of the disagreement with the decision to the COVA Board president for review at the next regularly scheduled board meeting. The Board president will provide a written response to the complainant within fifteen (15) days of the board review and findings.

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.
3. Enlist the help of your parent/guardian if necessary to resolve the complaint.

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.

Contact Information

Dr. Valerie Abad
Executive Director
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Oakland, CA 94619
510-531-0110

President
Dr. Sandy Carpenter
Board President
3800 Mountain Blvd.
Oakland, CA 94619
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Office Manager
3800 Mountain Blvd.
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Mrs. L. Garrison
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**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 COVA. 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 in a site-based state standards aligned program delivered through the integration of the musical arts 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 COVA.

The Handbook neither implies nor establishes a contract between the COVA 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 COVA 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, COVA 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 School'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 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 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. Personal cell phones should not be used during class periods.

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

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 or their students 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 including non-enrolled students or 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 hourly timesheet the Thursday or Friday of the third week of each month.

PAYROLL

Employees are paid monthly on the last working day of the month.

All federal and state taxes, and authorized benefits 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;

- Contact information form
- 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 before or 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 group health and dental benefits at the group rate through monthly payroll deduction.

Part Time employees are those hourly (clerical) employees working less than 40 hours per week. Part-time employees may elected to participate in the designated benefits program at the group rates. The benefits cost will be deducted automatically from the employee's monthly check once the employee has signed a 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 a designee. 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 in accordance with the school calendar.

PUNCTUALITY AND ATTENDANCE

The students and families of COVA count on the attendance and punctuality of School employees. These are important qualities necessary for success of the School. Attendance and punctuality shall be a part of each personnel file, and may be a consideration for continued employment.

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 within or outside school hours including: School sponsored functions (back to school night, open house, concerts, field trips/camping trip, parent/teacher fundraisers: auction, school carnival/festival, Solo & Ensemble/Competitions and performances), and others as directed by the board or school administration.

PHONE CALLS

The phones, internet access, and e-mail accounts are intended for business use. Personal calls should not be made or received during instructional periods. Family members and friends should be reminded during work hours, telephone calls should be limited to emergencies only.

SECTION 7: LEAVES AND VACATION

VACATION LEAVE

Vacation time is in conjunction with the school calendar (holidays and school breaks). No additional vacation days are provided.

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 will be charged against the employee's sick leave. Clerical staff must submit in writing a request for vacation time, and receive approval from the employee's supervisor.

SICK LEAVE

Seven (7) 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.

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. 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 unpaid 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. Since benefit payments are withheld from the monthly pay, the health benefits of employees on FMLA leave will not be paid by the Charter School during the leave. When a request for FMLA leave is granted, the benefits may be continued if the employee pays the group cost

of their benefits. The Charter School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

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 the registrar 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 five 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. 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.
3. 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 (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 eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pay During Pregnancy Disability Leave

1. An employee on Pregnancy Disability Leave must use all accrued paid sick leave.
2. The receipt of sick leave pay, or disability insurance benefits will not extend the length of pregnancy disability leave.

3. 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.

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.

INSURANCE COVERAGE CONTINUANCE

When employees are on extended leave, the Charter School does not continue the employee's health insurance coverage. Insurance may be self-paid under the COVA group benefits plan or 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 school holidays (which are listed on the School calendar) are observed as paid holidays under the individual contracts for full time employees.

There are no provisions for holiday pay.

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. 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 one (1) hour, which may be deducted from sick leave.

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 provide access to health and dental benefits for 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 to participate in the group benefits program at their pro-rata share. The employee share will be deducted from payroll.

The Health Insurance anniversary date at the Charter School is September 30. 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 approved out of pocket expenditures for materials and supplies up to but not to exceed \$25 total per month. All expenses claimed must be recorded on a "Reimbursement Form" with all the accompanying original 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.

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. Consistently failing to meet deadlines for attendance reports, progress reports, report cards, or other required reporting.
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 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: _____