



COVAH

**CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS
HIGH SCHOOL**

**Charter Renewal Petition
For the Term July 1, 2020 – June 30, 2025**

Respectfully submitted to Oakland Unified School District

January 8, 2020

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Statement of Assurances

As the authorized representative of the petitioner group, I hereby certify under the penalty of perjury that the information submitted in this petition for a charter for Conservatory of Vocal/Instrumental Arts High School (“COVAH” or the “Charter School”) to be located at 12500 Campus Drive, Oakland, CA 94619 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools.

2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations, including but not limited to Education Code section (d)(2)(B).

3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.

4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.

5. Will not exclude admission based on the student’s or parent’s/guardian’s place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.

6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

7. Will comply with all applicable portions of the reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. 20 U.S.C. ch. 28 § 1001 et seq.

8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145).

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools.

20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System, and/or the California Public Employees’ Retirement System, and/or other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will comply with Government Code section 1090 *et seq.* and the Political Reform Act (Government Code section 87100 *et seq.*)
32. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
33. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy

for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

34. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

35. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.

36. Follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code 48850-48859 to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

37. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

38. If the school offers a transitional kindergarten program: (Education Code 48000)

a. Comply with the age requirement for transitional kindergarten (students whose fifth birthday is from September 2 through December 2.)

b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000(g) by August 1, 2020

39. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691).

40. The charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

41. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)

42. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92.)

43. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3.)

44. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222).

45. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

46. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

47. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61).

48. Adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600).

49. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5).

50. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)

- a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device
- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
- c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

51. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)

52. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for

graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705).

53. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950.)

Signature

Date

Print Name

Affirmations and Declarations

Notwithstanding the District-required Assurances, COVAH provides the following additional Affirmations and Declaration to align with current charter law.

As the authorized lead petitioner, I, Valerie Abad, hereby certify that the information submitted in this petition for the renewal of COVAH, a public charter school operated by COVA Education Resources, Inc. ("COVA Inc.") and located within the boundaries of the Oakland Unified School District ("OUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- COVA Education Resources, Inc. declares that it shall be deemed the exclusive public school employer of the employees of COVAH for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual

orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Dr. Valerie Abad

Date

Executive Summary

Introduction

COVA Education Charter Resources, Inc. is pleased to submit the following charter renewal petition to Oakland Unified School District to request an additional five-year charter term to begin on July 1, 2020. Since opening its doors in Fall 2015, COVAH has established a sound academic and performing arts program and, under the direction of its Board of Directors, looks forward to building upon the successes over the last four years.

In accordance with criteria established by the State of California governing charter renewal criteria, COVAH is academically sound, has demonstrated student achievement growth at or above its neighboring schools, and is fiscally stable institution. COVA Inc. is a nonprofit public benefit corporation with federal 501(c)(3) status and intends to operate COVAH consistent with best practices and applicable California law.

COVAH's mission is to make the extraordinary benefits of music and a high-quality academic education available to students in grades 9 – 12 from the greater Oakland Area and surrounding communities. COVAH provides high quality music, performing arts, and technology-related instruction and a high academic High School/College concurrent enrollment program allowing students to earn college credits and prepare students to succeed in colleges, universities, or technical careers.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: "For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

The alternative measures that show increases at the Charter School are documented in Element 1.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see **Appendix G**: CDE DataQuest/CAASPP Reports):

Analysis of COVAH Alternative Measures Data (Education Code Section 52052(f))

COVAH

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards – Grade 11

Demographic	Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	Redacted	Redacted	77.78%	63.64%	85.71%
	Math	Redacted	Redacted	44.44%	27.27%	50.00%
Black or African American	ELA	Redacted	Redacted	64.82%	Redacted	Redacted
	Math	Redacted	Redacted	45.45%	Redacted	Redacted
Economically Disadvantaged	ELA	Redacted	Redacted	72.72%	Redacted	Redacted
	Math	Redacted	Redacted	45.45%	Redacted	Redacted

Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))

Comparison Schools That COVAH Students Would Otherwise Be Required to Attend California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards – Grade 11

School	Schoolwide	2015	2016	2017	2018	2019
COVAH	ELA	Redacted	Redacted	77.78%	63.64%	85.71%
	Math	Redacted	Redacted	44.44%	27.27%	50.00%
Castlemont High School	ELA	16%	6%	1.25%	2.38%	9.39%
	Math	4%	0%	1.14%	0%	0%
Fremont High School	ELA	13%	18%	15.49%	7.94%	17.61%
	Math	1%	4%	2.78%	0.66%	2.47%
McClymonds High	ELA	12%	27%	30.44%	21.42%	26.75%
	Math	4%	6%	1.39%	5.56%	2.38%
Oakland High School	ELA	50%	38%	40.31%	38.32%	37.01%
	Math	16%	16%	19.82%	16.67%	12.42%
Oakland Technical High School	ELA	48%	61%	59.29%	54.01%	53.72%
	Math	31%	32%	28.35%	32.33%	34.17%
Skyline High School	ELA	46%	40%	49.20%	45.50%	33.34%
	Math	16%	18%	13.49%	28.32%	14.91%

Source: California Assessment of School Performance and Progress (CAASPP), Test Results

Comparison Schools That Are Demographically Similar in the District California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards – Grade 11

School	Schoolwide	2015	2016	2017	2018	2019
COVAH	ELA	Redacted	Redacted	77.78%	63.64%	85.71%
	Math	Redacted	Redacted	44.44%	27.27%	50.00%
Oakland Technical High	ELA	48%	61%	59.29%	54.01%	53.72%
	Math	31%	32%	28.35%	32.33%	34.17%
MetWest High	ELA	0%	12%	41.30%	46.15%	27.50%
	Math	0%	7%	10.87%	7.32%	10.25%
American Indian Public High School	ELA	77%	80%	64.29%	53.85%	59.32%
	Math	70%	72%	63.89%	43.08%	62.97%

Source: California Assessment of School Performance and Progress (CAASPP), Test Results

COVAH’s students perform at least as well as students in the district schools.

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Data provided in the Executive Summary and in Element 1 of the charter petition affirm the impact of COVAH’s instructional program on its student subgroups. With a student population composed of 58.1% African-American students, the schoolwide data represents the positive growth of this subgroup annually.

Academically Sound

Since the first year of the Smarter Balanced Assessment Consortium (“SBAC”), COVAH has demonstrated its ability to operate an academically rigorous program that has prepared students for high levels of achievement.

The net-growth in English/Language Arts (“ELA”) from 2017 to 2019 was 7.9 percentage points. Similarly, the net-growth in mathematics was 5.6 percentage points. During this same time period, COVAH has outpaced both the Oakland Unified School District and the state in growth in student achievement as measured by SBAC. This data demonstrates COVAH indeed is making a positive impact on the achievement of the students the Charter School serves.

**Smarter Balanced Assessment Consortium
Met/Exceeded Standard
Grade 11
2016 – 2019**

	English/Language Arts				Mathematics			
	2016	2017	2018	2019	2016	2017	2018	2019
COVAH	Redacted	77.8%	63.6%	85.7%	Redacted	44.4%	27.3%	50%
Oakland Unified School District	35%	38.4%	35%	30.3%	15%	15.2%	17.7%	13.1%
California	59%	59.8%	56%	57.3%	33%	32.1%	31.3%	32.2%

Source: California Assessment of School Performance and Progress (CAASPP), Test Results Comparison Report for Grade 11, <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

Additionally, with the release of the California Accountability Dashboard in 2017, COVAH has demonstrated progress toward its goal of college/career readiness and suspensions, which are aligned to the California State Priorities. The 2019 Dashboard shows 66.7% of students meeting the level of “Prepared,” which was an increase of 5.6% over the previous year. We also take great pride in our Suspension Rate Indicator rating of “blue” as we have maintained a 0% suspension rate between 2017 and 2019.

Demonstrated Commitment to Mission of Music Education

Throughout the current charter term, COVAH has developed a rich music and performing arts program and has added a Sound Production Technology Strand. During this time, students have participated in concerts, competed in regional and state competitions as soloists or in ensembles, and performed both nationally and internationally.

These performance opportunities have allowed students to develop high levels of musical proficiency resulting in exceptional musical achievement. Ninety-eight percent of COVAH solo and ensembles students have scored “superior” or “excellent” in their performances, with many receiving the highest “Command Performance” rating. COVAH Choral groups have consistently received first place ratings at Choral festival competitions.

Community Need & Support

COVA Inc. has both solicited feedback on COVAH from the community and conducted extensive outreach to ensure a broad range of Oakland residents have access to the Charter School. COVA Inc. will continue to conduct extensive outreach through social media advertising, direct mailings, participation in community festivals, and partnering with community centers such as local churches, youth centers, and local middle and high schools.

Over its four years of operation, COVAH has recruited students from the greater Oakland community and has provided a high-quality public school option focused on the arts and career-/college-readiness. While the original petition projected an enrollment in excess of 200 students, a current agreement with Merritt College stipulates an enrollment not to exceed 200 students. As such, over the 2020-25 charter term, COVAH’s Board and leadership will strategically address enrollment challenges and consider adding instructional strands such as technology, to reach full enrollment capacity under the charter.

Fiscally and Organizationally Sound

COVAH has established itself as capable of operating a fiscally sound and viable institution through strategic budgeting aligned to student outcomes and the State Priorities.

- **Responsible Governance** – COVA Inc. has worked to recruit a Board of Directors (“Board”) and external service providers equipped with the knowledge and skills necessary to successfully operate the Charter School. The Board has received training in its governance and fiduciary responsibilities and will receive additional training to support individual Board members in their roles as stewards of the Charter School.
- **Fiscal Sound** – COVAH has maintained fiscal health with adequate reserves and zero findings in audits since its opening. The budget provided with the renewal petition projects a healthy financial position throughout the charter term based on increased enrollment.
- **Leadership** – The Executive Director/Principal has served as the leader of COVA Inc. since 2007 and will assist the Board in transitioning leadership under the renewal charter.

- **High Attendance** – COVAH has maintained an admirable average daily attendance rate of 97%. This rate is an indicator of high student engagement in the educational program.

Board of Directors Demonstrated Capacity

The current members of the COVA Inc. Board of Directors are as follows:

Mr. Walter McCoy, Board President

Mr. McCoy is a retired military veteran who served 28 years in the Army National Guard and served in Operation Iraqi Freedom from 2003-2004. He also worked for three years as a Military Career Counselor. Walter worked as a Military Cadre for the Oakland Military Institute for ten years. Walter attended DeVry University where he was graduated with a BA degree in Human Resources and attended the Keller Graduate School of Management where he received a master's degree in Human Resources. He has worked with COVA Inc. Charter Schools for the past nine years volunteering during concerts and on field trips.

Mr. Sheik Faiz, Board Secretary

Mr. Faiz is currently the Chief Executive Officer of two property management companies operating in Northern California. He has served as a highly engaged volunteer for four years. He has been active in the *Boosters* parent group, *COVA's Dads Club*, and continues to offer assistance to the dedicated staff of the Charter School.

Dr. William Hines, Board Member

Dr. Hynes is a distinguished teacher, administrator, writer, consultant, mentor, and recruiter of talented and creative leaders. He holds a Ph.D. and MA from the University of Chicago and Marquette University. In addition, he has earned a certificate from the Ecumenical Institute of the University of Geneva and two certificates in Educational Administration from Harvard University. Dr. Hynes served as President of Holy Names University ("HNU") in Oakland, California, often cited as the most ethnically diverse university in the United States. He tripled the HNU endowment from \$14M to \$48M, most of which was committed to scholarships. He initiated the Early Admit Program, guarantying that any high school student who successfully completed college preparatory courses and graduated with a 2.7 GPA or better is automatically accepted at HNU with a scholarship. These students are mentored by HNU college students, often from the same high school. Dr. Hynes was also one of the founders of the Oakland Promise which raises funds from local businesses such as Sales Force and Kaiser Permanente to support the costs of Oakland high school graduates attending college and university.

Dr. Shelly James, Board Member

Shelly James, M.D., is a Board-Certified Psychiatrist who served over 24 years as a Staff Psychiatrist with the California Department of Corrections ("CDC"). Since retiring from CDC, Dr. James now provides part-time professional psychiatric services to recently-arrested inmates at county jails in California. He currently

serves at the Sonoma County Sheriff's Detention Center in Santa Rosa, where he services the most traumatized inmates. Dr. James earned his bachelor's and master's degrees from UCLA, and his Medical Degree at Howard University. Dr. James has received a number of awards for his services, including an Outstanding Service Award from the Berkeley County Mental Health Center in South Carolina, and a Hazardous Duty Medal for outstanding service above and beyond the call of duty at the United States Penitentiary in Lompoc, California.

Ms. Shelia Pompey, Board Member

Ms. Pompey has worked for the Internal Revenue Service for over 14 years where she conducts compliance examinations of individuals, small businesses, and corporations. Her experience includes fiscal management, budgeting and financial analysis for non-profit organizations. Ms. Pompey also worked for billion-dollar for-profit companies as an Accountant and Financial Analyst, where she developed and managed companies' annual operating budgets and monthly forecasts. Ms. Pompey has a Bachelor of Science in Business Administration from San Francisco State University and a Certificate of Non-Profit Management from Cal State East Bay. Ms. Pompey is a Volunteer Mentor of the Oakland Promise, a cradle-to-career initiative with the vision to ensure the career success of all Oakland children.

Service Providers

In addition to the expertise of its Board, COVAH has contracted with additional service providers to ensure it has the depth of expertise necessary across all areas to successfully meet its mission.

- **Legal - Young, Minney, and Corr, LLP (Legal Counsel)**
Young, Minney & Corr, LLP ("YMC") is California's most experienced, knowledgeable and respected firm working in the area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation - including charter school petitions, renewals and revocations, employment and labor law, non-profit corporations, board governance, facilities, student issues, and policy development.
- **Charter School Management Corporation (Back Office Business Services)**
Charter School Management Corporation ("CSMC") is the largest provider of back office financial services to charter schools, serving over 150 schools throughout the country. CSMC's mission is to remove the day-to-day operational challenges school administrators face and empower those charter school leaders to create and lead successful and innovative charter schools.

COVA Inc. has strategically assembled its Board and team of service providers to provide the expertise necessary to open and operate its charter schools.

Highlights of the COVAH Model

COVAH seeks to provide the extraordinary benefits of music education while providing a high-quality, differentiated academic program that allows students to earn college credits through concurrent enrollment in the California Community Colleges system. In addition to the use of music and differentiated scheduling to maintain high levels of student engagement, all COVAH teachers utilize instructional strategies to ensure students are both active in, and learn to manage and advocate for, their own learning. Highlights of these core elements are as follows:

Engaging Students in Music and the Performing Arts

COVAH is committed to providing music training for all of its students. Music training is associated with multiple personal benefits, including improvement in academic performance (Graziano, Peterson, & Shaw, 1999); improved intellectual performance in general (Gardner, 1997; Laczo, 1985; Phillips, 1976); personal growth (Levin, 1989); and discipline and diligence (Sloboda, 1990). As such, active engagement of students in music and performing arts is a key strategy for student growth and development within the COVAH program.

Differentiation and Flexible Scheduling

Students grow, develop and learn at different rates and have a variety of different interests. COVAH recognizes and values these differences, and differentiates and personalizes instruction to ensure that all students' artistic, academic, and social-emotional needs are met. Three key components of our differentiation and flexible scheduling are as follows:

- **Differentiation within the Classroom** – Teachers use ongoing assessment data to differentiate within the classroom, working with students in flexible groupings to provide additional support and/or acceleration, as needed, to maximize student growth.
- **Online Courses** – COVAH utilizes online curricula to provide a wide array of optional and accelerated courses and ensure that all students achieve and progress at their optimal level. Classes can be scheduled for completion during instructional blocks on campus in lieu of the core offering, during extended day hours, and over the summer. All students enrolled in online courses have active support and supervision by COVAH faculty, as well as the faculty of our online partners.
- **Concurrent College Enrollment** – COVAH leverages its existing partnership with Merritt College, one of the Peralta Colleges, to support students in taking courses through concurrent enrollment, allowing them to earn both high school and college credits.

Utilizing High Engagement Strategies

COVAH teachers utilize the high engagement strategies found within Doug Lemov's *Teach Like a Champion* ("TLAC") in all classes. These strategies establish focus on

classroom routines and management, participation expectations, and instructional pedagogy.

Conclusion

COVA Inc. looks forward to the opportunity to continue providing its service to the students and families of Oakland by providing a music and performing arts education within a rigorous academic program. COVA Inc. has demonstrated its capacity to run a sound program academically, fiscally and organizationally throughout its operation since 2015. COVA Inc. firmly believes that this Charter School provides a unique and rewarding educational option for students interested in pursuing a music and performing arts education while following a successful college and career path.

Element 1. Educational Program

1. Annual Goals for All Pupils and Subgroups of Pupils in the State Priorities

Under Education Code section 47605(b)(5)(A)(ii), COVAH sets forth the following pupil outcomes related to annual academic achievement goals, set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052(including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations), in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals. COVAH further sets forth any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals as follows: [Insert outcomes by pupil subgroups in the applicable state priorities].

2. Local Control Accountability Plan (LCAP)

COVAH shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, COVAH shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

COVAH shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that COVAH “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. (Ed. Code § 47606.5(e).)

3. Western Association of Schools and Colleges (WASC) Accreditation

If COVAH serves students in grades 9-12, COVAH shall obtain Western Association of Schools and Colleges (WASC) accreditation before COVAH graduates its first class of students.

4. Mathematics Placement Policy

If COVAH serves ninth grade, COVAH shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

5. Student Enrollment and Grade Levels Served

For the term of the Charter, COVAH projects the following grade levels and enrollment:

Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25
9	50	50	50	50	50
10	25	50	50	50	50
11	20	25	50	50	50
12	15	20	25	50	50
Total	110	145	175	200	200

COVAH acknowledges that it is the position of the District that any deviation from the grade levels listed above served above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% or 20 students of the total enrollment, shall be considered a material revision of the Charter under Education Code section 47607(a).

Governing Law: A description of the educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Mission

COVAH’s mission is to make the extraordinary benefits of music and a high-quality academic education available to students in grades 9 – 12 from the greater Oakland Area and surrounding communities. COVAH provides high quality music, performing arts, and technology-related instruction and a high academic High School/College concurrent enrollment program allowing students to earn college credits and prepare students to succeed in colleges, universities, or technical careers.

Vision

COVAH provides structured music and performing arts/music technical arts training in conjunction with a rigorous academic program designed to prepare students for academic, career, and life success. COVAH believes that through participation in music and performing arts, every student develops greater self-discipline, confidence, cooperation, teamwork, perseverance, and sense of community. COVAH views music and performance as motivators for students to graduate from high school and pursue higher education. COVAH's music and performing arts program is designed to enrich students through life-long participation in music careers or community music.

COVAH students receive instruction in a differentiated, flexible, and blended format including classroom-based coursework, concurrent enrollment in college courses, online courses, and community service that enhances music in the community through community performance. COVAH's priorities are:

- 1) Preparing students for high school graduation and success in college by attending college classes while in high school where they can receive the support necessary to enter and complete college coursework successfully;
- 2) Preparing students with necessary skills to enter advanced music and arts training and/or careers in the arts;
- 3) Preparing students to graduate with the essential life skills of perseverance, discipline, confidence, and community awareness;
- 4) Preparing COVAH students to be assets to the Oakland community through public service by their participation in public performance and community music enrichment activities.

School Performance over the Charter Term

The impetus to open COVAH grew from parent demand within the Oakland community in 2014, and the community support has been unflagging since the Charter School's opening in 2015. While maintaining an intentionally small school model, COVAH has a demonstrated track record of success in serving its students. COVAH has focused its attention on providing a meaningful quality option for minority families who traditionally have been underserved by larger school districts. The program has historically attracted a large number of African-American students. As COVAH seeks to increase its enrollment, the number of students from other subgroups will increase and allow for numeric data representation on the California School Dashboard. The Charter School's current numbers viewable on the Dashboard do not accurately reflect the performance of COVAH subgroups because of the State's threshold for the number of student scores required to receive a color rating and the data shown. Regardless of this threshold, COVAH is proud that its "schoolwide" performance confirms strong performance of the COVAH population which is comprised overwhelmingly of minority subgroups.

English/Language Arts Performance

Table 1.1 California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards – Grade 11 English/Language Arts

	2015-16	2016-17	2017-18	2018-19
COVAH	Redacted	77.8%	63.6%	85.7%
Oakland Unified School District	35%	38.4%	35%	30.3%
California	59%	59.8%	56%	57.3%

Source: California Department of Education, Data Quest

In the area of English, COVAH has demonstrated a net gain of 7.9 percentage points from the administration of the SBAC in 2017 to 2019. In the 2016-17 academic year, the Board adopted a curriculum change to *HMH Collections* to have a tighter alignment to Common Core State Standards (“CCSS”) which are assessed on the SBAC. COVAH’s schoolwide performance of 77.8% meeting/exceeding standards came from this curriculum change as well as the detailed instructional planning of the ELA department to address student needs through the use of a variety of instructional strategies.

In 2018, despite performing above both the state and OUSD averages, in response to the Charter School’s dip in SBAC scores, the instructional team developed additional systems of support to address the varied needs of the student population, especially for students with disabilities. At the start of the 2018-19 academic year, additional “survey support blocks” in English Language Arts were implemented. The addition of this extra instructional block of 90 to 180 additional minutes per week resulted in a marked 22.1% improvement on the ELA portion of the SBAC in 2018-19.

As the table above illustrates, COVAH is making a positive impact on student achievement as evidenced by multiple years of ELA SBAC data. Publicly available data sources do not reflect the subgroup performance due to privacy data suppression where fewer than eleven students’ were assessed.

Since the SBAC is only administered to students in grade 11, COVAH utilizes a system of internal assessment to monitor the progress of students in grades 9 and 10. The table below reflects the last four years of student performance data on the pre- and post-test assessment of reading. The data below reflects the average grade level reading score on the Gates-MacGinitie Reading Test at the start of the year (September) to end of the year (May).

Table 1.2 Gates-MacGinitie Reading Tests

	2015-16		2016-17		2017-18		2018-19	
	Interim 1	Interim 2	Interim 1	Interim 2	Interim 1	Interim 2	Interim 1	Interim 2
Grade 9	N/A	9.1	9.3	10.6	10.3	11.4	9.0	10.2
Grade 10	N/A	12.0	11.9	12.0	10.4	11.8	10.3	11.5

Source: Internal Data

This assessment is designed to assess student reading levels and is aligned with state and national reading standards. The Gates-MacGinitie is normed against national standards, with a focus on vocabulary knowledge and comprehension. This assessment was selected in order to focus on the specific reading needs of COVAH students. The

focus on vocabulary and reading comprehension has allowed for teachers to strategically address the gaps in student knowledge/comprehension which are the greatest impediments to student achievement on high stakes tests such as the SBAC and college admissions assessments. The results of the assessments allow for English teachers to target specific skills through differentiation including flexible grouping, explicit vocabulary and reading skill instruction. As students progress through grades 9 and 10, the teachers are able to deliver instruction that is responsive to students' needs as they prepare for the SBAC in grade 11.

Mathematics Performance

Table 1.3 California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards – Grade 11 Mathematics

	2015-16	2016-17	2017-18	2018-19
COVAH	Redacted	44.4%	27.3%	50%
Oakland Unified School District	15%	15.2%	17.7%	13.1%
California	33%	32.1%	31.3%	32.2%

Source: California Department of Education, DataQuest

As previously discussed, the data above reflects only grade 11 mathematics performance year over year. As a result of the 2017 SBAC Math data, COVAH contracted with a math specialist who worked with students in a new SBAC Math Survey course which ranged from an extra 90 to 180 minutes per week exclusively in mathematics. Also, since this 2018 grade 11 cohort consisted of a large number of students with disabilities, we created survey courses with up to five students to provide more individualized attention and support. The survey course model was continued into 2019, and led to 50% of grade 11 students meeting/exceeding standards on SBAC. This was a notable achievement as it exceeded the state's performance by 11%.

Since SBAC is only administered to grade 11 students, COVAH uses internal math assessment tools, to diagnose and address student gaps in arithmetic and foundational math skills. The data below represents four years of math assessment data for grades 9 and 10.

Table 1.4 Foundational Mathematics Internal Assessment

	2015-16		2016-17		2017-18		2018-19	
	Interim 1	Interim 2	Interim 1	Interim 2	Interim 1	Interim 2	Interim 1	Interim 2
Grade 9	53.7%	81.1%	42.7%	63.7%	42.7%	89.7%	23.1%	80.9%
Grade 10	59.1%	85.9%	63.9%	61.6%	48.8%	79.5%	59.3%	76.5%

Source: Internal Data

Upon entry in grade 9, and each subsequent year, students are assessed in the fall and end of year using our internal math assessment. The *Math Calculation Survey*

Assessment provides crucial data on what skills students are missing, and allow for instructional programming (i.e. survey courses) to close these deficits as students seek to move through more advanced levels of mathematics. The results above represent the pre- and post-test since 2015.

Graduation and College-Readiness

COVAH graduated students in both 2016 and 2017, however the numbers were not large enough to be represented on any publicly available data website. The earliest data available for the 2018 academic year shows the first schoolwide rate was 77.8%. The 2018 data was even more impressive with 100% of students graduating.

Table 1.5 Cohort Graduates
Cohort Graduates

	2016-17	2017-18	2018-19
COVAH	Redacted	77.8%	100%
Oakland Unified School District	70.3%	73.1%	81.1%
California	86.7%	87.3%	85.5%

Source: California Department of Education, DataQuest <https://dq.cde.ca.gov/dataquest/dqcensus/Coh5yr4YrComp.aspx?aggllevel=school&year=2018-19&cids=01612590132555>

This exemplary graduation rate is due to the shift in focus on concurrent enrollment. In previous years, COVAH offered a range of advanced placement (AP) courses. While students displayed interest in various courses, we found that concurrent enrollment in the Merritt Colleges allowed for students to earn college credits and receive instruction at a college level, which increased their passage rates since they were able to receive direct support from both COVAH and college faculty. The concurrent enrollment program has been a driving force in this high level of performance on SBAC and graduation rates.

Table 1.6 Cohort Graduates Meeting UC/CSU Requirements

	2016-17	2017-18
COVAH	Redacted	100%
Oakland Unified School District	49%	48.6%
California	49.5%	49.6%

Source: Ed-Data, Educational Data Partnership, <https://www.ed-data.org/index>

School Culture and Climate

In alignment with the State of California's shift to monitor school climate through the eight state priorities under the Local Control Funding Formula ("LCFF"), COVAH regularly reviews internal data on attendance, chronic absenteeism and suspensions. As illustrated in the tables below, COVAH has demonstrated strength in these areas.

COVAH has a robust system for addressing positive school attendance. By 9:00 am each morning, attendance has been taken and the parent is called for any student not present. This keeps direct contact with parents and makes students aware of the importance of regular attendance. If a student begins to miss several days in a row and we are not able to reach a parent, a home visit is scheduled. Not only does this convey COVAH's high

expectations, but develops the habit of coming to school daily. COVAH's music and college programs also motivate students to be in class regularly. From our focus on regular attendance, COVAH has historically maintained an average daily attendance rate over 97%. While the rate for 2019 was an astounding 98.1%, we seek to find ways to increase it even further.

Table 1.7 Chronic Absenteeism

	2016-17	2017-18
COVAH	1.6%	1.3%
Oakland Unified School District	15.1%	15.8%

Source: Ed-Data Education Data Partnership CDE/Edsource/FCMAT, ed-data.org

Table 1.8 Suspensions

	2015-16	2016-17	2017-18	2018-19
COVAH	4.5%	0%	0%	0%
Oakland Unified School District	4.1%	4.1%	4.4%	3.8%

Source: Ed-Data Education Data Partnership CDE/Edsource/FCMAT, ed-data.org, and California School Dashboard 2019

Targeted Student Populations

Demographic Characteristics

COVAH's enrollment is demographically similar to that of the Oakland area. This includes a high percentage of students from low-income families and a high percentage of African-American students. Since its opening, COVAH has maintained a steady interest by these families, and seeks to increase interest of Latino families over the new charter term.

The student population draws from the adjacent East Oakland neighborhoods that are largely populated by African-American families. As such, COVAH expects African-American students to continue to be the majority student population, however, we continue to actively recruit diverse families from a variety of neighborhoods to increase the diversity of the student population.

Historically, African-American and Latino students have significantly lower percentages of college-readiness and college completion. A major reason for the SAT racial gap appears to be the fact that black students who take the SAT have not followed the same academic track as white students.

Discrepancies appear in the level of instruction in English, the other major component of the SAT. Some 87 percent of white test takers had completed coursework in American literature compared to 75 percent of black test takers. For whites, 67 percent had taken high school courses in composition compared to 50 percent of blacks. Some 70 percent of whites and 59 percent of blacks had completed coursework in grammar. A full 40

percent of all white test takers had completed honors courses in English compared to 29 percent of black test takers.¹

To address this imbalance, all COVAH students take the required complement of A – G classes as well as the opportunity to take a variety of College Level courses in English, mathematics, science, social science, ethnic studies, music, through the concurrent college enrollment program. With this rigorous curriculum, students are more prepared for college level work while meeting the 230-credit graduation requirement. COVAH seeks to address historical trends through its program, ensuring that students from low-income families, students who are African-American and Latino, and other student groups of students achieve at the levels necessary to pursue and succeed in college, university, or a technical career.

Age, Grade and Student Enrollment Plan

COVAH enrolls students in grades 9 through 12 who live throughout Oakland who desire an education that includes music and the performing arts. COVAH actively recruits students from a variety of academic, ethnic, racial, socio-economic, and language proficiency backgrounds.

In recent years, COVAH has become aware that recruiting students into a music and performing arts program is a challenge when students have not had prior instruction in music and are hesitant to start an instrument or vocal instruction at the high school level. To address this challenge COVAH is broadening the focus to include Computer Engineering and Technology. COVAH has been selected as a participant in the Amazon Future Engineers program. This program specifically targets under-represented minorities, women, and low-income students for advanced training in programming and engineering. This addition is increasing interest in the COVAH overall programs.

Interest in Music and Performing Arts Education

In the new charter term, COVAH will continue to serve families who wish to pursue a rigorous academic program with a robust music and the performing arts theme. Throughout our community and nation, access to music and the performing arts has been severely diminished in public education. The continued operation of COVAH reverses this trend, and provides extensive benefits to students who demonstrate an interest in music and performing arts while also pursuing a college/career readiness education.

COVAH's continued commitment to music and performing arts derives from significant research that demonstrates the arts as an integral part of student development in cognitive ability, social maturity, academic achievement, success in school, motivation and attendance, graduation rates, and success in life. Highlights of educational research include but are not limited to:

¹ The Journal of Blacks in Higher Education. https://www.jbhe.com/features/49_college_admissions-test.html

National Institutes of Health Magnetic Resonance (MRI) Study of Normal Brain Development, January 2015. *In a meta-analysis of 232 brain scans of children and adolescents ranging in age from 6 to 18, scientists discovered compelling evidence favoring the support of learning music at a young age. According to University of Vermont psychiatry professor James Hudziak, the brain scans revealed that the more a child was trained on a specific instrument, the better the child's emotional outlook, anxiety control, and attention to detail. One key factor noted was "cortical thickening" on certain areas of the brain's of musicians. James Hudziak's previous research, according to the article, demonstrated corollaries between cortical thickening and positive effects in the brain with depression, attention, and more.* ²

Review of studies published In Trends In Cognitive Sciences (April 2013, Vol. 17 No. 4). *Authors are faculty members at McGill University's Department of Psychology*
*In what is actually not one study but a review of multiple studies, McGill University researchers have concluded that rhythmically synchronous activities, including dancing, marching, and playing music, foster feelings of social connection via conscious coordination of activity. The reviewers hypothesize that two specific chemicals – oxytocin and vasopressin – as potential neuropeptides that are released when performing music together, or doing any synchronously rhythmic activity together. The hypothesis that musical performance releases important chemicals that improve social bonding has been corroborated in other studies on music, including one literally entitled Music Increases Altruism Through Regulating the Secretion of Steroid Hormones and Peptides.*³

Meta-analysis published in Applications of Research in Music Education (November 2008, Vol. 27, No. 1 Pages 17-32) – Article by Jayne M. Standley. *A meta-analysis of 30 studies published in 2008 revealed music education considerably elevates reading ability in children. The reasoning behind this may be that learning music helps children better understand phonetic patterns and how different alphabetic letters sound when blended together. The correlation between learning the sounds of music and learning the sounds of the alphabet may not be so different. Beside this, the one universal constant in all of music is that music is based in rhythm. Talking and reading in our heads and aloud is an incredibly rhythmic activity that requires an intuitive understanding of rest at commas, cadences at the end of phrases, timed dynamics in the presence of exclamation marks, and even pitch elevations at the ends of questions*
Applications of Research in Music Education (November 2008, Vol. 27, No. 1 Pages 17-32) – Article by Jayne M. Standley

Study summary published in The Atlantic

In a relatively recent article published in The Atlantic, the author highlights researchers from Northwestern University who spend time with at-risk youth in Los Angeles participating in musical activities at least 5 hours a week. The goal behind the research

² News Everyday. <http://www.newseveryday.com/articles/5953/20150108/http-www-nzherald-co-nz-lifestyle-news-article-cfm-c-id-6-objectid-11383648.htm>

³ Trends in Cognitive Science. http://daniellevitin.com/levitinlab/articles/2013-TICS_1180.pdf

*is to see how these music lessons impact the cognitive and language skills of these children. “What they are finding, according to Dr. Nina Kraus, a professor and neuroscientist at Northwestern and lead researcher of the study, is that music instruction not only improves children’s communication skills, attention, and memory, but that it may even close the academic gap between rich and poor students.”*⁴

Study summary published on [PBS.org](https://www.pbs.org)

*In a study led by Boston College psychology professor Ellen Winner as well as neurology professor Gottfried Schlaug of Harvard University, children who experienced 15 months of weekly musical instruction showed improved ability in discrimination of disparate sounds as well as in performing motor tasks, which are voluntary movements relating to muscles. Brain scans of these children also showed remarkable development in neural pathways associated with motor task competency. As music is a fine physical art involving careful detail of muscular precision and performance, these conclusions certainly make a lot of sense.*⁵

School Year

COVAH’s proposed academic will continue to meet the minimum number of instructional minutes required by Education Code 47612.5. The proposed calendar for 2020-21 includes a minimum of 175 student days, as required for charter schools.⁶ COVAH teachers will have a minimum of 12 days of professional development and parent-teacher conferences built into the on an annual basis, for a total of 192 contracted days. The professional development plan is thoroughly outlined in the “Professional Development” section of this renewal petition, and funding has been embedded in accompanying three-year budget and narrative provided in **Appendices O and P**. The proposed school calendar for 2020-21 is provided below in **Figure 1.1**. However, this calendar may be modified to coordinate with the calendar of Oakland Unified School District, Merritt College and the calendars of our professional development partners. Additionally, the final calendar is subject to board approval.

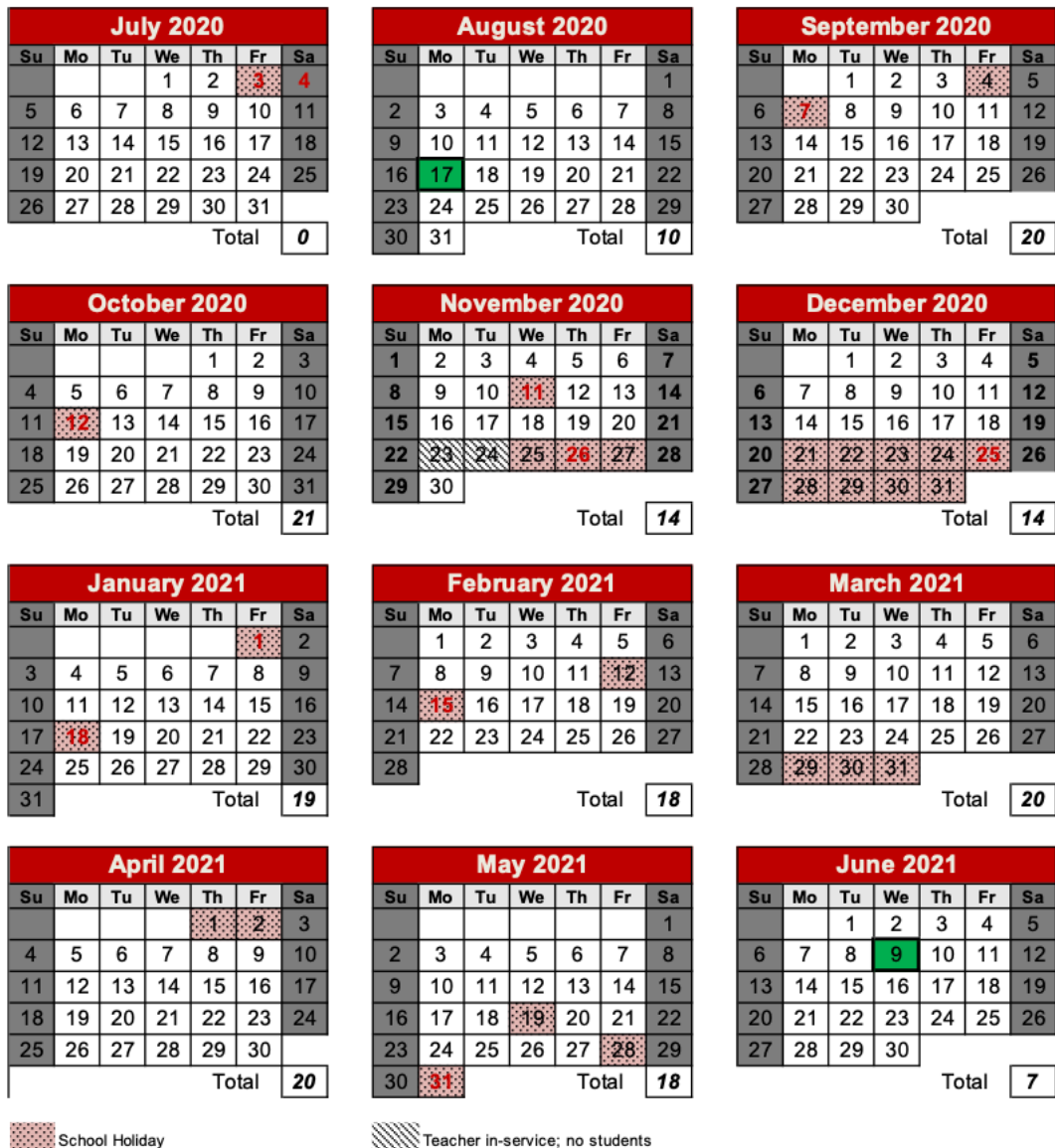
⁴ The Atlantic. <https://www.theatlantic.com/health/archive/2013/10/using-music-to-close-the-academic-gap/280362/>

⁵ Public Broadcasting Service. <https://www.pbs.org/parents/thrive/the-benefits-of-music-education>

⁶ California Code of Regulations, Title 5, Section 11960.

**Figure 1.1 Conservatory of Vocal/Instrumental Arts High School
Draft Academic Calendar**

**Conservatory of Vocal/Instrumental Arts High (COVAH)
2020-21 School Calendar**



Jul 3	Independence Day (obs.)	Dec 21- Jan 3	Winter Break - No School
Aug 17	First Day of School - COVAH	Jan 18	Martin L. King Holiday - No School
Aug 24	First Day of School - Merritt College	Feb 12-15	Presidents' Holiday - No School
Sept 4-7	Labor Day Holiday - No School	Mar 29 - Apr 2	Spring Break - No School
Oct 12	Columbus Day Holiday - No School	May 19	Malcolm X Holiday - No School
Nov 11	Veterans Day Holiday - No School	May 28-31	Memorial Day - No School
Nov 23-24	Parent Conferences - No School	Jun 9	Last Day of School
Nov 25-27	Thanksgiving Holiday - No School		

School Day

In order to provide a rich and comprehensive curriculum including academics and the arts, COVAH's schedule provides for an extended school day and instructional blocks. COVAH students attend school from 8:15 am to 3:30 pm Monday through Thursday and extended study hall and tutoring from 3:35 – 4:30 (390 instructional minutes per day) and from 8:15 am to 1:25 pm on Friday (265 instructional minutes), an early release day which allows students to participate in work experiences. Teachers will use this time for Professional Development.

To further address students' academic needs, COVAH offers a tutoring center from 3:30 – 4:30 Monday – Thursday (and as needed on Fridays) to provide additional academic support for the high school curriculum, college coursework, and academic language skills.

Figure 1.2 provides an example of the daily schedule and corresponding instructional minutes.

COVAH school day utilizes block scheduling, in order to support students in accessing both on campus classes at COVAH as well as classes offered through our concurrent enrollment option with the Peralta Colleges. Students currently take courses primarily at the adjacent Merritt College campus.

Figure 1.2 Sample Student Schedules

Monday through Thursday

Block	Time	Instructional Minutes	Subjects
A	8:15 – 8:30	15	Homeroom: Advisory/Daily Quote Discussions
1	8:30 – 10:05	95	CORE: English or Math (COVAH, College Classes)
	10:05 – 10:15	0	Passing
2	10:15 – 11:50	95	CORE: English or Math (COVAH, College Classes)
	11:50 – 12:20	0	Lunch
3	12:20 – 1:55	95	Music Arts/Elective/College Classes
	1:55 – 2:00	0	Passing
4	2:00 – 3:30	90	Music Arts/Elective/College Classes
	3:30 – 3:35	0	Passing
	3:35 – 4:30	55	Tutorials/Studyhall/College Classes
	Total	390	

Friday

Block	Time	Instructional Minutes	Subjects
A	8:15 – 8:30	15	Homeroom: Advisory
1	8:30 – 9:30	60	CORE: English, Math, Science, History (COVAH, College Classes)
	9:30 – 9:35	0	Passing
2	9:35 – 10:35	60	CORE: English, Math, Science or History (COVAH, College Classes)
	10:35 – 10:45	0	Passing
3	10:45 – 11:45	60	CORE: English, Math, Science or History (COVAH, College Classes)
	11:45 – 12:15	0	Lunch
4	12:15 – 1:25	70	CORE: English, Math, Science or History (COVAH, College Classes)
	Total	265	

A Day in the Life of a COVAH Student

A visitor to COVAH would first notice the maturity of the scholars and the collegiate atmosphere of the school. Being on a college campus, students internalized the expectations of COVAH and the college environment. Our students come to us from a variety of Oakland communities, with most taking public transportation each morning, and others being dropped off by their parents.

Each morning, a school administrator and Office Manager greet and supervise students as they arrive in the School building. Students gather in the main COVAH hallway. Students are exposed to a college-going environment as college pennants/bulletin boards are displayed throughout the hall.

At 8:00 am, students make their way to their Advisory class, which is used to build community and a college culture, as leadership students present and discuss the quote of the day and make announcements.

Mondays through Thursdays, students are seated in their classrooms ready to begin their first instructional period by 8:30 am. On a typical day, students experience four 90- or 95-minute instructional periods with an average class size under 20 students. This small class size ensures that teachers are able to build a meaningful mentor-type relationship with each student. The small class sizes also allow teachers to provide individual attention to students when needed.

Upon entering the classroom, students enter quietly, assemble their materials for the day, take a seat, and begin their “Do Now.” Teachers begin each period by recording attendance online in PowerSchool, the school’s data management system. Daily attendance information is sent to the Office Manager, and parents of absent students are contacted by phone. After teachers complete attendance and students have completed the “Do Now,” teachers start the class with the relevant instructional standard(s), the day’s objective and tasks, and the expectations for mastery for the day. Throughout the instructional block, students receive real-time feedback on their progress toward mastery, and teachers assess the learning through Exit Tickets.

The emphasis in all classes is on rigorous, grade-appropriate, standards-based instruction with high expectations of all students. Teachers provide quality instruction facilitated by the use of a variety of instructional materials and the use of schoolwide strategies. Students see examples of quality student work in the hallway and classroom that is aligned to the Common Core State Standards (“CCSS”), the Next Generation Science Standards (“NGSS”), the History-Social Science Framework, the English Language Development Standards (“ELD”) and remaining State Content Standards (collectively, “State Standards”). In the classrooms students engage in learning through reading, writing, active discussion, group work, and direct instruction.. Planning leads to effective and constant checks for understanding as displayed in student work and student-to-student interactions. It is an instructional expectation that teachers adjust instruction in response to student understanding. Student who are English Learners,

Students with Disabilities or dually classified, receive assistance and targeted instruction based on their identified needs. In addition, integrated technology is used in many courses to enhance student learning. All students are enrolled in A-G courses as well as academic electives that provide necessary interventions or acceleration to increase student capacity to master standards. Concurrent college coursework is also available to students as appropriate to push them to higher levels of application and learning.

Following the morning snack period, students begin their second instructional block. Because of the small campus, passing between periods is limited to five minutes. COVAH students are self-directed and show admirable levels of respect for their peers and adults

Students who qualify for the National School Lunch Program are provided nutritionally adequate meals at lunch time. Following the 30-minute lunch break, students proceed to their afternoon classes. Students attend music classes, electives, college classes, and academic support classes during the afternoon. Students have scheduled 4 afternoon blocks each week. One block is designated their music “major”.

At the end of the rotations, students participate in tutoring and homework help to ensure they are able to meet the demands of the rigorous COVAH instructional program and college-level coursework.

Curriculum and Instructional Design

COVAH offers a curriculum that is fully aligned to the CCSS and CSCS requirements and provides students with the full scope and sequence of UC/CSU A-G requirements. The COVAH A – G curriculum consists of:

- English Language Arts (4 years)
- Mathematics (3 years)
- Science and Engineering (Biology and Physics or Chemistry)
- Social Studies (World History, U.S. History, Government, and Economics. Financial Literacy and life skills are offered for all Seniors).
- Visual & Performing Arts (A variety of classes are available including Choral ensembles, Electronic Bands, Chinese Orchestra, Percussion, Drumline, Piano, and others as scheduled).
- World Languages (Spanish is the primary language at COVAH. Students also have the option of 10 online languages or enroll in the Peralta Colleges for Japanese, Chinese, or French.
- Physical Education & Health (COVAH students participate in either the college fitness program or the COVAH Physical Education program).
- Academic Electives (COVAH offers a variety of academic enrichment classes such as Art, Drama, Debate, Music Theory, and others on a rotating schedule.

English Language Arts

Students must be able to read, write and communicate effectively in order to engage in and access curriculum and instruction across the content areas. Toward that end, COVAH students complete 4 years of English/Language Arts.

COVAH believes that learning in English and Language Arts best occurs through an interesting and engaging curriculum. English/Language Arts instruction utilizes a balanced literacy approach, engaging students in authentic texts to explore and develop both reading comprehension as well as discrete skills. Texts include novels, non-fiction books, memoirs, short stories, and primary sources.

COVAH utilizes HRH Collections, a Common Core-aligned series, for grades 9th through 12th. As a Pearson Education Program, the curriculum and strategies are research-based and completely aligned with the Common Core in reading, while also incorporating components of the writing, speaking and listening, and Language standards. COVAH may change its curricular selection based on student need and this shall not be considered a material revision of the charter.

COVAH also believes that writing best occurs through the process of writing regularly with teacher and peer review. Students may receive feedback from the teacher or may share their writing with classmates or other classes. COVAH will not only follow the Common Core Standards for writing and grammar, but will encourage 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 will write a full research report in the APA (American Psychological Association) or MLA (Modern Language Association) format to prepared for college writing expectations. Students in grade 12 will write a senior research paper in APA or MLA style will select a topic with review of research and statistical analysis. Students who arrive in college prepared to write research and topic papers demonstrate greater success and completion of a college course of study.

Mathematics

COVAH believes that learning in mathematics best occurs when students are challenged and have access to rigorous courses aligned to the Common Core standards. To date, we have experienced a challenge in selecting a single publisher for the various course offerings in math which would meet the varied needs of our student population. COVAH continues to carefully review available math texts as they become available, in hopes that a single text adoption can be made during the current academic year. Furthermore, COVAH believes that its emphasis on music provides an ancillary support to students in their mathematics pursuits. Research has found a correlation between musical study and success in mathematics, as the rhythm and patterns of music contain fractional and additive properties that transfer to the learning of mathematics (Graziano, Peterson, M. & Shaw, G.).

COVAH students will complete three years of mathematics, which will include Algebra I, Algebra II, Geometry. All 9th graders will be placed in Algebra I with supports necessary to fill gaps in their knowledge from elementary and middle school. Should a student require advanced coursework in math, offerings are available through the Peralta Community Colleges Concurrent Enrollment program (Merritt or other campuses) and through online programs such as Fuel Education (discussed earlier in this charter under “How Learning Best Occurs”). Students who require credit recovery are able to enroll in math classes with students of other grades on the COVAH campus, and can also access

credit recovery courses through the online and college partnerships with supervision and support from COVAH staff as needed to ensure successful completion.

History and Social Sciences

In alignment with the State Standards, students must develop academic content knowledge and skills across the four domains: Chronological and Spatial Thinking Research, Evidence, Point of View and Historical Interpretation.

COVAH students will complete courses in World History, U.S. History, American Government, and Economics. Seniors participate in Financial Literacy and Life Skills classes. COVAH believes that learning best occurs in social studies by following the CAASPP framework and supplementing instruction through historical/cultural instruction in music/performing arts, projects and field experiences. We strive to bring history to life through experiences in the community and field experiences, giving our students wider perspectives of the world around them. COVAH students have been selected for the Hamilton Performance pre-show in San Francisco for the last 3 years. All COVAH students have the opportunity to travel in at least one of their high school years for in-depth historical/cultural experiences. COVAH strives to prepare graduates to become citizens that make a positive impact on their community and society.

Science

In alignment with the NGSS, science instruction at COVAH focuses on the mastery of essential science vocabulary, comprehension of science-themed academic and non-fiction writing, developing conceptual knowledge in physical, life and earth sciences and the application of scientific knowledge through class investigations, experiments, projects, labs, and field experiences that bring the scientific process alive. By developing a deep and authentic understanding of scientific concepts and processes, COVAH believes students are better prepared for multiple career options in their futures.

COVAH is committed to providing a curriculum that supports the Next Generation Science Standards and will refine and replace selection of curriculum as necessary to ensure alignment as California finalizes adoption of these standards. COVAH may change the selection of its curriculum and texts, as well as adjust the corresponding scope and sequence detailed below, based on student need and this shall not be considered a material revision of the charter.

Visual & Performing Arts

COVAH is committed to providing music training for all of its students. COVAH's performing arts programs align with the State Standards, as well as the National Coalition for Core Arts Standards. COVAH students participate in 4 years of music and performing arts coursework and performance ensembles. In addition, COVAH's standards include a requirement of 30 minutes practice each day and participation in a 2 to 4 performances per year.

COVAH believes that participating in music and the performing arts best takes place through high-level instruction, student practice, and performance. Toward this end, professional performers, certificated music specialists, or college instructors provide

100% of the music and performing arts instruction. COVAH continues to develop partnerships with resources available within the community. Students have participated in programs through the East Bay Symphony, San Francisco Opera, CALSHAKES, Marin Film Festival, California Music Education Association, and local and national music organizations. Through these rich experiences, teachers direct COVAH students to develop performance abilities beyond their age level. Required courses are aligned with their focus areas and are A – G approved.

World Languages

The majority of COVAH students enroll in the college language classes. This provides an in-depth and intensive language experience. Students not enrolling in the college course will complete two years of a foreign language. This can be class or online based to allow for a variety of language choices. COVAH believes that having facility in languages not only enhance overall learning and prepares students for a multi-cultural and multi-lingual world but allows students to be more effective in music mastery. Although COVAH will offer Spanish as its primary language choice, students may enroll in a variety of language classes available through the Peralta Community College system (Merritt, Laney, Berkeley, Alameda).

Physical Fitness & Health

COVAH is committed to developing the physical health and well-being of all of its students. COVAH students participate in either the college fitness program or the COVAH physical education curriculum. Curriculum includes lessons focused on motor skills, physical activity, physical well-being, health, and fitness assessments that are age and developmentally appropriate. Curriculum will also promote cooperation and teamwork amongst students.

COVAH utilizes a broad curriculum aligned to health and fitness standards. curriculum such as SPARK, which is aligned to the State Standards helps develop healthy ideals and habits. COVAH may change the selection of its curriculum and texts during the charter term, based on student need and this shall not be considered a material revision of the charter.

Academic Electives

COVAH is committed to providing rich elective opportunities to students, both to meet A-G requirements and to allow students to explore areas of personal interest. Academic electives at COVAH will include offerings such as advanced music theory, music composition, band, orchestra, and vocal ensembles. In addition, a wide range of Academic Electives will be offered through concurrent college enrollment courses at the Peralta Colleges. COVAH intends to utilize teacher-created curriculum for academic electives.

Promotion and Graduation Requirements

COVAH intends to prepare its students for high school graduation and enrollment in university, college, or a technical career.

Promotion

There is no formal retention at the high school level. Students who fail core course work are expected to attend summer school or participate in online course recovery classes to make up course credits. Though credit deficient students are promoted annually, they may be enrolled to repeat failed classes, including attending classes with lower grade students.

Graduation and A-G Requirements

COVAH's high school graduation requirements are in complete alignment with both the University of California (UC) and California State University (CSU) "A-G" minimum undergraduate admission requirements. The high school program and master schedule are designed to enable all students to meet graduation requirements, "A-G" minimum undergraduate admission requirements, and the California Department of Education's College/Career Readiness Indicator within four years.

Figure 1.3 Graduation Requirements

COVAH Graduation Requirements	
Subject	Requirement
A. History/Social Science (3 years)	U.S. History (1 year) 10 credits World History (1 year) 10 credits U.S. Government & Economics (1 year) 10 credits
B. English/Language Arts (4 years – 40 credits)	College preparatory English (4 years) 40 credits
C. Mathematics (3 years required, 4 recommended)	College preparatory Mathematics (3 years) 30 credits
D. Laboratory Science (2 years required; 3 years recommended)	Laboratory Science (2 years) 20 credits
E. Language other than English (2 years required; 3 years recommended)	World language (2 years of the same language) 20 credits
F. Visual and Performing Arts (1 year)	Music, dance (1 year) 10 credits
G. College Preparatory Elective	Additional academic elective (1 year) 10 credits
Concurrent Enrollment Coursework	70 credits

COVAH students are required to successfully complete 230 high school and college credits over the four years of high school. All courses must be completed with a grade of "C-" or better, and an overall grade-point average of 2.0 must be maintained for graduation.

Students who are in need of credit recovery to meet the graduation requirements, will have access to either online or standard classroom instruction to retake courses for credit.

COVAH seniors also complete research projects in their COVAH English 4 class or college English 1A as a demonstration of their research skills. The Research Report consists of a research paper and oral presentation. This in-depth project is designed to assist students in the development of their research skills, which are necessary for

success in college. Students are supported through the project by the appropriate CORE teacher(s) relating to the topic.

Additionally, with the assistance and guidance of the COVAH College Counselor and Merritt Counselor, COVAH juniors and seniors develop a Post-Graduation Transition Plan.

All college courses will be reviewed and approved by COVAH to receive “concurrent” college/high school credit. These classes will then qualify to meet the graduation requirements.

To be eligible for application to any University of California or California State University college, a student must complete A-G requirements by earning a grade of C or better in the identified set of courses. These courses are outlined below:

Figure 1.4 COVAH Course Offerings

COVAH Course Offerings (*denotes UC-approved A-G)				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Social Science	World History*	U.S. History *	U.S. Government & Econ*	College Electives
English	English I *	English II *	English III * Online/College: • English 1A Composition & Reading • English 5 Critical Thinking	English IV * Online/College: • English 1A Composition & Reading • English 5 Critical Thinking • Intro to American Literature I
Math	Algebra I * Online/College: • Pre-Algebra • Algebra II • Geometry • Statistics • Pre-Calculus	Geometry * Online/College: • Algebra I • Algebra II • Statistics • Pre-Calculus • Calculus	Algebra II * Online/College: • Geometry • Pre-Calculus • Calculus • Linear Algebra	Pre-Calculus * Online/College: • Financial Literacy • Statistics • Trigonometry • Calculus
Science	Biology*	Integrated Science* Online/College: • AP Biology • Physics	Chemistry * Online/College: • Intro to Biodiversity • Intro to Computer Science	Online/College: • Intro to Astronomy • Intro to Computer Programming • Microbiology
World Language	Online/College: • Spanish • French • Mandarin • Spanish for Spanish Speakers	Online/College: • Spanish • French • Mandarin • Spanish for Spanish Speakers	Online/College: • Spanish • French • Mandarin • Spanish for Spanish Speakers	Online/College: • French • Mandarin • Spanish for Spanish Speakers
Performing Arts	• Music Theory I At COVAH or Online/College: • Choir • Band • Orchestra • Musical Theater • Dance	• Music Theory II At COVAH or Online/College: • Choir • Band • Orchestra • Musical Theater • Dance	• Music Composition At COVAH or Online/College: • Choir • Band • Orchestra • Musical Theater • Dance • Choreography	At COVAH or Online/College: • Choir • Band • Orchestra • Musical Theater • Dance • Choreography

Computer Technology	• Computer CORE	• Computer CORE (new students or as needed)	• Computer CORE (new students or as needed)	• Computer CORE (new students or as needed)
Health and Fitness	At COVAH or Online/College: • Physical Education • Dance • Health & Fitness • Track	At COVAH or Online/College: • Physical Education • Dance • Health & Fitness • Track	At COVAH or Online/College: • Physical Education • Dance • Health & Fitness • Track • Body Building	At COVAH or Online/College: • Physical Education • Dance • Health & Fitness • Track • Body Building
Electives	Online/College: College Success	Online/College: English Life & Career Success Math Life & Career Success Intro to Human Communications World History until 1500	Online/College U.S. History to 1877 Human Sexuality Intro to Art History Intro to Sociology Interpersonal Communications	Online/College: College Success Senior Seminar Intro to Business Intro to General Psychology Intro to Statistics

COVAH's curriculum is aligned to California's A-G requirements, transferable to other California high schools, and qualify for entrance to UC/CSU. Parents are informed of course transferability and eligibility through Back-to-School Nights, parent-teacher conferences, and informational meetings with the COVAH Counselor. Parents will also be informed of transferability of each course in the COVAH course catalog and Peralta course catalog.

Accreditation

COVAH successfully submitted its request for affiliation with the Western Association of Schools and Colleges (WASC) in 2016. The 2019-20 academic year marks COVAH's first full self-study visit to be conducted in response to the submission of our in-depth focus on learning report.

Supporting All Learners

With the approval of the renewal for 2020-25, COVAH will be transitioning to implementation of a Multi-Tiered System of Supports (MTSS) model that will continue to support us in our quest to provide equitable supports for each of our students.

This change will allow for the diverse needs of our student population to be addressed in a manner most responsive to students in the areas of behavior, attendance, social-emotional well-being, and school climate.

Supporting Socio-Economically Disadvantaged Students

The COVAH program is designed to meet the need of socio-economically disadvantaged students. COVAH's student population is approximately 60% socio-economically disadvantaged, as measured by participation in the Free and Reduced Price Lunch program, but is estimated to be higher as a number of undocumented or low-income parents are reluctant to complete the FRL form. The instructional program enables teachers to engage students, develop of college-ready qualities that allow students to persevere, involve families, and engage in data-driven instruction and differentiation.

The assessment data sources identified in Element 3 will be used to monitor student progress. Should data indicate that a student is struggling, the student will be referred to a Student Success Team ("SST") described below. This team, in consultation with the student's parent(s) will determine any additional support services needed to ensure the

child continues to progress toward high school graduation and enrollment in college or technical school.

Serving English Learners

COVAH is firmly committed to supporting the development and mastery of academic English and language acquisition for English Learners (“ELs”) including long-term English Learners or English Learners at risk of becoming long-term English Learners. The Charter School has traditionally attracted a predominantly African-American population, which is best served with a focus on Academic English. COVAH remains committed to increasing the population of English Learners and are fully prepared to meet the needs of this population as their representation increases.

The English Learner Program outlined below addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students. As explained later in this petition, COVAH complies with federal, state, and district mandates regarding EL education and reclassification of students. In addition, COVAH meets all requirements of federal and state law relative to equal access to the curriculum for English Learners.

Identification, Designation & Notification

As required by Education Code Section 52164.1, COVAH will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey will be part of the registration and enrollment process at OP. In compliance with the Office for Civil Rights (“OCR”) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child will be classified as having a primary home language other than English.

Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days of enrollment or 60 days prior to first enrollment, using the ELPAC Initial Assessment .The Charter School shall notify parents of the Charter School’s responsibility to conduct ELPAC testing. Should the State of California change its tool and/or timeline for measuring English proficiency during the term of this charter, COVAH will adopt the state mandated tool and timeline and this change will not be considered a material revision of the charter.

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (“I-FEP”) or Limited English Proficient (“LEP”) using the guidelines in **Figure 1.5** below. Should the State of California change its recommendations for classification of LEP and I-FEP during the term of this charter, COVAH will adopt the state

recommendations and this change will not be considered a material revision of the charter.

Figure 1.5 Reclassification Criteria

	English Learner (EL)	Initial Fluent-English Proficient (IFEP)
9 th -12 th	Designated Proficiency Level on the ELPAC = Level 1 – 2	Designated Proficiency Level on the ELPAC Level 3 or 4 – Level 3's will be evaluated for overall English Proficiency such as classroom assignments, tests, and grades.

Families will be notified of their child's ELPAC results and initial language designation within 30 days of receipt of these results. In addition, they will be invited to the Charter School for an information session to review these results in detail and discuss ways to support their child's English language development while honoring and continuing to support their primary language. COVAH will also report the number of EL students attending the Charter School to the District and the State.

In future years, COVAH may form an English Learner Advisory Committee ("ELAC") should it reach the State's threshold of 21 ELs enrolled. All families would have the opportunity to participate on the Charter School's ELAC, to advise the Executive Director/Principal and staff on programs and services for English Learners, advise the Charter School's leadership on the development of the Local Control and Accountability Plan ("LCAP"), develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Ongoing Assessment, Monitoring, and Redesignation Criteria

Students who are identified as English Learners will take the ELPAC Summative Assessment annually to determine growth in English Language proficiency until they are reclassified. COVAH will follow the language classification process as outlined in [Figure 1.5](#) to determine eligibility for reclassification. LAS Links or similar tool will be used between annual assessments to provide ongoing formative data to teachers on growth in language acquisition. Should the State of California change its recommendations for reclassification during the term of this charter, COVAH will adopt the state recommendations and this change will not be considered a material revision of the charter.

Strategies for English Learners

In serving both English Learners and students in need of Academic English development, research from Dr. Margarita Calderón and Hector Montenegro, highly respected

authorities on English Learner education, assert that strong instruction for all learners is what supports ELs best.⁷

All students, including English Learners, will be supported in achieving high levels of academic achievement and personal development through strong academic instruction throughout their coursework. In addition, COVAH will use a combination of a Sheltered English Immersion Program in the general education setting and a dedicated Systematic English Language Development class in homogenous groupings by language level as needed to ensure ELs achieve at the same rates as their native English-speaking peers.

English Learner Program

COVAH provides individual 1:1 tutoring instruction to “new comer” English Learners. Students are paired with a native language speaker to develop academic and conversational skills. Research-based strategies, from such experts as Susana Dutro’s EL Achieve, provide English Learners with access to the core content and the experiences necessary to develop proficiency in all English language domains: listening, speaking, reading and writing. Within this framework, instruction will have the following research-based characteristics:

- Promotes learning goals that include both content and language objectives.
- Uses an approach that promotes the functional language needed to engage in rigorous, grade-appropriate, content-area coursework.
- Focuses on high-leverage academic language that is applicable across content areas.
- Provides a method of providing instruction and measuring progress in both discrete lessons as well as larger, more complex tasks.
- Explicitly teach oral and written language skills to ensure that students develop the analytical language and processes necessary for college-ready work.⁸

Programs like *Language! Live* takes a comprehensive approach to literacy intervention, providing blended instruction to meet the needs of English Learners. The ultimate goal of *Language! Live!* is advancing literacy to grade-level performance quickly. The program is designed with a carefully scaffolded learning progression intended to meet the State Standards. *Language! Live* has two entry levels to allow for beginning language learners and students with greater language acquisition.

Significant features of the curriculum include:

- Carefully scaffolded learning progression to meet rigorous standards
- High-quality texts and instruction that promote comprehension and understanding of complex ideas
- An emphasis on speech, language, and literacy foundational skills

⁷ <http://calderon.learningsciences.com/bio/>

⁸ http://www.elachieve.org/images/pdf/elachieve_about_sec_cm.pdf

- Instruction across all key literacy strands—language, reading, writing, speaking, and listening
- Integration of student-centric activity and peer-to-peer technologies
- Easy-to-implement instructional rotations and classroom routines
- Comprehensive benchmark and progress monitoring system, including the new Power Pass component, which mirrors high-stakes assessments⁹

Teacher Qualifications and Professional Development for English Learner Instruction

All teachers at COVAH will meet the requirements of the *Every Student Succeeds Act*. In addition, COVAH requires all teachers to be authorized to serve English Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (“CLAD”) certification. COVAH will provide professional development to all certificated staff on the implementation and use of effective Specially Designed Academic Instruction in English (“SDAIE”) strategies.

EL Program Assessment

Metrics to assess the progress of our EL students include:

- EL students are making strong academic progress as measured by school-based assessments
- EL students are reclassified as “Fluent English Proficient” prior to graduation
- EL students are proficient in English/Language Arts as evidenced by proficiency on state and other standardized exams
- EL students are meeting promotion standards to matriculate to the next grade level, and ultimately graduation on par with native English-speaking students

If students are not making sufficient academic progress as indicated through ELPAC results and the above data, COVAH will modify its EL program as needed.

Supporting Students Achieving Above Grade Level/Gifted Students

COVAH believes that all students can be successful in its program and is dedicated to differentiating to ensure all students progress at their optimal level. Students may be identified as achieving above grade level based on the myriad assessment data identified in Element 3 of this charter. Teachers will review this body of student work, teacher-created assessments, interim assessments, performance assessments, and teacher observations to determine if a student is performing above grade level. If a student is achieving above grade level, students will have the opportunity to enroll in Concurrent College classes or participate in online Honors or AP programs.

In Tier 1, teachers will make accommodations within the classroom to differentiate and accelerate student learning. In Tier 2, teachers provide small group targeted instruction to accelerate learning. Finally, Tier 3 may include advanced placement classes through an online or community college partner. Parents will be notified when a student is considered for advanced programs and will participate in a meeting to determine what

⁹ <http://www.voyagersopris.com/curriculum/subject/literacy/language-live>

resources best suit the student. Parents will be updated quarterly regarding their child's progress in accelerated instruction and curriculum.

Strategies to Support Students Not Meeting Pupil Outcomes

COVAH has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. COVAH will also work with students who are exceeding expectations to ensure they are progressing at their maximum rate, which is discussed later in this charter.

The myriad assessment data identified in Element 3 will be used to monitor student progress. This includes, but is not limited to, analysis of student work, teacher created assessments, interim assessments, performance assessments, state assessments, and teacher observations.

Should data indicate that a student is struggling, the student will be referred to a Student Success Team ("SST") as described below. Families will be notified of their child's struggles and invited to provide input and/or join the Student Success Team to formulate a plan to support the child. This Student Success Team, including or in consultation with the students' parent(s) according to parent preference, will determine any additional support services needed to ensure the child continues to progress toward high school graduation and enrollment in college or technical school.

COVAH will utilize a Response to Intervention ("RTI") framework to support students who are not meeting pupil outcomes. Under this framework, staff will monitor student development and provide interventions as needed to attain optimal growth for all students.

Student Success Team

COVAH utilizes a Student Success Team process for referring, evaluating, and providing students with additional academic and/or behavioral interventions as needed to ensure school success. Teachers, an administrator, parents, or other school staff may refer students to for an SST meeting. A sample SST Referral Form is provided in **Appendix M**. The SST team leader (Executive Director/Principal or designee) will convene a meeting with the parent, teacher, pertinent school staff, and the student (as appropriate). The team will identify academic or behavioral challenges, review relevant data, and develop an intervention plan. The SST will work with teachers and parents to develop, implement and monitor an educational intervention plan for referred students, review the plan at each reporting period, and implement a Response to Intervention program as discussed below. The Student Success Team may also determine the need for individual assessment to identify additional interventions or services necessary. A sample SST Plan is provided in **Appendix M**.

Response to Intervention

RTI is a prevention-oriented framework for providing comprehensive support to students, using assessment data to inform educators' decisions about how best to teach and support the development of their students. This rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. A successful RTI program seeks

to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. COVAH may use more than one intervention within a given level of prevention.

- Primary (*Tier 1*) prevention: Teachers provide high quality core instruction that meets the needs of most students, while making accommodations within the classroom to differentiate and support or accelerate student learning.
- Secondary (*Tier 2*) prevention: Teachers and student support specialists provide evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students. Examples built into the COVAH model include small group targeted instruction to support or accelerate learning.
- Tertiary (*Tier 3*) prevention: Teachers and student support specialists individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. Examples built into the COVAH program include targeted one-on-one and often pull out instruction by a specialist or support personnel to provide customized instruction not available in the mainstream classroom such as one-on-one tutoring in gap skills or advanced concepts.

If a student has demonstrated that he or she may be eligible for Special Education services during this process, the team may refer the child to the Student Support Team to determine if the student requires assessment for Special Education services. If determined appropriate, assessments will be completed by appropriate parties, then the Individualized Education Program (“IEP”) team will meet to determine eligibility for Special Education services.

Strategies for Serving Special Populations

Students with Disabilities

Our Student Success Team process coupled with our RTI-based interventions system, supports students with disabilities by providing them maximum interventions and supports through the general education program. The COVAH Executive Director/Principal will serve as the lead contact for ensuring that students who require services under IDEA are identified and served.

As of the time of submission of the renewal petition, COVAH is a “school of the District” with Special Education services delineated through an MOU with the district. Under the MOU, COVAH will provide special education personnel, operate special education programs, and implement the programs and services which are required by the IEPs of the students enrolled at the Charter School. The Charter School will be responsible for ensuring its special education programs and services are in compliance with federal and state education laws and regulations. The District will provide related supports not covered under the MOU and increase FTE staff percentages to meet the increasing

number of enrolled SpEd students and those requiring an increased level of supports and services.

In the future, should the Charter School not be categorized as a public school of the District for purposes of special education, the Charter School shall be its own local educational agency ("LEA") for purposes of special education and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Assurances under State and Federal Law

COVAH recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. COVAH will not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights.

SELPA

COVAH shall work in cooperation with OUSD and/or its SELPA to ensure that a free appropriate public education is provided to all students with exceptional needs.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms. COVAH agrees to promptly respond to all SELPA inquiries and directives and to allow SELPA access to Charter School students, staff, facilities, equipment, and records required to fulfill all SELPA obligations or requirements imposed by law.

Facilities and Compliance with Americans with Disabilities Act

The Charter School shall be solely responsible for its compliance with the ADA. The facilities to be utilized by the Charter School shall be accessible for all children with disabilities. The facilities to be utilized by the Charter School shall provide children with disabilities equal access to all aspects of the educational program.

COVAH makes the following assurances regarding its services for students with disabilities:

- *Free Appropriate Public Education* – The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school and that no assessment or evaluation will be used for admissions purposes. No student will be denied admission to the Charter School because he or she is in need of special education services.
- *Full Educational Opportunity* – The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- *Least Restrictive Environment* – The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- *Individualized Education Program* – The Charter School will assure that an Individualized Education Program is developed, reviewed and revised for each eligible student under the IDEA.
- *Interim and Initial Placements of New Students* – When students who enroll in the Charter School with an IEP or 504 Plan from another school with a current IEP, the Charter School shall notify the SELPA within 5 days of enrollment and conduct an IEP meeting within 30 days of enrollment. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP to the extent possible or as otherwise in agreement with the parent/guardian.
- *Assessments* – The term “assessments” shall have the same meaning as the term “evaluation” in the Individuals with Disabilities Education Improvement Act as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that an IEP review shall be conducted on at least an annual basis. In addition, a reassessment shall be conducted at least

one every three years, in accordance with IDEA. Parents will receive reports on their student's progress toward IEP goals at the annual IEP meeting.

- *State Assessments* – The Charter School will assure that students with disabilities either under the IDEA or Section 504 are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the Smarter Balanced Assessment Consortium ("SBAC").
- *Confidentiality and Procedural Safeguards* – The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards and Staffing* – The Charter School will attract, recruit, and hire appropriately trained and credentialed personnel to provide Special Education services to children with disabilities as required by Education Code and the IDEA. Professional development opportunities in this regard will include annual Special Education compliance trainings as well as monthly updates to maximize teacher effectiveness in working with Special needs students and to ensure each child's IEP is implemented fully and successfully. Charter School staff shall participate in SELPA in-service training related to Special Education.

Child Find

COVAH will assure that all students with disabilities are identified through the proper evaluations designated by OUSD and/or the SELPA and in accordance with the policies and procedures of the SELPA. The Charter School will follow all SELPA and child find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services. The Charter School shall have the responsibility to refer and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have or may have such exceptional needs.

No assessment or evaluation will be used for admission purposes. If a student enrolls with an existing IEP, COVAH will notify OUSD and/or the SELPA within 5 days. An IEP meeting will be convened within 30 days of enrollment.

504 Plans

The SST team shall receive and evaluate the needs of students who enroll with a 504 plan and determine appropriate interventions and resources to meet the student's needs. Students who are evaluated by the assessment team and are found ineligible for special education services, will be evaluated to determine whether the child is eligible for accommodations or interventions under Section 504. Students who are eligible will be provided a 504 Plan to meet their academic and/or behavioral needs. A student who has a physical or mental impairment that substantially limits one or more major life activities,

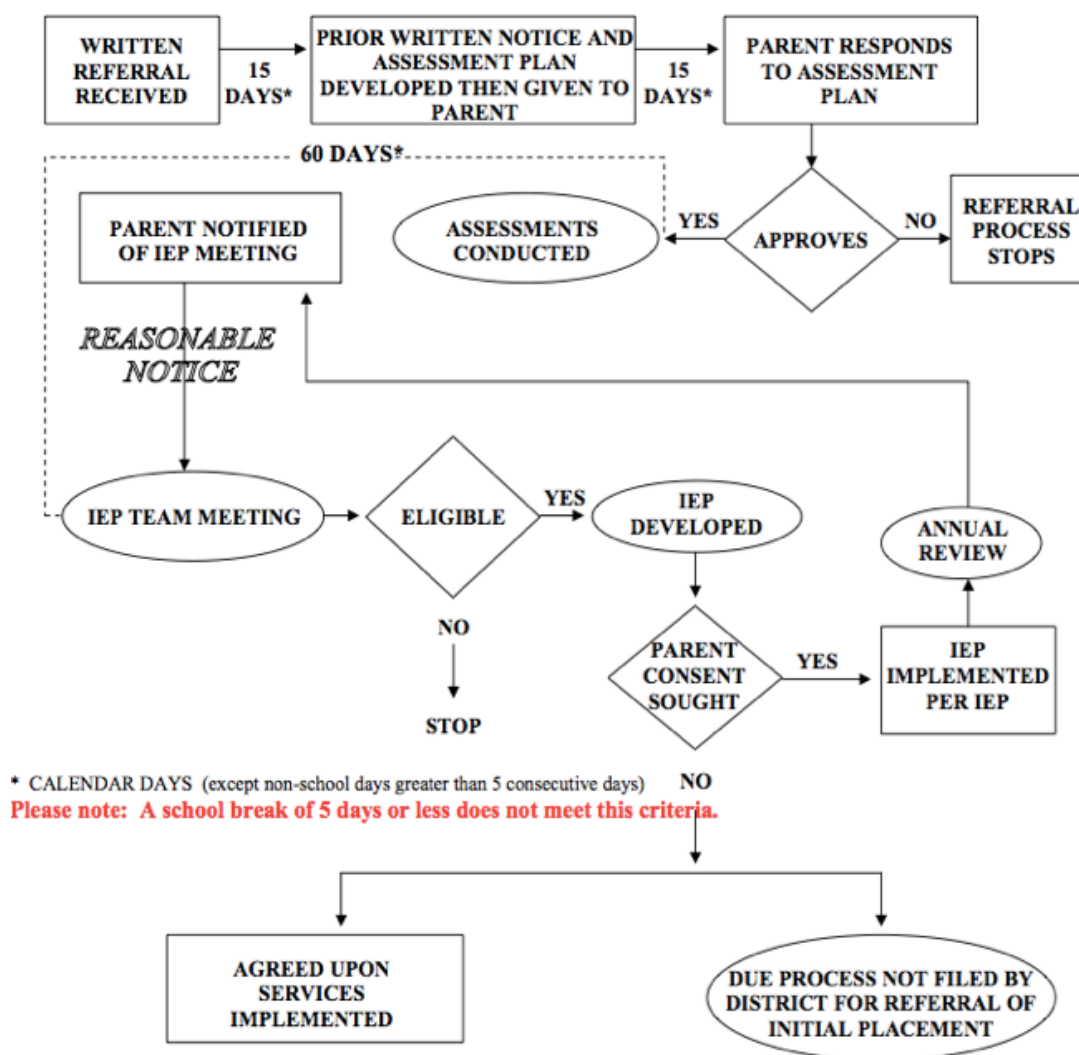
has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

Individualized Education Programs

Referral for Assessment Process

A student shall be referred for special education instruction and related services only after the resources of the general education program have been considered and, where appropriate, utilized. Parents have the right to request in writing that their child be assessed to determine eligibility for special education and related services. COVAH will notify OUSD and/or the SELPA of the assessment request within 5 days of receipt. Through the SST process, a student may be referred for assessment to determine eligibility for special education and related services. The flowchart in **Figure 1.6** below outlines the process once a referral has been made:

Figure 1.6 Referral Process



The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by COVAH within 15 days. Parents will be informed via the Resource Specialist that special education and related services are provided at no cost to them.

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

Special Education Assessment Process

The Resource Specialist will be responsible for gathering all pertinent information and sharing such information with COVAH. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

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

Unless conflicting with OUSD or SELPA policies and procedures, COVAH will follow the following assessment guidelines. If a conflict with OUSD policies and procedures exists, then OUSD or SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments;
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability;
- Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. COVAH will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education and related services. COVAH will ensure that all aspects of the IEP and school site implementation are maintained. COVAH will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by general education teachers. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment ("LRE"). Each student who has an IEP will have an IEP team that oversees the IEP development and implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

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

COVAH views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in

the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. In cooperation with the parent or guardian, the IEP will be implemented by COVAH, in cooperation with SELPA in which COVAH is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by COVAH. The IEP will include all required components and be written on SELPA forms. The student's IEP will be written on SELPA forms and will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

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

IEP Review Process & Reporting

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress and continued eligibility. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a

review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, COVAH will have thirty days to hold the IEP meeting.

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

In addition, the Charter School shall comply with the SELPA Local Plan. It is COVAH's understanding that it shall represent itself at all SELPA meetings. The Charter School understands that it will be subject to the Allocation Plan of the SELPA. The Executive Director/Principal and the Special Education lead from the SELPA will work together to manage the budget and contract for appropriate services, take responsibility for meeting the special education compliance and quality requirements, and ensure confidentiality and accurate/timely reporting.

The Charter School will collaborate with OUSD to collect/maintain information required by IDEA including: age, grade, type of disability, English language fluency status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting.

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the COVAH Executive Director/Principal.

Professional Development for All Staff

The Resource Specialist and other team members will participate in the professional development opportunities provided by the SELPA. This will help to build the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided a personalized professional learning plan that will identify high leverage areas to build capacity, along with specific activities and strategies for developing in these areas. In addition, Special Education teachers will receive training to ensure they have research-based instructional strategies specific to supporting Special Education students, either through OUSD if they are OUSD employees or through COVAH if they are COVAH employees hired pursuant to an MOU with the District.

Staffing

COVAH is committed to assuring all IEPs are properly implemented and all students supported. Toward that end, all special education services at COVAH will be delivered by

individuals or nonpublic agencies qualified to provide special education and related services as required by the Education Code and the IDEA. COVAH will contract with OUSD for purposes of special education service. Should COVAH operate pursuant to an MOU, the COVAH Executive Director/Principal will be responsible for the selection, training and supervision of staff necessary to provide services to students.

Due Process & Procedural Safeguards

COVAH may initiate a due process hearing or request for mediation with respect to a student with special needs enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parent/guardian files for a due process hearing or requests mediation, COVAH shall defend the case. In either situation, COVAH will be responsible for the cost of such representation and the outcome.

COVAH will work closely with SELPA staff to ensure a student's procedural safeguards are implemented and to resolve problems and concerns at the lowest possible level. COVAH will acquire parental written consent and ensure parental participation. COVAH will participate in the SELPA's Alternative Dispute Resolution process when appropriate. Any concerns or disagreements raised by parents will be acknowledged by the Charter School within five days, followed by a resolution meeting. COVAH will work together with OUSD should a parent request due process.

Please see [Appendix O](#) for the Local Complaint Procedures, and **Appendix P** which includes the Uniform Complaint Procedure form. Parents also have the right to file a complaint with OUSD and/or the State Department of Education.

Section 504 Services

COVAH recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. COVAH is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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

regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

Professional Development

The Educational Program laid out in this charter requires teachers to be provided with ongoing support, continued professional development, and access to high quality learning opportunities. COVAH's professional development framework is built around the following components:

- **Professional Development Days** – Twelve (12) days prior to the opening of the school year will be dedicated to teacher curriculum development, cross curricular connections, pacing guides, benchmark assessments, classroom management,

intervention, academic support procedures, health and safety, and college coursework supports.

- **Weekly Professional Development** – Students will be released early on Fridays, to allow teachers time for ongoing professional development. Teachers have input into areas of training needs and this time may be focused on such things as inputs on best practice, analysis of student and school data, development of school climate, and preparation of Common Core instructional pacing guides to ensure all area of the State Standards are covered.
- **External Conferences, Trainings, or Webinars** – Teachers will have the opportunity to access outside expertise to advance practice, through partnerships with service providers and charter school agencies.

Figure 1.7 Sample Professional Development Calendar

Dates	Training Topic
August	<ul style="list-style-type: none"> • Health and Safety Protocols (Epi-pen, Bloodborne Pathogens, Safety Plan & Drills) • Student Grading Systems • Effective Home/School Communication • Positive School Climate & Classroom Management • Instructional Methodology, "Teach Like A Champion" • Review of Local Control Accountability Plan (LCAP) • Health and Safety Procedures and Protocols • Pacing Guide, CCSS Lesson Planning, and Syllabus Development • Prior year data review & Current year data goals • Mandated Reporter (Child Abuse and Neglect) • Youth Suicide: Awareness, Prevention, and Post-vention • Student Success Team: The Referral Process
September	<ul style="list-style-type: none"> • Hazard Communication: Right to Understand • Understanding Data & Data-Inquiry Protocols • Developing Reteaching Plans in Response to Data • Instructional Methodology, "Teach Like A Champion" • Meeting the Needs of ALL Students: Differentiation Strategies (Struggling students, English Learners, SpEd) • Reclassification of English Learners • School Climate & Culture • State Assessments, Internal Assessments & Benchmarks • College/Career Planning
October	<ul style="list-style-type: none"> • Teach Like a Champion Training • Common Core Assessment • Intervention Plans • Student Success Team • Benchmark data review • Effective Home/School Communications
November	<ul style="list-style-type: none"> • Review of Student Progress • Classroom Management
December	<ul style="list-style-type: none"> • Mid-Year Data Analysis & Reflection

	<ul style="list-style-type: none"> • Backward Planning for Spring Semester
January	<ul style="list-style-type: none"> • Student Success Team • Refresher: Mandated Reporter (Child Abuse and Neglect) • Refresher: Youth Suicide: Awareness, Prevention, and Post-vention • Teach Like A Champion 2.0 • LCAP Mid-year reflection/staff engagement • WASC Mid-year reflection • College/Career Planning
February	<ul style="list-style-type: none"> • Review of Student Progress • Classroom Management
March	<ul style="list-style-type: none"> • Review of Student Progress • LCAP Development
April	<ul style="list-style-type: none"> • Review of Student Progress • LCAP Development • College/Career Planning

Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), **Appendix H** describes COVAH's Local Control and Accountability Plan annual goals to be achieved in the state priorities schoolwide and for all pupil student groups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities
2. Alignment to the Common Core State Standards, with support for ELs and other student groups
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Broad Course of Study
8. Pupil Outcomes

COVAH will use the multiple forms of data collected to assess progress toward the goals outlined in Elements 2 and 3 of this charter. Further detail on these goals, actions, and measures in alignment with California State Law and Education Code is provided in Element 2 of this charter.

Element 2. Measurable Pupil Outcomes

1. Pupil Outcome Goals: Increases in Academic Achievement by Subgroup

In accordance with Education Code section 47607(b)(5)(B), COVAH's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

COVAH's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

[COVAH to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

2. Application of Education Code section 47607.3

Under Education Code section 47607.3, if COVAH fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities,

as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

The Measurable Pupil Outcomes (“MPOs”) located in **Appendix I**, also included in the Local Control and Accountability Plan, were developed to promote COVAH’s mission, COVAH’s ideal of the educated person in the 21st century, the California Department of Education’s State Priorities State Standards, and the development of students as musicians and artists. 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 prepared to support their student’s learning). As needed, COVAH’s Measurable Pupil Outcomes will be modified over time to maintain alignment with the state objectives and priorities.

Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(c)(5)(B), **Figure 2.1** below describes COVAH’s outcomes that align with the state priorities and COVAH’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter. In addition, COVAH will develop California School Dashboard outcomes both for participation percentages and performance thresholds upon reinstatement in their future forms (these were suspended at the time of this submission).

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by COVAH at the school site.

Assurances

In accordance with Education Code Section 47605(c)(5)(A)(ii), the Conservatory of Vocal/Instrumental Arts High School shall include a description of annual goals for all pupils and for each student group of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

The Conservatory of Vocal/Instrumental Arts High School pupil outcomes, disaggregated by major student groups in compliance with Education Code section 47605(c)(5)(A)(ii), are as follows in **Figure 2.1**.

In accordance with SB 1290, the Conservatory of Vocal/Instrumental Arts High School pupil outcomes will be set related to increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

The Conservatory of Vocal/Instrumental Arts High School pupil outcomes, related to increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows in **Figure 2.1**.

The Conservatory of Vocal/Instrumental Arts High School annually reviews and updates the Local Control and Accountability Plan as required by state law. As a charter, our LCAP is tightly aligned with the measurable pupil outcomes contained in its charter petition. The activities the instructional team and Board engage in annually include:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Annually by September 1, the Conservatory of Vocal/Instrumental Arts High School shall also provide updated Measurable Pupil Outcomes to the authorizer that align with goals and actions established pursuant to the Local Control and Accountability Plan requirements, based on the template provided by the State Board of Education.

Figure 2.1 2019-20 COVAH LCAP Goals/Outcomes Aligned to State Priorities

Goal 1: The school will offer a rigorous curriculum that will result in a 3% increase in students scoring “met” or “exceeded” on the ELA and math Smarter Balanced Assessment Consortium (SBAC)
State Priority Alignment: 1 Basic Services 2 Implementation of State Standards 4 Pupil Achievement
Measurable Outcomes & Methods of Measurement: 3% increase in Math SBAC scores 1% increase in students Gates-MacGinitie Reading Assessment
Actions and Services to Meet Measurable Pupil Outcomes: Action 1 (EL, Low-income, Foster). The school will offer a rigorous curriculum that will result in a 3% increase in students scoring met or exceeded on the ELA and Math SBAC Action 2 (EL, Low-income, Foster) Provide students with afterschool tutoring and homework club. Action3 (EL, Low-income, Foster) Administer quarterly benchmarks to drive instruction.
Goal 2: Create positive school climate by increasing student and family engagement.
State Priority Alignment:

3 Parent Involvement
5 Pupil Engagement
6 School Climate

Measurable Outcomes and Methods of Measurement:

5% increase in families feeling that they have a voice in the school
5% increase in the rate of family participation at school-sponsored events
1% increase in student attendance rate
1% decrease in student suspensions
10% increase in family survey participation

Actions and Services to Meet Measurable Pupil Outcomes:

Action 1 (EL, Low-income, Foster) Staff will meet with parents monthly to increase parent engagement
Action 2 (EL, Low income, Foster) Recognition of students with perfect attendance
Action 3 Annual family survey will be sent to all students, parents, staff, and stakeholders

Goal 3 Increase student achievement by creating a college and career readiness culture.

State Priority Alignment:

4 Pupil Achievement
5 Pupil Engagement
7 Course Access
8 Other Local Priority

Measurable Outcomes and Methods of Measurement:

Gates MacGinitie Reading Assessment increase by 3% (Low-income)
Maintain 100% Graduation rate
5% increase in student college course enrollment

Actions and Services to Meet Measurable Pupil Outcomes:

Action 1 Academic advisor will meet with each high school student to create course schedule for either college or career pathway
Action 2 Students will work with professional musicians or experts in the fields of sound production related to careers in music
Action 3 All students will participate in A-G classes in preparation for college entrance in addition to selected career pathways.

Element 3. Method of Measuring Pupil Outcomes

1. Statewide Testing

Pursuant to the implementation of California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, COVAH will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If COVAH does not test with the District, COVAH 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 COVAH to the District no later than September 1 of each year.

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

Types of Assessment

COVAH will utilize a variety of assessments to assess the student outcomes detailed in Element 1 and Measurable Pupil Outcomes detailed in Element 2. All assessment tools used at COVAH will be aligned to the pupil outcomes and curriculum as described in Elements 1 and 2. Assessment will take place in all grade levels. COVAH will use the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California, as well as other internal instruments to measure on-going progress aligned to the goals set forth in the LCAP and charter petition.

Assessments at COVAH include, but are not limited to:

- **Formative Assessment** to measure achievement on an ongoing basis, including the following:
 - In-House Baseline Assessments to assess incoming student proficiency in ELA (reading, vocabulary) and Mathematics (computation, foundational math skills)
 - CCSS-aligned benchmarks in ELA and Math, CAST-aligned assessments in Science, and assessment of English Language Development for ELs;
 - Performance tasks in physical education, foreign language, and music and performing arts;
 - Classwork, teacher-developed assessments, and portfolios may also be used to provide ongoing evidence of student achievement.
- **Summative Assessments** to measure student growth, including all state assessments and/or other standardized tests, as required by Education Code 47605(d)(2) such as SBAC, CAST, and ELPAC

- **College-Readiness Assessments** (PSAT and SAT to support college-readiness),
- **Artistic Performances** to showcase student music and performing arts for families and the community.

Students with special needs will be assessed using additional measures, as appropriate and determined by their Individual Educational Program (IEP).

Baseline Assessment

COVAH will conduct baseline assessments in English and mathematics at the beginning of each school year. Returning students' data provides a growth measurement year-over-year.

Formative Assessments:

Teachers conduct baseline assessment in literacy and mathematics and additional subjects as available. They will also be used to assess formative and summative levels of performance (detailed further in Interim Assessments and State Assessments, below). The assessments align to State Standards.

Teachers will use coursework and content area assessments to monitor student progress in both core and non-core courses. Examples of coursework and teacher-created assessments may include journal entries, essays, labs, inquiry-based problems and experiments, quizzes, tests, reports, projects and products.

Students will work under the guidance of their teacher to select evidence of proficiency from a range of artifacts for inclusion in the portfolio.

Summative Assessment: State Assessments

As mandated by Education Code 47605(d)(2), the charter school will annually administer each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP) to all students required to take each battery of tests:

- Smarter Balanced Assessment Consortium ("SBAC")
- California Science Test ("CAST")
- English Language Proficiency Assessment of California ("ELPAC")
- Physical Fitness Test ("PFT")

Since the charter school tests independently of the District, the charter school hereby grants authority to the State of California to provide a copy of all test results directly to the District. 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 30 days after release of the results.

PSAT and SAT

To support our students in their college preparation, the charter school offers both the PSAT and SAT for all students. All high school students will take the PSAT/SAT at least

once prior to graduation. The Principal, College Counselor, and Faculty will review PSAT and SAT data on an annual basis to identify strengths and weaknesses to determine adjustments as needed to improve student achievement on these assessments and, in turn, college readiness.

Artistic Performances

In the areas of music and performing arts, the actual growth in performance ability guides instruction toward the Measurable Pupil Outcomes (MPOs). COVAH uses performance rubrics to measure growth in the following areas: complexity of music mastered, participation in increasing levels of performance groups, grades in music courses, and video archives.

English Language Development

As discussed above, COVAH transitioned from the use of the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC) in 2018 to establish baseline levels of language proficiency.

Assessment Scope and Sequence

COVAH will collect, analyze, and utilize data from these multiple assessments on an ongoing basis. **Figure 3.1** provides a description of our data collection and analysis cycle.

Figure 3.1 Data Collection and Analysis Cycle

Data Collection and Analysis Cycle	
Timeline	Assessment and Method of Analysis
August -September	<ul style="list-style-type: none"> • Language assessments administered, including ELPAC • Review of records, previous testing, transcripts • Formative Assessments: Benchmark 1 – Use of online scoring for immediate reporting and analysis. Teachers identify Tier 1, 2, and 3 students. Prepare pacing guides to guide instruction to all students. • Identify students not achieving at grade level and prepare learning plan. • Parent conferencing for students not achieving at grade level.
October -November	<ul style="list-style-type: none"> • Classroom and Unit assessment analysis • Evaluate student engagement, completion of assignments, attendance. • Implement RTI for students not achieving at grade level, students with special needs, and students who are ELs. • Progress report to parents
December – January	<ul style="list-style-type: none"> • Music Assessment – Concert performance • Interim Assessments: Benchmark 2 – Use of online scoring for immediate reporting and analysis. Teachers identify Tier 1, 2, and 3 students. Identify students who have moved from one tier to another. Prepare learning plan for students not achieving at grade level. • Parent conferencing for students not achieving at grade level. • Review of students' grades and teacher reports. • EL progress review of course grades
February – March	<ul style="list-style-type: none"> • Summative Assessments: Benchmark 3, Unit Assessments from texts. • Review and adjust pacing guides

	<ul style="list-style-type: none"> • Review all CCSS for re-teach • Review of students' grades and teacher reports. • EL progress review of course grades
April – May	<ul style="list-style-type: none"> • Continue review, re-teach, finish pacing guides • CCSS Assessments • PSAT/SAT • Review MMARS
June	<ul style="list-style-type: none"> • Music Assessment – Concert performance • Teacher/Counselor review of student transcripts, planning for coursework and summer intervention opportunities.
July – August	<ul style="list-style-type: none"> • Summer Intervention opportunities • Credit recovery online opportunities

Uses of Assessment

Maximizing Growth for Student, Teacher and School

COVAH will utilize the multiple forms of data collected to improve student achievement, teacher practice, and school program. Data will be collected and analyzed on an ongoing basis to inform progress. Data will be shared with students, parents, and our community to enlist all stakeholders in pursuit of our mission.

At the school level, we use data on a quarterly basis to:

- Identify areas of overall strength and determine steps as needed to leverage these strengths.
- Identify areas of overall challenge and determine steps as needed to address these challenges.
- Set school goals and achievement targets, as well as identify actions for achieving those goals.

At the classroom level, we use data on a monthly basis to:

- Identify areas of content and skills for the whole class, which require re-teaching or could benefit from acceleration in the learning trajectory.
- Identify small groups or individual students who require further pushes or remediation.

At the student level, teachers use data on a weekly basis to:

- Identify areas of individual strengths and areas of challenge in a student's learning, to leverage strengths and support areas of weakness.
- Identify students who may need additional accommodations and modifications, as Tier 2 and Tier 3 under the Response to Intervention Model (see Element 1).
- Inform the development of strategies to support each child, made in concert with families during the Parent-Teacher Conference.

To support our data practice, COVAH utilizes Pearson's PowerSchool¹⁰ and a data management system, such as the Multiple Measures Assessment Reporting System (MMARS)¹¹. MMARS is a reporting solution based entirely on the web, capable of generating reports for Common Core, ELPAC, SBAC, and local assessments for students as a whole, specific student groups, and specific cohorts of students. Our internal data systems create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

Parent/Guardian Notification Regarding Student Progress

COVAH will work in partnership with parents, to maximize the learning of their children. A combination of formal and informal reporting will take place to ensure families have open access to information and data on their children's development. Reports will be user-friendly and provided in the families' native language. Informal reporting to families will be ongoing through such methods as phone calls, texts, written notes, emails, and face-to-face conversations. Formal reporting to families will include Report Cards, Assessment Results, Parent-Teacher Conferences, and Performances as detailed in **Figure 3.2**.

Parent-Teacher Conferences

Teachers will meet with parents/guardians a minimum of once per year to discuss individual growth targets, student achievement, and strategies to support students in meeting targets. Students who are at-risk academically or socio-emotionally will have at least one additional parent-teacher conference.

Figure 3.2 Parent/Guardian Notification Regarding Student Progress

Parent/Guardian Notification of Student Progress		
Type	Purpose	Frequency
Open Houses, Back-to-School Night, & Mailings	<ul style="list-style-type: none"> Share key assessment data with families as collected to ensure families have access to data on their children (i.e., ELPAC, PSAT, SAT). Provide family learning events to support families in understanding assessment results 	Ongoing
Report Card	<ul style="list-style-type: none"> Quarterly Assessment Data Attendance Data Core and Non-core Subject Area Grades 	4 times a year
Progress Reports	<ul style="list-style-type: none"> Grade review and analysis 	Every three weeks

¹⁰ <http://www.pearsonschoolsandcolleges.com/products/powerschool/>

¹¹ <http://www.k12multiplemeasures.com/>

Parent-Teacher Conference	<ul style="list-style-type: none"> • Review student work as collected in the portfolio and measure progress toward mastery of standards • Share student performance and progress on internal and external assessments • Develop and revisit goals and strategies to support student achievement • Develop ownership of learning for both the student and parents 	At least two times a year, three for at-risk students
Performances	<ul style="list-style-type: none"> • Share student mastery of key concepts and skills, as well as products from the semester • Make public classroom learning within the school, with families, and with the broader community • Develop ownership of learning and goal-setting for both the student and family 	Twice a year (Winter and Spring Concerts)

Progress Reporting to the Board of Directors

In order to support strong oversight, COVAH will provide a quarterly update to the COVA Inc. Board of Directors on progress toward goals. In addition, COVAH will facilitate an in-depth data analysis session annually with members of the board to evaluate progress toward goals, inform strategic planning, and develop the annual Local Control and Accountability Plan (LCAP) discussed below.

Local Control and Accountability Plan

COVAH will use the multiple forms of data collected to assess progress toward the goals outlined in Element 1 of this charter. Pursuant to Education Code Section 47606.5, on or before July 1, 2020, and each year thereafter, COVAH will produce a Local Control and Accountability Plan, which shall update the goals and annual actions to achieve the goals identified in Element 1 of this charter regarding the California Eight State Priorities, using the LCAP template adopted by the State Board of Education. COVAH shall submit the LCAP to Oakland Unified School District annually on or before July 1, as required by Education Code Section 47604.33.

Submission of the School Accountability Report Card (SARC)

As required by California Education Code, COVAH uses data each academic year to produce the state-mandated *School Accountability Report Card* (SARC). Where applicable, student achievement data is disaggregated to clearly identify the academic performance school-wide and by statistically significant student groups (e.g., ethnicity, gender, language proficiency, socioeconomic status, and students with disabilities). Since the creation of the California School Dashboard, the SARC will include required school data for the public, aligned to the three areas under the new accountability system which are academic performance, academic engagement, and school climate.

Element 4. Governance

1. Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, COVAH, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of COVAH. COVAH shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

COVAH shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating COVAH amend the bylaws, COVAH shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

2. Indemnification of District

COVAH through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, COVAH's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by COVAH, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

3. Governing Board Operation

COVAH shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) COVAH shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

COVAH shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. COVAH shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on COVAH's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the COVAH governing board pursuant to Education Code section 47604(b).

4. Required Notifications to the District

COVAH shall notify the OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of COVAH's operations, within one week of receipt of such notices by COVAH. Unless prohibited by law, COVAH shall notify the OCS in writing of any internal investigations within one week of commencing investigation. COVAH shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

5. Charter School Records

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, COVAH shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. COVAH shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event COVAH closes, COVAH shall comply with the student records transfer provisions in Element 15. COVAH shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

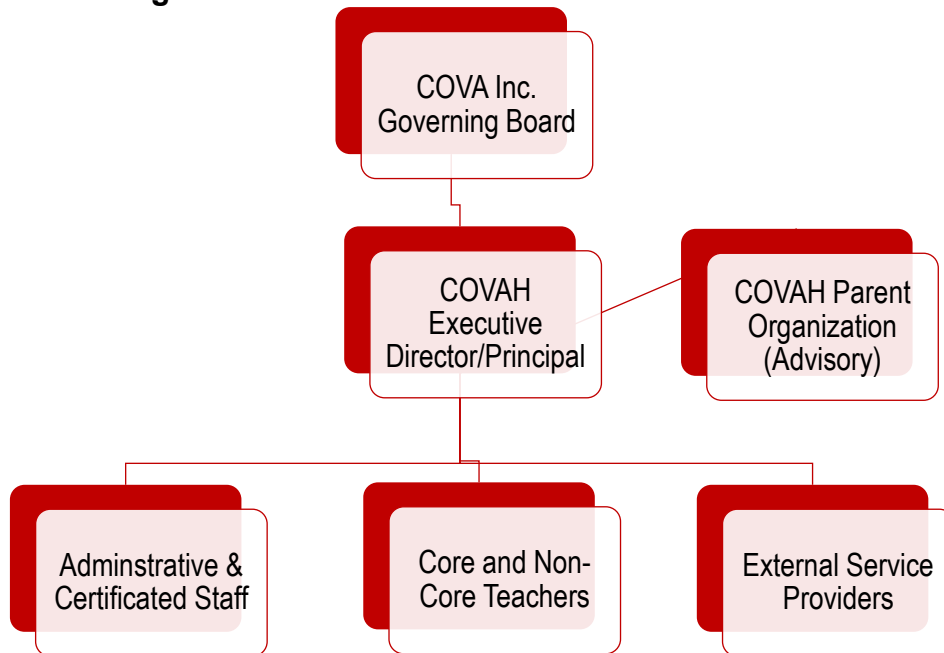
COVAH acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including COVAH to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at COVAH and of the District. COVAH 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 COVAH does not have that COVAH needs in order to meet its obligations, the District shall provide the same to COVAH in a reasonably timely manner upon request under Education Code section 47604.3.

COVAH 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. COVAH acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of COVAH, OUSD 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 COVAH by law or charter provisions.

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

An organizational chart is provided in **Figure 4.1**.

Figure 4.1 Organizational Chart for COVAH



California Non-Profit Public Benefit Corporation

COVAH is operated by COVA Education Charter Resources, Inc., a California non-profit public benefit corporation pursuant to California law. COVAH operates under the bylaws and policies adopted by COVA Inc., and as subsequently amended pursuant to the amendment process specified in the bylaws.

Attached please find the Articles of Incorporation as **Appendix A**, Corporate Bylaws as **Appendix B**, proof of 501(c)(3) status as **Appendix C**, and a Conflict of Interest Policy as **Appendix D**. The Conflict of Interest Policy complies with the Political Reform Act Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and has been submitted to the County Board of Supervisors for approval as required. In addition, the Parent/Student Handbook is attached as **Appendix K**, and the Employee Handbook is attached as **Appendix L**.

Members of COVA Inc.'s Governing Board, and COVAH administrators, managers or employees, and any other committees of the Charter School shall at all times comply with federal and state laws. Additionally, the Charter School will be in compliance with OUSD's Charter School policies and regulations regarding conflicts of interest and applicable to charter schools. COVA Inc. will be solely responsible for the debts and obligations of the Charter School.

All Board meetings are held in accordance with the Brown Act and Education Code 47604.1(c) and are open to the public. Each agenda includes time for community input with regard to COVA Inc. and COVAH. The Board Meeting schedule, agenda and location will be posted on the COVAH website and in a place accessible by the public in accordance with the Brown Act to encourage participation by the public and, in particular, by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed session is permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the Bylaws.

Board of Directors

The COVA Inc. Board of Directors (the “Board”) will include at least five members. Board members serve three-year terms, which are staggered to ensure continuity in governance. The Board will follow all regulations and laws governing a non-profit public benefit corporation, including those related to conflicts of interest, the Brown Act and Education Code 47604.1(c), and will operate in a procedurally consistent manner with the adopted Bylaws.

Areas of Expertise

All Board members share a commitment to providing a high-quality academic and music education for all enrolled students. Members of the COVAH governing board are identified, recruited, and selected to ensure the Board is reflective of the diverse and specialized needs of the Charter School. This includes but is not limited experience and expertise in the following areas:

- Non-profit corporation management
- Public school administration and leadership
- Curriculum, instruction and assessment
- Differentiation of instruction to serve all students
- Human resources and professional development
- Educational law including Title I, and laws related to English Learners, and Special Education including the IDEA and Section 504
- Financial planning, accounting, and auditing
- Fundraising and marketing
- Parent involvement and community relations
- Real estate
- Music and performing arts

Board members are identified, recruited, and selected from a variety of constituencies to ensure representation by all stakeholders in Charter School governance, in accordance with the governing board's by-laws.

Vacancies on the Board of Directors shall 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.

Powers

As set forth in the Bylaws, the Board has the specific authority to:

- 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 the Bylaws; fix their compensation; and require from them security for faithful service.
- 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.
- 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.
- Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Board Roles and Responsibilities

As set forth on the Bylaws, the Board's major roles and responsibilities include but are not limited to:

- Approval of the annual school budgets, calendars, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of a Memoranda of Understanding ("MOUs") or other contracts with the District or Authorizer;
- Approval of all contracts above \$5,000 as prescribed in the Fiscal Policies and Procedures (**Appendix E**), contract renewals, and personnel actions (e.g., employment contracts, discipline, and dismissal);
- Approval of Bylaws, resolutions, and policies and procedures of COVA Inc.;
- Approval of all changes to the Charter School charter to be submitted as necessary in accordance with applicable law;
- Long-term strategic planning for COVA Inc. and approved charter schools.
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of the Executive Director/Principal;
- Monitoring the performance of approved charter schools and taking necessary action to ensure that the charter schools remain true to their mission and charter;
- Monitoring the fiscal solvency of COVAH;
- Participation in the independent fiscal audit of COVA;
- Participation as necessary in student expulsion matters;
- Updating the District of changes to the COVA Inc. Board of Directors;

- Conduct all Board meetings in compliance with the provisions of the Brown Act, and Education Code Section 47604.1(c);
- Adopt a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations; and
- Participate in regularly held training regarding Board governance, the Brown Act, and conflict of interest rules.

Additional information on Board composition, election, appointment, vacancy, and responsibilities are detailed in the Bylaws and included as **Appendix B**.

Board Training

COVA Inc. will conduct annual training to ensure that Board members understand their responsibilities and are well-versed in the Brown Act, conflict of interest law, and other legal requirements as they relate to operating COVA Inc. Professional development will be provided through partnerships with our service providers, including but not limited to the California Charter Schools Association (“CCSA”), Charter School Management Corporation, and Young, Minney and Corr.

The Executive Director/ Principal

The COVAH Executive Director/Principal reports directly to the COVA Inc. Board of Directors.

The COVAH Executive Director/Principal will oversee the educational, financial, and operational functions of COVAH and be responsible for the day-to-day operations of the Charter School. These include but are not limited to the following:

- Provide educational and instructional leadership for the Charter School, including implementation of the Charter School's mission and program, monitoring and analyzing Charter School achievement through a variety of measures, and implementing support and development to accelerate teacher practice and student achievement.
- Select, train, supervise, evaluate, support, and develop all staff. Ensure compliance with all state and federal employment laws and credentialing requirements. Employment contracts, employee discipline, and dismissal of all positions are subject to the approval of the Board)
- Oversee the Special Education program
- Develop, implement, provide professional development and monitor interventions as part of the Multi-Tiered System of Supports plan
- Develop and maintain a positive, effective, and safe school community for all stakeholders – students, parents, staff, and the broader community.
- Manage the Charter School's daily operations, facilities, safety, scheduling, and administrative processes.
- Oversee Charter School operations, including budget, finance, fundraising, marketing and other related tasks
- Develop and maintain strategic partnerships including, but not limited to, those with OUSD and the Peralta Colleges

- Ensure compliance with local, state, and federal laws, rules, and regulations.
- Facilitate and oversee all state-mandated testing and accreditation, including but not limited to California Assessment of Student Performance and Progress (CAASPP) and Western Association of Schools and Colleges (WASC) accreditation.
- Promote and represent the Charter School community within COVAH and the broader community.

Additional consultant services may be contracted as needed in the areas of budget and accounting, state and federal education law. Additionally, educational consultants which specialize in special education, English Learner services, and current trends in impactful professional development may also be contracted for services, as needed.

Parent Involvement

COVAH is committed to actively encouraging parent involvement, both through the academic program and the music program. Research consistently indicates that parent involvement is a key component for student success; parental participation in instructional goals, models, and expectations provides both motivation and direction for a child to succeed (Olszewski et al., 1987).

As such, COVAH utilizes a broad range of practices to provide multiple opportunities for parental involvement. These include, but are not limited to, the following:

- **Board of Directors** – COVAH seeks to seat at least one parent on the Board of Directors, in accordance with the COVA Inc. Bylaws.
- **Parent Council** – The Parent Council will meet monthly and participation is open to all parents and guardians of COVAH students. Through Parent Council, parents will have opportunities for involvement in planning, program design, and implementation of the charter. They will also have the opportunity to provide critical feedback and input related to the operations, educational services and programs, and the Charter School's accountability to the community. The Parent Council will provide this input directly to the COVAH Executive Director/Principal and the COVA Inc. Board of Directors.
- **Committee Work & Volunteer Program** – COVAH will leverage the expertise of its community through both committee work and individual volunteering. Projects may include organizing fundraising events, supporting production of performances, and supervising students on their multiple field excursions. It is the goal of COVAH to engage each parent in 20 hours of meaningful volunteer opportunities per year. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School
- **Parent – Teacher Conferences** – Each semester, a conference will be held to discuss student progress. Should a child be struggling or excelling, the parents and teacher will discuss possible modifications and develop a plan to support the students in developing at his or her optimal pace.
- **Parent & Community Events** – COVAH will host a variety of events to involve parents including ones focused on the academic program, such as Open Houses

and Back-to-School night, and ones focused on the music program, such as performances and musical productions.

English Learner Advisory Committee

When the Charter School enrolls 21 students identified as “English Learners”, COVAH will form an English Learner Advisory Committee. All families would have the opportunity to participate on the Charter School’s ELAC, to advise the Executive Director/Principal and staff on programs and services for English Learners, advise the Charter School leadership on the development of the Local Control and Accountability Plan on EL-related programs and help make parents aware of the importance of regular school attendance.

Element 5. Employee Qualifications

1. Nondiscrimination

EQUAL EMPLOYMENT OPPORTUNITY

COVAH acknowledges and agrees that all persons are entitled to equal employment opportunity. COVAH shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

2. Teacher Credentialing Requirements

CREDENTIALING REQUIREMENTS

COVAH shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. COVAH shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). COVAH shall maintain current copies of all teacher credentials and make them readily available for inspection.

3. Reports of Educator Misconduct to C.C.T.C.

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

COVAH shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

4. Employment of Felons

EMPLOYMENT OF FELONS

COVAH shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

All employees of COVAH demonstrate a dedication to the Charter School's mission and the diverse community it serves. All staff members will possess experience and expertise appropriate for their position according to COVAH's adopted personnel policies, and federal and state law applicable to COVAH.

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

COVAH shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. COVAH will comply with all state and federal laws concerning the maintenance and privacy of employee records. COVAH will comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by *Every Student Succeeds Act*. Teachers and paraprofessionals will meet the requirements for employment of Education Code Section 47605(l) and applicable provisions of federal law.

Selection Process

It is the intent of COVAH to hire employees who are dedicated to providing instruction for students aligned to the State Standards.

Selection and appointment of employees at COVAH will be the exclusive purview of COVAH of the Executive Director/Principal, subject to approval by the Board. As such, those who work at COVAH shall be selected, employed, and released by the Executive Director/Principal, in accordance with terms and conditions of employment contained in COVA Inc.'s personnel policies. Decisions relative to the selection, employment, and release of the Executive Director/Principal shall reside with the Board of Directors for COVA Inc.

COVAH will recruit, hire and train a teaching staff that holds the appropriate California credentials. This requires most teachers to hold more than one single-subject authorization, which is necessary to provide COVAH's broad course of study within a small school setting. COVAH will leverage this expertise in recruiting candidates to meet the unique needs of the instructional program.

To ensure the selection of the highest quality staff, COVAH has implemented the following selection process:

- Publicize openings through a variety of means – such as EdJoin, local universities, and through the Charter School's professional network of educators
- Review of completed application, including cover letter and resume
- Initial screening interview, via phone
- In-person interview and completion of performance task on site
- Reference, employment eligibility and credential check, as required by state law.

Prior to start the school year, all employees at COVAH must furnish the following:

1. Tuberculosis ("TB") risk assessment and examination, if necessary, in accordance with Education Code Section 49406

2. Fingerprinting for a criminal record check. Office Manager will process all background checks as required by Education Code Sections 44237 and 45125.1
3. Documents establishing legal employment status

The Charter School & Leadership Structure

Executive Director/Principal

The Principal/Executive Director is the instructional leader and steward of the vision. This role is crucial in order to move the community toward achievement of the school mission.

Responsibilities:

Please see Responsibilities listed in Element 4, above.

Qualifications:

The Executive Director/Principal serves as the primary administrative leader of the Charter School. Selection of the Executive Director/Principal by the COVA Inc. Board will be based on proven educational leadership, relevant experience with COVAH's unique academic and music program, and demonstrated ability to differentiate for the diverse needs of the student population.

Minimum qualifications include the following: (but may be modified by the board from time to time as necessary for the operation of the school),

- Demonstrated effective educational leadership practice in teaching and leading schools with a mission and vision similar to COVAH
- Expertise in curriculum design, supervision and evaluation, including differentiated practice to support students from low-income families, English Learners, and students with special needs
- Strong knowledge of special education programs, policies, and best practices
- Strong communication and ability to develop community partnerships aligned with the Charter School's mission and vision
- Ability to develop and implement a long-term strategic plan to manage Charter School growth in pursuit of the COVAH mission and vision
- Demonstrated experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Master's Degree or higher required, with an Administrative Credential preferred

Assistant Principal

Under the direction of the Executive Director/Principal, the Assistant Principal will organize, coordinate and administer assigned programs and activities related to student discipline, attendance and instruction; assist the Executive Director/Principal with administrative duties involving student conduct, curriculum development and Charter School plant operations as assigned; assist in supervision and performance evaluations of assigned personnel.

Responsibilities include, but are not limited to, the following:

- Plan, organize, coordinate, implement and participate in programs and activities related to the operation of the Charter School, including instruction, student discipline and other programs; administer Charter School discipline policies and safety programs.
- Perform a variety of administrative duties to assist the Executive Director/Principal in managing the Charter School; assume the duties of the Executive Director/Principal as assigned.
- Assist with supervision and evaluation of the performance of designated certificated and/or non-certificated personnel; assign duties to faculty and staff as appropriate to meet Charter School objectives; assist with recruiting, interviewing and selecting new faculty and staff.
- Assist with development and administration of disciplinary procedures in accordance with Charter School policies and State law; receive referrals and confer with students, parents, teachers and community agencies; respond to and resolve parent, student and staff complaints; serve on discipline or expulsion panels as assigned.
- Supervise students on campus before and after school; monitor students during student breaks and other activities; discipline students according to established guidelines.
- Establish, coordinate and maintain communication with community and parent groups; attend and conduct a variety of meetings and events; develop correspondence to promote Charter School activities and achievements.
- Assist in monitoring and organizing attendance functions; prepare letters and call parents as needed regarding absent or tardy students.
- Provide direction to a variety of faculty, staff and student programs and services; participate in informal and formal classroom visitations and observations; provide recommendations and suggestions as appropriate.
- Prepare and maintain a variety of District, County, State and federally mandated records and reports regarding student attendance, discipline, enrollment paperwork and academic achievement.
- Provide direction to the Charter School's guidance and counseling services regarding school attendance issues and plant maintenance; assure programs and services meet established objectives and requirements.
- Assure the health, safety and welfare of students.
- Operate a computer and a variety of office equipment.
- Assist with monitoring the Charter School budget; order supplies as needed; manage student body accounts as assigned.
- Perform related duties as assigned.

Qualifications

The Assistant Principal serves as the secondary administrative leader of the Charter School. Selection will be based on proven educational leadership, relevant experience with COVAH's unique academic and music program, and demonstrated ability to differentiate for the diverse needs of the student population.

Minimum qualifications include, but are not limited to, the following:

- Demonstrated effective practice in teaching and a position as assisting with administration in a school with a mission and vision similar to COVAH
- Experience in curriculum design, professional development including differentiated practice to support students from low-income families, English Learners, and students with special needs
- Experience with instructional coaching, supervision and evaluation
- Knowledge of special education programs, policies, and best practices
- Strong communication and ability to develop community partnerships aligned with the Charter School's mission and vision
- Knowledge of school operations including facilities, health and safety and other operational management
- Master's Degree or higher required, with an Administrative Credential preferred

Director of Operations & Academic Advisor

The Director of Operations & Academic Advisor reports to the Executive Director/Principal and is responsible for supporting students in all aspects of the college search and admissions process, as well as coordinating assessments and data management.

Responsibilities include, but are not limited to, the following:

- Student College Advising and course scheduling
- Educating students and parents about colleges, the college admissions process, and financial aid.
- Recruiting college admissions representatives to visit campus and facilitating meetings between college representatives and students.
- Facilitating the PSAT and SAT process.
- Meeting with juniors and seniors, individually and in groups, to identify individual college choices and support with the application and financial aid processes.
- Compiling required reports for colleges and universities, including those on individual students as well as an annual Profile of the School.
- Working with the Office Manager/Registrar to maintain records on seniors, including grades and transcripts.
- Keeping track of admission decisions and statistics, and making a report to the Board.
- LCAP data support/reporting
- SBAC training and technical support for all Charter School administrators, assessment & reporting
- State-mandated testing coordination and data collection

Qualifications:

The Academic Counselor will have:

- Bachelor's Degree or Master's Degree
- At least two years of experience in college admissions or high school college counseling preferred.
- Strong knowledge of colleges, their academic programs, admission policies, and financial policies and procedures.
- Excellent written and verbal communication skills.
- Strong organizational ability and the ability to meet deadlines.

Office Manager/Registrar

The Office Manager/Registrar maintains the reception area of the Charter School, is responsible for maintaining all student records, and supports the Academic Counselor in maintaining transcripts as needed for high school completion and college admission.

Responsibilities include, but are not limited to, the following:

- Be the first point of contact for all visitors to the Charter School.
- Facilitate written and verbal communication between stakeholders (students, teachers, business partners, community members) and the Charter School, through e/mail, fax, and phone calls.
- Registration, ongoing tracking and reporting, and withdrawal of students within school records and database, as well as with the District.
- CALPADS reporting, and PowerSchool database input and maintenance
- Maintenance of records, including health, special education services, and home language survey.
- Maintenance of a database of grades (which may also include attendance) and generation of report cards and transcripts to verify credits to fulfill graduation requirements.
- Providing transcripts to colleges and technical schools upon request.

Qualifications:

- High school diploma; AA degree or at least two years of college strongly preferred
- Minimum of two years' experience in a similar position
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task
- Spanish speaker and writer strongly preferred

Certificated Teachers

All COVAH teachers will be committed to providing structured music and performing arts training in conjunction with a rigorous academic program designed to prepare students for academic, career, and life success.

Responsibilities include but are not limited to:

- Teaching one or more subject matter classes following the State standards;

- Preparing and submitting all lesson plans, pacing guides and instructional documentation on assigned schedule and in accordance with the State Standards;
- Preparing lessons to address varied student needs including: English Learners, Special Education and 504 students, and students with SST Plans.
- Teaching assigned survey and intervention classes, including planning lessons, ordering and obtaining any materials necessary and
- Preparing performing groups for the Winter and End of the Year Concerts;
- Maintaining classroom management and student behavior to ensure all students benefit from instruction;
- Utilizing the “Teach Like a Champion” methodology. These techniques will be part of the annual teacher evaluation process.
- Completing and submitting all required reports and tasks on given timelines (e.g. attendance, progress reports, report cards, assessments, or other assigned tasks).
- Sharing equally with other full-time staff in supervisory responsibilities such as student meal periods, drop-off or pick-up, performing arts rotations, clubs, chaperoning concerts and events, etc.;
- Attending all required school-related functions outside of the normal school day, including, but not limited to, faculty professional development sessions, parent meetings, concerts, student overnight trips, festivals, and special events.
- Following and enforcing all school-wide rules and policies
- Scheduling a minimum of 2 parent conferences per year with each parent and 3 conferences with “at-promise” students. These conferences are to be documented on the conference form and a copy filed in the office.

Qualifications for Certificated Staff:

Teachers will have the following qualifications:

- Bachelor’s Degree or Master’s Degree
- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. CLAD certification;
- Previous teaching and/or work experience
- A demonstrated interest and commitment to the Charter School mission of providing the extraordinary benefits of music and a high-quality academic education to our students.

Maintenance Engineer

The Maintenance Engineer will be responsible for the cleaning and care of the Charter School facility while creating a safe and positive environment for students and staff.

Responsibilities include but are not limited to:

- Perform major cleaning tasks such as vacuuming, wet-mopping, sweeping, dusting, emptying trash, and maintaining water fountains;
- Clean restrooms, including floors and all fixtures (e.g. urinals, toilets, sinks, mirrors, partitions, and counters.) Ensure restrooms are clean and disinfected;

- Perform ongoing tasks such as replacing light bulbs, filling dispensers, and setting up facilities for student and adult use;
- Ensure all doors and windows are appropriately locked;
- Maintain cleanliness of all common areas (hallways, etc.)
- Make repairs and physical modifications to the facility as necessary in alignment with the Merritt College Lease.
- Maintain a professional relationship with students, faculty, and administration, and community stakeholders.

Element 6. Health & Safety

1. Site Safety Plan

COVAH shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

2. Pupil Safety

VISION, HEARING AND SCOLIOSIS

COVAH shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. COVAH shall maintain student immunization, health examination, and health screening records on file.

EPINEPHRINE AUTO-INJECTORS

COVAH shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector, and shall comply with the requirements of Education Code section 49414..

COMPETITIVE ATHLETICS

COVAH shall comply with the requirements of Education Code section 221.9 with respect to the posting and/or disclosure requirements regarding pupil participation in competitive athletics, and shall comply with the requirements of Education Code section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

CONCUSSIONS/HEAD INJURIES

COVAH shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of COVAH.

SAFE PLACE TO LEARN ACT

COVAH shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN-FREE SCHOOLS ACT

COVAH shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

COVAH shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

SUICIDE PREVENTION POLICY (GRADES 7-12)

COVAH shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and Lesbian, gay, bisexual, transgender, or questioning youth.

TRANSPORTATION

COVAH shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

COVAH, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

DATA PRIVACY

COVAH shall take the required steps to protect the data privacy of its pupils, including but not limited to compliance with Education Code section 49073-49079.7, as well as

complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

OTHER REQUIREMENTS

COVAH shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

3. Employee Training

COVAH shall ensure that all staff members receive annual training on COVAH's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

COVAH shall provide all employees, and other persons working on behalf of COVAH who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.).

4. Employee Background/Tuberculosis Check

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

COVAH shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. COVAH shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

COVAH shall maintain on file and available for inspection evidence that (1) COVAH has performed criminal background checks and cleared for employment all employees prior to employment; (2) COVAH has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) COVAH has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. COVAH shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, COVAH shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS COVAH shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. COVAH shall maintain TB clearance records and certifications on file.

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

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

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

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

Overview

COVA Inc. has adopted and implemented a comprehensive set of health and safety policies and procedures and risk management policies at its schoolsite in consultation with insurance carriers, educational lawyers, and risk management experts. COVA Inc. is committed to the safety and health of all students, employees, volunteers, and visitors. COVA Inc., in partnership with California Charter Schools Association's Risk Management Services provide comprehensive programs and services that emphasize and reinforce ongoing safety education and training throughout the Charter School facilities.

Background Checks

COVAH will comply with all applicable state and federal laws regarding background check and clearance of all personnel. Employees and contractors of COVAH will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director/Principal of COVAH shall monitor compliance with this policy and report to the Board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. COVAH will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Bloodborne Pathogens

COVAH shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible

infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

Drug Free, Alcohol Free, Smoke Free Environment

COVAH shall function as a drug, alcohol and tobacco free environment.

Facility Safety

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

Emergency Preparedness

COVAH shall adhere to the Comprehensive School Safety Plan drafted specifically to the needs of the facility in conjunction with Merritt College, law enforcement and the Fire Marshall. This safety plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

The COVAH Comprehensive School Safety Plan shall be available to staff, students, and the public in the Charter School office. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the Executive Director/Principal's office. The Executive Director/Principal shall make certain that students and staff are familiar with the Comprehensive School Safety Plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Executive Director/Principal will meet with the safety parent representative and the Merritt College safety committee each year to review the Comprehensive School Safety Plan and to recommend changes and/or improvements.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

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

Medication in School

COVAH will adhere to Education Code Section 49423 regarding administration of medication in school. If it becomes necessary for a student to take any form of medication at school, the parent must provide in writing the manner and timing for the student to take the medication including a copy of the doctor's prescription. The medication must be kept in the office and the student must come to the office to administer it. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis as applicable to the grade levels served by COVAH, in adherence with Education Code Section 49450, et seq.

First Aid

Assessment of Need

The level of first aid provision (staff training, first aid kits and internal procedures) will be determined by risk assessment and shall be reviewed annually by the Office Manager/Registrar, or following a related incident, or feedback from interested parties, or significant changes to the Charter School's premises/activities.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

COVAH is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. COVAH has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at COVAH (including employee to employee, employee to student, and student to employee misconduct). This policy is included in [Student/Parent and Employee Handbooks \(Appendices J and K, respectively\)](#). Misconduct of this nature is very serious and will be addressed in accordance with COVAH's discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each

bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School has identified and implemented the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 9-12, at least, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Bullying Prevention

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element 7. Race and Ethnic Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

COVAH shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). COVAH will strive to match demographics reflective of the general population residing within the territorial jurisdiction of the District, and will make adjustments to outreach strategies as needed to continue to maintain demographics reflective of the general population residing within the territorial jurisdiction of the District.

Student Recruitment and Outreach

COVAH employs a variety of recruitment strategies and resources to attract a diverse population of students. While COVAH seeks to offer a program to students who have an interest in music and the arts, it also seeks to provide this opportunity to students of all the diverse backgrounds living within OUSD boundaries. This includes racial and ethnic diversity, socio-economic diversity, ability diversity and levels of English Language fluency. Outreach strategies will be reviewed and updated annually based upon the success and/or failures of the prior year.

COVAH's outreach strategies include:

- Establishing an enrollment timeline and process that allows for a broad-based recruiting and application process.
- Creating and distributing enrollment brochures and forms in various languages such as English, Spanish, and Chinese.
- Advertising by posting fliers, hosting tables, and distributing materials at various locations including local libraries, community centers, performance halls, local festivals, and regional music organizations.
- Announcing enrollment and recruiting information, including informational tours and open houses, in local newspapers, online news sources, social media, and on the school website.
- Hosting parent information nights and community events throughout the community with locations, dates and times scheduled in a manner that ensures, to

the greatest extent possible, the greatest amount of community knowledge and interest in COVAH.

- Providing easy access to the application form, both on the Charter School website and in the Charter School office. Assistance will be available for families as needed to complete the application.

Element 8. Admissions Policies and Procedures

1. Admissions Lottery

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

As part of the Fall Information Update, COVAH will notify the District in writing of the application deadline and proposed lottery date. COVAH will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

COVAH shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

COVAH shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.”

[Add additional provisions showing how COVAH will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access for pupils listed in Education Code section 47605(d)(2)(B)(ii).]

2. Homeless and Foster Youth

HOMELESS AND FOSTER YOUTH

COVAH shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. COVAH shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that COVAH is open to enroll and provide services for all students, and provides a

standard District contact number for access to additional information regarding enrollment. COVAH shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

3. Non-Discrimination **NON-DISCRIMINATION**

COVAH shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. COVAH may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

COVAH shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

4. Parent Engagement **PARENT ENGAGEMENT**

COVAH shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to COVAH.

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

COVAH actively recruits a diverse student population from the city of Oakland and the greater Bay Area. Admission to COVAH is available to any California resident, and it is the vision of the Charter School to attract a student population that is demographically representative of Oakland.

COVAH will operate as an independent, direct-funded charter school and makes the following assurances in regard to admission requirements:

- COVAH is open to all pupils who wish to attend to the extent that space allows.
- COVAH will remain an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) consistent with Education Code Section 47605(e). No test

or assessment shall be administered to students as a condition of acceptance and/or enrollment.

- COVAH will comply with all laws establishing minimum and maximum age for public school attendance.
- COVAH will remain nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon the characteristics listed in Education Code Section 220.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.
- In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

Admission Process

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. As part of the Fall Information Update, the Conservatory of Vocal/Instrumental Arts High School will notify the District in writing of the application deadline and proposed lottery date. The Conservatory of Vocal/Instrumental Arts High School will ensure that all application materials will reference these dates as well as including complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The COVAH application for admission is comprised of the following:

- Completion of a student application form, which is primarily comprised of name, address, contact information, grade level, and basic enrollment information.

Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, COVAH will hold a public random drawing, detailed below.

Public Random Drawing

If there are more applications than available spaces in one or more grade levels, COVAH will hold a public random drawing moderated by a neutral third party to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Returning students must affirm their intent to return. The public random lottery will be conducted in late January or early February as scheduled. The lottery is open to the public and families do not have to be present to participate.

Enrollment preferences in the case of a public random drawing shall be granted in the following order:

- Siblings of pupils admitted or attending the Charter School
- Siblings of COVAH graduates
- Children of current employees at COVAH, not to exceed 10% of total enrollment
- Pupils who reside in OUSD
- All other applicants

Spaces will be allotted in sequential order within each of these categories with a lottery in each category as needed. Openings will first be allotted in the following manner should the number of applicants exceed the number of available seats:

- (1) Siblings of pupils admitted or attending COVAH,
- (2) Siblings of COVA graduates,
- (3) Children of current COVAH employees (not to exceed 10% of the total school population),
- (4) Residents of Oakland Unified School District,
- (5) All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment if an opening occurs during the current school year at their grade level. Students who apply for admission after the lottery date will have their application held in abeyance for a future lottery(ies) if needed. In the event of an opening, the families on the waiting list will be contacted in order and given the opportunity to accept the space. They will have 7 business days to respond to the offer and 5 additional days to officially enroll. The waitlist will be established annually according to the current year application process to maintain equal opportunity for all families. In no circumstance will a wait list carry over to the following school year.

Parent Notification and Enrollment

Following the lottery, COVAH will notify parents of admission status (either enrolled or placement on the waiting list) in person if they are in attendance at the lottery or by phone if they are not in attendance at the lottery. They will also be provided with:

- Information to schedule and participate in an interview and orientation. The interview and orientation is an opportunity for students to learn more about COVAH programs, express their interest in music and performing arts, explore possible course options for scheduling, and demonstrate current levels of music proficiency through a performance (if desired). NOTE: Interview and orientation and/or performances are held at a time and on a day of the parent's convenience to ensure they are not a barrier to enrollment. The continued enrollment of a student will not be predicated on the results of the interview and/or performance.
- Enrollment packets, which provide an overview of the Charter School philosophy and program and gather the following:
 - Proof of Immunization
 - Proof of Withdrawal from Previous School (if applicable)
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum/maximum age requirements
 - Release of records form¹²

Figure 8.1 illustrates the estimated application, public random drawing, and admission schedule and process as proposed, and may be amended by COVAH as necessary. The slightly earlier than average lottery and confirmation date enables the Charter School to complete the enrollment process prior to the beginning of the spring recital and performance season, and is no way intended to limit access. Furthermore, historically, it has not limited the diversity of applications as COVA has maintained a majority of students of color and students from low-income families.

Figure 8.1 Annual Application, Public Random Drawing, and Admission Schedule

Date	Step in Process
Early November	Applications available online or at COVAH's administrative offices
December 31	Application deadline at 5:00 pm
End of January	Public Enrollment Lottery Drawing (if necessary, parents need not be present)
Early February	Lottery results and enrollment packets mailed, and phone calls made to families
Late February	Deadline to confirm intent to enroll, schedule interview and/or performance, submit enrollment packet, which includes proof of immunizations, proof of residency, proof of age requirements.

¹² The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9. Independent Financial Audits

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

The COVA Inc. Board of Directors will cause to be conducted an annual independent financial audit of the books and records of COVAH as required by Education Code Sections 47605(c)(5)(I) and 47605(m), to verify the accuracy of the Charter School's financial statements, attendance and accounting practices, and review the Charter School's internal controls. The books and records of COVAH will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Board of Directors will annually select a state-approved, independent auditor. The auditor will have, at a minimum, a CPA, educational institution audit experience, and be included on the State Controller's published list of approved educational audit providers. The Executive Director/Principal will facilitate the audit. The annual budget includes funds for completing the annual audit.

The annual audit will be completed forwarded to OUSD, the County Superintendent of Schools, the State Controller, and to the California Department of Education ("CDE") by December 15th of each year. The COVA Inc. Board of Directors will receive and review the audit each year. The Executive Director/Principal, in consultation with the Board and back office service providers, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The COVA Inc. Board will submit a report to OUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the district and a timeline for doing so. The independent financial audit of COVAH is public record to be provided to the public upon request.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed according to the dispute resolution process contained in Element 14 of this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Element 10. Procedures by which Pupils Can Be Suspended or Expelled

1. Student Due Process Protections

COVAH's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

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

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

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

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

(iii) No pupil shall be involuntarily removed by COVAH for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until COVAH issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

2. Required Notifications

REQUIRED NOTIFICATIONS

COVAH shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves COVAH without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. COVAH shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

3. Compliance with OCS Student Discipline Guidelines

COVAH shall comply with the District's "Disciplinary and Expulsion Documentation Policy," which can be accessed at <https://www.ousdcharters.net/expulsions.html>, and whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).*

Policy

The Pupil Suspension and Expulsion Policy for COVAH is based on the belief that all students and staff have the right to a safe, orderly, and respectful teaching and learning environment. This is achieved through high behavioral expectations, a campus free of bullying and harassment, a discipline program that addresses student issues in a timely and effective manner, and protection of the rights of all students to learn. In doing so, the disciplinary guidelines will support COVAH in maximizing academic achievement and artistic expression for all students and staff.

The Pupil Suspension and Expulsion Policy has been developed following review of Education Code Section 48900, *et seq.*, which describes the non-charter schools' list of offenses and procedures for suspensions and expulsions and closely mirrors that language. COVAH will review the policy and procedures surrounding suspensions and expulsions annually and, as necessary, modify the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. This policy shall serve as COVAH's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. COVAH staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Pupil Suspension and Expulsion Policy is provided annually through the COVAH Parent/Student Handbook. The COVAH Parent/Student Handbook will be revised as needed to address legislative updates pertaining to public high school students and charter schools. COVAH shall ensure that students and their parents/guardians are notified in writing upon enrollment and annually thereafter of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at Executive Director/Principal's office and within the COVAH Parent/Student Handbook.

No corporal punishment will be employed in the discipline process of any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove

the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

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

Except in cases where suspension for a first offense is warranted, suspension shall be imposed only when other means of correction fail to bring about proper conduct. Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. Expulsion is an action taken by the COVA Inc. Board of Directors, for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to himself/herself or others.

Suspensions: Enumerated Offenses

Discretionary Suspension Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to vape devices, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes

but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a. Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by COVAH.

b. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image
2. A post on a social media network, Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (a) above.

- ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (a) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (a) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (a). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- b. c. Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.) directed specifically toward a pupil or school personnel. "
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to the first two offenses on this list.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil.

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

Expulsions

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to vape devices, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm (i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.)
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment..
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code..
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment..
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises

average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by COVAH.

b. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- 1. A message, text, sound, video, or image
- 2. A post on a social media network, Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (a) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (a) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (a) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3. An act of cyber sexual bullying.
 - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (a). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- c. Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to the first two offenses on this list.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

Suspension Procedure

Violations of the COVAH discipline policy will be handled by the school administration, specifically the Executive Director/Principal unless delegated to another administrative or certificated staff members. Suspensions shall be initiated according to the following procedures:

Parent/Guardian Conference

If possible, the suspension shall be preceded by a conference conducted by the Executive Director/Principal or designee with the student and his or her parent and, whenever practical, the teacher or COVAH employee who referred the student for suspension.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with COVAH officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

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

In-School Suspension Program

COVAH recognizes that students who are suspended from school frequently have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. COVAH believes that in many cases, it would be better to manage the student’s behavior by keeping the student at school and providing him/her with supervision that is separate from the regular classroom.

The Executive Director/Principal or designee shall establish a supervised in-house suspension program, which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Executive Director/Principal or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to Charter School support services staff. The use of such alternatives does not preclude off-campus suspensions.

Suspension Time Limits/Recommendation for Expulsion

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

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

Homework Assignments During Suspension

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

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

Authority to Expel

A student may be expelled either by the neutral and impartial COVA Inc. Board, following a hearing before it or by the COVA Inc. Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the COVA Inc. Board. Each entity shall be presided over by

a designated neutral hearing chairperson The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures & Due Process

The Board shall provide for the fair and equitable treatment of students facing expulsion by affording them their due process rights under the law. The Executive Director/Principal or designee shall comply with procedures for notices and appeals as specified in this Policy.

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

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

Written Notice to Expel

The Executive Director/Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with COVAH.

The Executive Director/Principal or designee shall send a copy of the written notice of the decision to expel to OUSD. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

Suspension or Expulsion and Extra-curricular Activities

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

Parental Attendance

COVAH believes that parental involvement plays an important role in the resolution of classroom behavior problems. As such, COVAH expects that teachers will communicate with parents/guardians when behavior problems arise. COVAH recognizes that current law enables parents/ guardians to be absent from work without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance should promote positive parent-child interactions.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may request that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian, if possible, shall meet with the Executive Director/Principal or designee.

COVAH encourages teachers, before requesting parental attendance after an incident, to make reasonable efforts to have the parent/guardian visit the class prior to a possible infraction. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of requested parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Executive Director/Principal or designee shall contact any parents/guardians who do not respond to the request to attend school. COVAH recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

Disciplinary Records

COVAH shall maintain records of all student suspensions and expulsions at COVAH. Such records shall be made available to OUSD upon request.

No Right to Appeal of Expulsion

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans & Readmission

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

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

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

COVAH will comply with the Education Code for Special populations. 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, COVAH 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, related to the discipline of students with disabilities.

Notification of SELPA

COVAH shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with an identified disability or student who COVAH or the SELPA would be deemed to have knowledge that the student had an unidentified disability.

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

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

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.

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan

If 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.

Due Process Appeals

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

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

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

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

Special Circumstances

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

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

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- or

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

Element 11. Employee Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

All eligible employees are enrolled in the State Teachers' Retirement System ("STRS") Non-eligible employees participate in the federal social security system.

All employees are covered by and participate in the federal Medicare program. COVAH will enroll in the State Pool for educational agencies for Unemployment Insurance and it will apply to a Joint Power Authority to participate in its Workers' Compensation Program. COVAH has received notification that its application to participate in CharterSAFE for risk services has been approved.

COVAH also provides a range of supplementary health and dental benefit plans available to all employees. A set stipend for these benefits is factored in as part of employee salaries. After employees have selected their benefits, the cost of those benefits is deducted from this stipend. Any remaining health and dental stipend not used for benefits will be paid into the employee salary.

COVAH shall inform all applicants for positions within COVAH of the retirement system options for employees. The Executive Director/Principal shall be responsible for ensuring that appropriate arrangements for retirement coverage are made.

COVAH will utilize additional benefits – in addition to salary, retirement, and health – to attract and retain well-trained teachers and other staff. This will include but is not limited to:

- Additional prep time for teachers to allow for thoughtful development of instruction and analysis of student data
- Professional development opportunities to accelerate craft
- Additional stipends for school leadership opportunities

The experience of the COVA Inc. Board in operating COVAH is that this mix has proven successful in attracting and retaining the staff necessary and qualified to achieve the school mission and attain high levels of student achievement.

Element 12. Pupil Attendance Alternatives

Pupils who choose not to attend COVAH may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in COVAH shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in COVAH, except to the extent that such a right is extended by the District.

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student shall be required to attend COVAH. Students who do not choose to attend COVAH may register with the public school district in which they reside, apply for any enrollment options provided by their district, or apply to other charter schools. Parents and guardians of each student enrolled in COVAH will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in COVAH, except to the extent that such a right is extended by the local education agency.

Element 13. Employee Rights of Return

Employees of the District who choose to leave the employment of the District to work at COVAH shall have no automatic rights of return to the District after employment at COVAH unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with COVAH, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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

No public school district employee shall be required to work at the Charter School. All staff at the Charter School shall be considered employees of the Charter School and shall have no automatic right to employment or re-employment in the District. Existing District employees who wish to seek a leave of absence for employment at COVAH may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by COVAH. Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to COVAH. Employment by COVAH provides no rights of employment at any other entity, including any rights in the case of closure of COVAH.

Element 14. Dispute Resolution

1. Procedures for Complaints against Charter School

COVAH will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. COVAH will not, at any time, refer such complaints to the District for handling.

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 impartial and neutral 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.

COVAH 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 COVAH alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. COVAH will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

COVAH shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of COVAH under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

COVAH 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.

2. Complaints by Students and Employees

COVAH 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.

3. Disputes between the District and the Charter School

The staff and Governing Board members of COVAH agree to attempt to resolve all disputes between the District and COVAH 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 COVAH, 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, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. 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, certified mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by facsimile, upon electronic confirmation of receipt; (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To: Conservatory of Vocal/Instrumental Arts High School,
c/o Executive Director/Principal
12500 Campus Drive
Oakland, CA 94619

To: Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 398
Oakland, CA 94607

(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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, certified mail, or electronic 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 calendar 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.

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Intent

The intent of the COVAH Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.
- Minimize the oversight burden on OUSD.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline in order to reach mutual agreement between the entities regarding these matters.

Should any section of this Element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Disputes Arising From Within the School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and the COVA Inc. Board of Directors, shall be resolved pursuant to the Local Complaint Procedures developed by the Charter School (**Appendix O**). These procedures will be distributed annually in the Student/Parent Handbook and will be posted on the Charter School's website.

As an independent Charter School, OUSD shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the Executive Director/Principal or the COVA Inc. Board of Directors for resolution pursuant to the local complaint procedures. OUSD agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the COVA Inc. Board of Directors has requested the District to intervene in the dispute.

Element 15. Closure Procedures

CLOSURE ACTION

The decision to close COVAH, either by the governing board of COVAH or by the OUSD Board of Education, must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of COVAH votes to close COVAH; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to COVAH, including its nonprofit corporation and governing board.

A) Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of COVAH or the OUSD Board of Education, the governing board of COVAH shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how COVAH will fund, these activities.

B) Notification of Closure Action

Upon the taking of a Closure Action, COVAH shall send written notice of its closure to:

1. The OUSD OCS. COVAH shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of COVAH, COVAH shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in COVAH within 72 hours of the Closure Action. COVAH shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). COVAH shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. COVAH shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which COVAH participates. COVAH shall send written notification of the Closure Action to the SELPA in which COVAH participates by registered mail within 72 hours of the Closure

Action. COVAH shall simultaneously provide a copy of this notification to the OCS.

5. The retirement systems in which COVAH's employees participate. Within fourteen (14) calendar days of the Closure Action, COVAH shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. COVAH shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). COVAH shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. COVAH shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of COVAH. COVAH shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. COVAH shall provide a copy of these notifications, if any, to the OCS.
8. All COVAH employees and vendors within 72 hours of the Closure Action. COVAH shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of COVAH
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of COVAH
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of COVAH, by which COVAH shall provide employees with written verification of employment

Within 30 days of the effective date of closure, COVAH shall provide all employees with written verification of employment. COVAH shall send copies of such letters to the OCS.

C) Records Retention and Transfer

COVAH shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. COVAH shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of COVAH. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. COVAH's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. COVAH shall prepare and provide an electronic master list of all students to the COVAHs Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the COVAH closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. COVAH must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. COVAH will coordinate with the OCS for the delivery and/or pickup of student records.

5. COVAH must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. COVAH must provide to the OCS a copy of student attendance records, teacher gradebooks, COVAH payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. COVAH shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. COVAH shall provide to the responsible person(s) designated by the governing board of COVAH to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

D) Financial Close-Out

After receiving notification of closure, the CDE will notify COVAH and the authorizing entity of any liabilities COVAH owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

COVAH shall ensure completion of an independent final audit within six months after the closure of COVAH that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as COVAH's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

COVAH shall pay for the financial closeout audit of COVAH. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by COVAH will be the responsibility of COVAH and not OUSD. COVAH understands and acknowledges that COVAH will cover the outstanding debts or liabilities of COVAH. Any unused monies at the time of the audit will be returned to the appropriate funding source. COVAH understands and acknowledges

that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which COVAH participates, and other categorical funds will be returned to the source of funds.

COVAH shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If COVAH chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed COVAH with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

E) Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of COVAH. COVAH closure procedures must also ensure appropriate disposal, in accordance with COVAH's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of COVAH have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. COVAH, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to COVAH by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and COVAH shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If COVAH is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of COVAH, the corporation shall be dissolved according to its bylaws.

COVAH shall retain sufficient staff, as deemed appropriate by the COVAH governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

COVAH's governing board shall adopt a plan for wind-up of COVAH and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

COVAH shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which COVAH will make the payments.

Prior to final close-out, COVAH shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end COVAH's authorization to operate as a charter school or cause COVAH to cease operation. COVAH agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should COVAH breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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

ADDITIONAL REQUIREMENTS UNDER EDUCATION CODE SECTION 47605(h)

A. FACILITIES

1. Use of District Facilities

COVAH and the District shall execute an agreement for the use of the District facilities prior to occupancy and commencing use. COVAH shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between COVAH and the District.

Unless otherwise stated in an existing, Board-approved agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of COVAH's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent COVAH from conducting its educational programs. If COVAH will share the use of District facilities with other District user groups, COVAH agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

Co-Location: If COVAH is co-locating or sharing the District facilities with another user, the COVAH shall pay the applicable Pro Rata Share.

Sole Occupant: If COVAH is a sole occupant of District facilities, the District shall allow COVAH, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit.

2. Non-District-Owned Facilities

A. Certificate of Occupancy

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, COVAH shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows COVAH to use and occupy the site as a charter school. COVAH shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. COVAH may not open or operate without

providing a copy of an appropriate Certificate of Occupancy to the OCS. If COVAH intends to move or expand to another facility during the term of this Charter, COVAH shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, COVAH shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

If COVAH fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If COVAH moves or expands to another facility during the term of this charter, COVAH shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. COVAH shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

B. Facility Compliance

Prior to occupancy or use of any school site or facility, COVAH shall provide documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which COVAH is to be located. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. COVAH shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. COVAH cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. COVAH shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

C. Other Requirements

Pest Management: COVAH shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: COVAH shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

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

Through an agreement with the Merritt Colleges of Oakland, COVAH currently occupies a wing of the “D” building on the Merritt College campus located at 12500 Campus Drive. The annual facilities agreement with the college provides dedicated administrative space, the use of seven classrooms, and adequate restroom facilities for both students and staff.

All emergency drills and plans for safe egress in case of emergency are developed collaboratively, and regular facilities inspections are conducted by the college.

B. ADMINISTRATIVE SERVICES

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

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

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, payroll, accounts payable/receivable, human resources, and instructional support services through an appropriate third-party contractor, as needed.

C. DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

The District hereby reserves the right, pursuant to its oversight responsibility, to audit COVAH’s books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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.

COVAH 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 COVAH. 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 COVAH operations is received by the District, COVAH shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

COVAH, through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, COVAH’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by COVAH, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Impact on Charter Authorizer

In accordance with Education Code 47604.3, COVAH will promptly respond to all reasonable inquiries of the charter authorizer. The Charter School recognizes the right of the District to inspect or observe any part of the Charter School at any time.

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
- July 1 - A local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

COVAH agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- The Charter School is subject to District oversight.
- 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 the Charter School.

- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School 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 COVAH'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 Charter School financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

COVAH 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 the Charter School. 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 COVAH 's operations is received by the District, COVAH 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 the Charter School by law or charter provisions.

COVAH 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. The charter school acknowledges that it is subject to audit by OUSD and if OUSD seeks an audit of the charter school, OUSD 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 the charter school by law or charter provisions

D. FISCAL MATTERS

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

Attached, in the appendix, please find the following documents:

- Budget Narrative (**Appendix Q**)
- A projected budget (**Appendix R**)
- Financial projections and cash flow for three years of operation (**Appendix R**)

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

1. Third Party Contracts

COVAH shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, COVAH, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety. COVAH shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

2. Offset for Special Education Revenue Adjustment/Payment for Services

In the event that COVAH owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from COVAH, COVAH authorizes the District to deduct any and all of the in lieu property taxes that COVAH otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. COVAH further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to COVAH. Should this revenue stream be insufficient in any fiscal year to cover any such costs, COVAH agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

3. Exclusive Employer

COVAH shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) COVAH shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes

Potential Civil Liability Effects

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

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

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

Further, the Charter School intends to and the District may enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

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

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

**Conservatory of Vocal/Instrumental Arts High School
Renewal Petition
Appendices**

Appendix A. Articles of Incorporation
Appendix B. Corporate Bylaws (2020 Update)
Appendix C. 501c3 Status Letter
Appendix D. Conflict of Interest Policy
Appendix E. Fiscal Policies and Procedures 2019-20
Appendix F. California School Dashboard
Appendix G. CAASPP Performance Data
Appendix H. 2019-20 Local Control and Accountability Plan (LCAP)
Appendix I. 2019 OUSD Collective Measurable Pupil Outcomes (MPOs)
Appendix J. 2019 OUSD Charter Performance Report
Appendix K. 2019-20 Parent/Student Handbook
Appendix L. 2019-20 Employee Handbook
Appendix M. Student Study Team (SST) and 504 Documents
Appendix N. Recruitment Poster
Appendix O. Local Complaint Procedure
Appendix P. Universal Complaint Procedure Form
Appendix Q. Budget Narrative
Appendix R. Renewal Budget

Appendix A. Articles of Incorporation

2335376

State of California

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



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

MAR 12 2001

Bill Jones

Secretary of State

Sec:State Form CE-107 (rev. 9/98)

OSP 98 13524

2335376

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

MAR 12 2001

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
RIDGECREST CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: Ridgecrest Charter School.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Ridgecrest Charter School (a California public school).

The Corporation is organized and operated exclusively for charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, 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) by 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.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
7 Park Center Drive
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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 distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

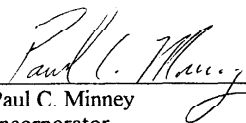
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 3-12-2001


Paul C. Minney
Incorporator

Appendix B. Corporate Bylaws (2020 Update)

DRAFT

Bylaws
of
COVA EDUCATION CHARTER RESOURCES, INC.
BOARD OF DIRECTORS
A California Nonprofit Public Benefit Corporation

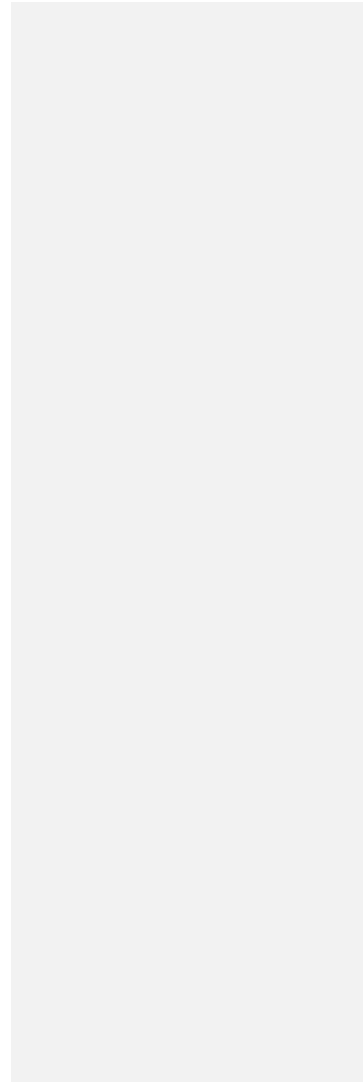


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ARTICLE 1 NAME

Section 1.1 Corporate Name

The name of this corporation is **COVA EDUCATION CHARTER RESOURCES, INC.** (the "Corporation" or "COVA Inc.").

ARTICLE 2 OFFICES

Section 2.1 Principal Office

The principal office for the transaction of the business of the Corporation is 12500 Campus Drive, D244, Oakland, California, 94619. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2.2 Other Offices

The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE 3 PURPOSES

Section 3.1 General Purpose

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

Section 3.2 Specific Purpose

The purpose of the Corporation is as stated in the Articles of Incorporation.

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.

Commented [WKS1]: Updated language with current Corporation address listed on Secretary of State's website.

Deleted: be established

Deleted: at any place or places within the State of California by resolution of the Board, provided that this Corporation has a valid charter petition to operate a charter school and if the petition so requires, Corporation shall maintain an office in the geographic boundaries of the charter authorizer.

Commented [WKS2]: This recommended language is a bit broader.

Deleted: transact business

ARTICLE 4 LIMITATIONS

Section 4.1 Political Activities

The Corporation has been formed under California Nonprofit Corporation Law for the charitable purposes described in Article 3, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the Corporation shall consist of ~~carrying of propaganda, or otherwise attempting to~~ influence legislation, and the Corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

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Section 4.2 Prohibited Activities

The Corporation shall not, except in any insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described in Article 3. Furthermore, nothing in Article 3 shall be construed as allowing the Corporation to engage in any activity not permitted to be carried on (i) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") or (ii) by a corporation, contributions to which are deductible under section 170(e)(2) of the Code.

ARTICLE 5 DEDICATION OF ASSETS

Section 5.1 Property Dedicated to Nonprofit Purposes

The property of the Corporation is irrevocably dedicated to charitable purposes. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 hereof.

Section 5.2 Distribution of Assets Upon Dissolution

Upon the dissolution or winding up of the Corporation, its 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 which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Code.

ARTICLE 6 MEMBERSHIPS

Section 6.1 Members

The Corporation shall have no members within the meaning of section 5056 of the California Nonprofit Corporation Law.

ARTICLE 7 DIRECTORS

Section 7.1 Number and Qualifications

7.1.1 Number

The authorized number of directors of the Corporation ("**Directors**") shall be not less than five (5) or more than eleven (11); the exact authorized number to be fixed, within these limits, by resolution of the Board. At least one Director shall be a parent or guardian of a student currently attending a charter school governed by COVA Inc.

7.1.2 Qualifications

The Board seeks to elect directors who have demonstrated a history of leadership and service within their communities and who can contribute specific experience, qualifications, attributes and skills to the Corporation. For example, prospective candidates may be nominated based on their area of professional expertise (i.e. educational, financial, human resources, legal) or on their demonstrated record of leadership within the community.

7.1.3 Restriction on Interested Directors

At all times that the Corporation has a valid charter petition to operate a charter school and the charter petition so requires, all persons serving on the Board of Directors shall comply with the requirements of California Government Code Sections 1090 and 81000 *et seq.* [as set forth in Education Code Section 47604.1](#), and the charter authorizer's policy. Under corporate law, only 49 % of the Board of Directors may be "interested." An interested person is (i) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full or part-time officer or other employee, independent contractor, or otherwise, or (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. Any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. Notwithstanding the foregoing, at all times that the Corporation has a valid [charter petition](#) to operate a charter school and the charter petition so requires, none of the Directors may have a prohibited financial interest as defined by California Government Code Section 1090 *et seq.*

Commented [WKS3]: SB 126 (2019) created new Ed Code Section 47604.1 regarding charter school compliance with Gov Code Section 1090 and the Political Reform Act.

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7.1.4 Charter Authorizer Appointment

Pursuant to California Education Code Section [47604\(c\)](#), as long as the Corporation has a valid charter petition to operate a charter school, the governing board of the charter authorizer shall have the right, at any time and from time to time, to appoint one director (the "**Charter Authorizer Director**") to the board of Directors, upon request and in accordance with the Corporation's election process. All references in these Bylaws to "Director" shall include any Charter Authorizer Director unless otherwise specifically stated.

Commented [WKS4]: This statute becomes subdivision (c) instead of (b) on January 1, 2020.

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Section 7.2 Powers

7.2.1 Corporate Powers Exercised by Board

Subject to the provisions of the Articles of Incorporation of the Corporation (the "**Articles of Incorporation**"), California Nonprofit Corporation Law and any other applicable laws, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (the "**Board**"). The Board may delegate the management of the activities of the Corporation to any person or persons, management company or committee however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

7.2.2 Additional Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

(a) To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service.

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(b) To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefor which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws;

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(c) To borrow money and incur indebtedness for the purposes of the Corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor; and

(d) To carry out such other duties as are described in any approved charter petition and the Charter Schools Act of 1992 (Education Code Section 47600 *et seq.*).

Section 7.3 Terms; Election of Successors

Directors shall be elected at each annual meeting of the Board for two-year terms by the affirmative vote of a majority of the Directors then in office and in attendance at the meeting, assuming a quorum is present. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term, for which he or she was elected and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law. By resolution, the Board may arrange for terms to be staggered. All directors shall have full voting rights, including the Charter Authorizer Director as consistent with Education Code Section 47604(c). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint

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an additional director to ensure an odd number of Board members. All directors, except for the Charter Authorizer Director, shall be designated by the existing Board of Directors.

Section 7.4 Vacancies

7.4.1 Events Causing Vacancy

A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (i) the death, resignation, or removal of any Director; (ii) whenever the number of authorized Directors is increased; or (iii) the failure of the Board, at any meeting at which any Director or Directors are to be elected, to elect the full authorized number of Directors.

7.4.2 Removal

The Board may by resolution declare vacant the office of a Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law.

The Board may by resolution declare vacant the office of a Director who fails to attend three consecutive Board meetings during any calendar year unless the absences are due to mitigating factors that have been previously disclosed to and approved by the Board.

Directors, other than Charter Authorizer Director, may be removed without cause by a majority of Directors then in office. The Charter Authorizer Director may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

7.4.3 No Removal on Reduction of Number of Directors

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

7.4.4 Resignation of Directors

Except as provided in this Section 7.4.4, any Director may resign by giving written notice to the President, the Secretary, or the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the California Attorney General (the "**Attorney General**").

7.4.5 Election to Fill Vacancies

Except for a vacancy in the seat of the Charter Authorizer Director, if there is a vacancy on the Board, including a vacancy created by the removal of a Director, the Board may fill such vacancy by electing an additional Director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, additional directors may be elected to fill such vacancies by (i) the affirmative vote of a majority of the Directors then in office at a regular or

special meeting of the Board, or (ii) a sole remaining Director. A vacancy in the seat of the Charter Authorizer Director, shall be filled by the charter authorizer.

Each Director elected to fill a vacancy shall hold office until the expiration of the term of the replaced Director, and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 7.5 Brown Act

Notwithstanding anything in these Bylaws to the contrary, at all times that the Corporation has a valid charter petition to operate a charter school, all meetings of the Board and its standing committees shall be called, noticed and held in accordance with the Brown Act, as said Act may be amended from time to time (the "**Brown Act**").

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Section 7.6 Regular Meetings of the Board

Each year, the Board shall hold at least one meeting, at a time and place fixed by the Board, for the purposes of election of Directors, appointment of Officers, review and approval of the corporate budget and transaction of other business. This meeting is sometimes referred to in these Bylaws as the "annual meeting." Other regular meetings of the Board may be held at such time and place as the Board may fix from time to time by resolution.

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Section 7.7 Special Meetings

Special meetings of the Board for any lawful purpose or purposes may be called at any time by the President or a majority of Directors.

Section 7.8 Notice of Meetings

7.8.1 Manner of Giving Notice

Notice of the time and place of all regular and special meetings shall be given to each Director by one of the following methods:

- (a) Electronic mail ("**e-mail**"), facsimile, or other means of electronic transmission if the recipient has consented to accept notices in this manner;
- (b) Telephone, including a voice messaging system or other system or technology designed to record and communicate messages;
- (c) Personal Delivery of written notice; or
- (d) First-class mail, postage paid.

All such notices shall be given or sent to the Director's address, phone number, facsimile number or e-mail address as shown on the records of the Corporation.

Notice of the time and place of all regular and special meetings shall be given to members of the public in the following ways:

- (a) Posting ~~of~~ [a direct link to the agenda on the homepage of the Corporation website](#);
- (b) Written notice to each local newspaper of general circulation and radio or television station requesting notice;
- (c) Posting in a location freely accessible to members of the public.

Commented [WKS6]: New law (Gov Code Section 54954.2(a)(2)) requires direct link to agenda on the website's homepage.

7.8.2 Annual and Regular Meetings

At least ~~seven~~ [seven \(72\) hours](#) before an annual meeting or a regular meeting, the Board, 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, including items to be discussed in closed session. A brief general description of an item generally need not exceed twenty words. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public, as well as on the [homepage of the Corporation's website](#). The posting of the agenda and the contents of the agenda shall be in accordance with *Section 54954.2* of the Brown Act. No action or discussion shall be undertaken at any annual or regular meeting on any item not appearing on the posted agenda, except as set forth in *Section 54954.2* of the Brown Act.

7.8.3 Special Meetings

Special meetings of the Board may be held only after each Director has received four days' prior notice by first-class mail or forty-eight hours' notice given personally or by telephone, including a voice messaging system or by electronic transmission, including facsimile or email or other means of electronic communication as permitted by law. In addition to the foregoing, notice of the meeting shall comply with Section 54956 of the Brown Act, and the call of the meeting and notice shall also be posted at least twenty-four hours prior to the special meeting in a location that is freely accessible to members of the public [and on the homepage of the Corporation's website](#).

The call and notice of a special meeting of the Board shall state the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at the special meeting. The notice of a special meeting shall comply with the requirements for special meetings set forth in the Brown Act.

7.8.3 Emergency Meetings

If there is an "emergency situation," as defined in Section 54956.5 of the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24-hour posting requirement of Section 54956 of the Brown Act or both of the notice and posting

requirements. The emergency meeting must be noticed and held in compliance with Section 54956.5 of the Brown Act.

Section 7.9 Place of Board Meetings

Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. Regular and special meetings of the Board may be held at any place that has been designated in the notice of the meeting. Notwithstanding the foregoing, at all times that the Corporation has a valid charter petition to operate a charter school, all meetings of the Board shall be held at any place within the geographic boundaries of the ~~County in which the charter school is located~~.

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Commented [WKS7]: This language complies with new Ed Code Section 47604.1.

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7.9.1 Meetings by Telephone or Similar Communication Equipment

A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law are satisfied. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

(a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations ~~within the County in which the charter school is located~~;

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(b) All votes taken during a teleconference meeting shall be by roll call;

(c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;

(d) All locations where a Director participates in a teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 7.10 Quorum and Action of the Board

7.10.1 Quorum

A majority of Directors then in office (but no fewer than two Directors or one-fifth of the authorized number in Section 7.1.1, whichever is greater) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 7.12.

7.10.2 Minimum Vote Requirements for Valid Board Action

Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by law, the Corporation's Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either (a) elect to continue as a committee or (b) adjourn to a future date. Directors may not vote by proxy.

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7.10.3 When a Greater Vote Is Required for Valid Board Action

The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

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- (a) Creation of, and appointment to, Committees (but not advisory committees) as described in Section 8.1;
- (b) Removal of a Director without cause as described in Section 7.4.2; and
- (c) Indemnification of Directors as described in Article 11.

Section 7.11 Waiver of Notice

Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent does not need to specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Also, notice of a meeting is not required to be given to any Director who attends the meeting without protesting before or at its commencement about the lack of adequate notice. Directors can protest the lack of notice only by presenting a written protest to the Secretary either in person, by first-class mail addressed to the Secretary at the principal office of the Corporation as contained on the records of the Corporation as of the date of the protest, or by facsimile addressed to the facsimile number of the Corporation as contained on the records of the Corporation as of the date of the protest. Notwithstanding the foregoing, the public notice of a meeting required by these Bylaws can never be waived.

Section 7.12 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

Section 7.13 Notice of Adjournment

Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than 24 hours, in which case personal notice of the time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. Notice of any adjournment shall be given in accordance with ~~Section 54955~~ of the Brown Act.

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Section 7.14 Conduct of Meetings

Meetings of the Board shall be presided over by the President, or, if there is no President or the President is absent by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure, ~~as may be determined by the Board~~ from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

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Per the Brown Act, the Board must publicly report any action taken and the vote or abstention on that action of each member present for the action and this information should also be noted in the minutes of each meeting.

Section 7.15 Fees and Compensation of Directors and Committee Members

The Corporation shall not pay any compensation to Directors and committee members for services rendered to the Corporation as Directors and committee members, except that Directors and committee members may be reimbursed for expenses incurred in the performance of their duties to the Corporation, in reasonable amounts as approved by the Board.

Section 7.16 Non-Liability of Directors

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

ARTICLE 8 COMMITTEES

Section 8.1 Committees of Directors

The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("**Committees**"), including an executive committee, each consisting of two or more Directors, and no persons who are not Directors, to serve at the discretion of the Board. Any Committee, to the extent provided in the resolution of the Board and allowed by law, may be given the authority of the Board except that no Committee may:

- (a) approve any action for which the California Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;

(b) fill vacancies on the Board or in any Committee which has the authority of the Board;

(c) amend or repeal Bylaws or adopt new Bylaws;

(d) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

(e) appoint any other Committees or the members of these Committees;

(f) expend corporate funds to support a nominee for Director; or

(g) approve any transaction (i) between the Corporation and one or more of its Directors or (ii) between the Corporation and any entity in which one or more of its Directors have a material financial interest.

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In addition to the Committees described above, the Board may also from time to time appoint one or more ad hoc committees, each consisting of two or more Directors and may also include nonvoting advisors, to serve at the pleasure of the Board. Unlike a standing committee, an ad hoc committee shall have a specific task to accomplish and shall be disbanded upon accomplishment of that task.

Section 8.2 Meetings and Action of Board Committees

Meetings and action of Committees shall be governed by, and held and taken in accordance with, the provisions of Article 7 concerning meetings of Directors, with such changes in the context of Article 7 as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of Committees may be determined by resolution of the Board, and special meetings of Committees may also be called by resolution of the Board. Provided that if an ad hoc advisory committee is comprised solely of board members and consists of less than a quorum of the Board, meetings of that committee shall not be subject to the rules set forth in these Bylaws for notice and posting of the agenda in compliance with the Brown Act.

The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

Section 8.3 Quorum Rules for Board Committees

A majority of the Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the California Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board.

Section 8.4 Revocation of Delegated Authority

The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

Section 8.5 Nonprofit Integrity Act/Audit Committee

In any fiscal year in which the Corporation receives or accrues gross revenues of two million dollars or more (excluding grants from, and contracts for services with, governmental entities for which the governmental entity requires an accounting of the funds received), the Board shall (i) prepare annual financial statements using generally accepted accounting principles that are audited by an independent certified public accountant ("**CPA**") in conformity with generally accepted auditing standards; (ii) make the audit available to the Attorney General and to the public on the same basis that the Internal Revenue Service Form 990 is required to be made available; and (iii) appoint an Audit Committee.

The Audit Committee shall not include paid or unpaid staff or employees of the Corporation, including, if staff members or employees, the President or chief executive officer or the Treasurer or chief financial officer (if any). If there is a finance committee, members of the finance committee shall constitute less than 50% of the membership of the Audit Committee and the chairperson of the Audit Committee shall not be a member of the finance committee. Subject to the supervision of the Board, the Audit Committee shall: (i) make recommendations to the Board on the hiring and firing of the CPA; (ii) confer with the CPA to satisfy Audit Committee members that the financial affairs of the Corporation are in order; (iii) approve non-audit services by the CPA and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General; and (iv) if requested by the Board, negotiate the CPA's compensation on behalf of the Board.

Section 8.6 Advisory Committees

The Board may create one or more advisory committees to serve at the pleasure of the Board (the action to create such advisory committees must be made pursuant to Brown Act requirements, meaning at a publicly noticed meeting with the item on the agenda). Appointments to such advisory committees need not, but may, be Directors. The Board shall appoint and discharge advisory committee members.

All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. These advisory committee meetings are not subject to the notice and posting requirements of the Brown Act so long as the committee is comprised solely of board members; consists of less than a quorum of the Board; has a defined purpose and a time frame to accomplish that purpose; and is advisory.

ARTICLE 9 OFFICERS

Section 9.1 Officers

The officers of the Corporation ("**Officers**") must include a President, a Secretary, and a Treasurer. These persons may, but need not be, selected from among the Directors. The Board shall have the power to designate additional Officers who also need not be Directors, ~~with such duties, powers, titles and privileges as the Board may fix, including such Officers as may be appointed in accordance with Section 9.6.6.~~ Any number of offices may be held by the same person, except that the Secretary and the Treasurer may not serve concurrently as the President.

Section 9.2 Election of Officers

The Officers, except those appointed in accordance with Section 9.6.6, shall be elected by the Board at the annual meeting of the Corporation for a term of one year, and each shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal. Officers may be elected for consecutive terms.

Section 9.3 Removal of Officers

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause, (i) by the Board, at any regular or special meeting of the Board, or at the annual meeting of the Corporation, or (ii) by an Officer on whom such power of removal may be conferred by the Board.

Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 9.5 Vacancies in Offices

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis. In the event of a vacancy in any office other than the President or one appointed in accordance with Section 9.6.6, such vacancy shall be filled temporarily by appointment by the President and the appointee shall remain in office for 60 days, or until the next regular meeting of the Board, whichever comes first. Thereafter, the position can be filled only by action of the Board.

Section 9.6 Responsibilities of Officers

9.6.1 President

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The president of the Corporation (the "**President**") shall preside at meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws. If no other person is designated as the chief executive, the President shall, in addition, be the chief executive and shall have the powers and duties prescribed in Section 9.7.

9.6.2 Secretary

The secretary of the Corporation (the "**Secretary**") shall attend to the following:

9.6.4.1 Bylaws

The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

9.6.4.2 Minute Book

The Secretary shall keep or cause to be kept a minute book as described in Section 12.1.

9.6.4.3 Notices

The Secretary shall give, or cause to be given, notice of all meetings of the Board in accordance with these Bylaws.

9.6.4.4 Corporate Records

Upon request, the Secretary shall exhibit or cause to be exhibited at all reasonable times to any Director, or to his or her agent or attorney, these Bylaws and the minute book.

9.6.4.5 Other Duties

The Secretary shall have such other powers and perform such other duties incident to the office of Secretary as may be prescribed by the Board or these Bylaws.

9.6.5 Treasurer

The treasurer of the Corporation (the "**Treasurer**") shall attend to the following:

9.6.5.1 Books of Account

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

9.6.5.2 Financial Reports

The Treasurer shall prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

Commented [WKS10]: COVA may want to consider a small change to officers by having a Chairperson, a Vice-Chair, and a President. If COVA does this, Section 9.7 would be deleted. The language in the bylaws would look like this:

CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

PRESIDENT. The President, also known as the Executive Director/Principal shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

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9.6.5.3 Deposit and Disbursement of Money and Valuables

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse, or cause to be disbursed, the funds of the Corporation as may be ordered by the Board; shall render, or cause to be rendered to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation; and shall have other powers and perform such other duties incident to the office of Treasurer as may be prescribed by the Board or these Bylaws.

9.6.6 Additional Officers

The Board may empower the President or chief executive, to appoint or remove such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board from time to time may determine.

Section 9.7 Superintendent

Subject to such supervisory powers as may be given by the Board to the President, the Board may hire the **Superintendent** who will serve as the chief executive and administrator of the Corporation and the schools it governs and manages. Subject to the control of the Board, such persons shall serve as the educational leader and chief executive of the Corporation by being responsible for direction of the educational program, participation in staff and pupil activities, and establishment of effective community relations, as well as perform other job-related duties as assigned by the Board. The Superintendent's duties include leadership in carrying out the mission and vision of the Corporation, personnel evaluation, personnel supervision, and financial management and reporting. The Superintendent shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

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Section 9.8 Compensation of Officers

9.8.1 Salaries Fixed by Board

No salaried Officer may serve as a Director. The salaries of Officers, if any, shall be fixed from time to time by resolution of the Board or by the person or Committee to whom the Board has delegated this function. In all cases, any salaries received by Officers shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the public benefit purposes of the Corporation.

ARTICLE 10 TRANSACTIONS BETWEEN CORPORATION AND DIRECTORS OR OFFICERS

Section 10.1 Transactions with Directors and Officers

10.1.1 Interested Party Transactions

At all times that the Corporation has a valid charter petition to operate a charter school, members of the Corporation's Board and the Officers, managers and employees and any committees of the Corporation shall comply with Government Code Sections 1090 and 81000 *et seq.* ("**Political Reform Act**") as set forth in Education Code Section 47604.1, federal and state laws, nonprofit integrity standards and any applicable charter authorizer policies and regulations regarding ethics and conflict of interest.

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Therefore, the Corporation shall not be a party to any transaction:

- (a) in which one or more of its Directors or Officers has a financial interest, or
- (b) with any corporation, firm, association, or other entity in which one or more Directors or Officers has a financial interest.

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Section 10.1.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General; except that, however, the Corporation may advance money to a Director or Officer for expenses reasonably anticipated to be incurred in the performance of duties of such Director or Officer, if in the absence of such advance, such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

Section 10.3 Duty of Loyalty; Construction with Article 11

Notwithstanding the foregoing sections, nothing in this Article shall be construed to derogate in any way from the absolute duty of loyalty that every Director and Officer owes to the Corporation. Furthermore, nothing in this Article shall be construed to override or amend the provisions of Article 11. All conflicts between the two articles shall be resolved in favor of Article 11.

ARTICLE 11 INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

Section 11.1 Definitions

For purpose of this Article 11,

11.1.1 "Agent"

means any person who is or was a Director, Officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or

was a Director, Officer, employee, or agent of a foreign or domestic corporation that was a predecessor corporation of the Corporation or of another enterprise at the request of the predecessor corporation;

11.1.2 "Proceeding"

means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative; and

11.1.3 "Expenses"

includes, without limitation, all attorneys' fees, costs, and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs, and other expenses reasonably incurred in establishing a right to indemnification under this Article 11.

Section 11.2 Applicability of Indemnification Provisions

11.2.1 Successful Defense by Agent

To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article 11, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

11.2.2 Settlement or Unsuccessful Defense by Agent

If an Agent either settles any proceeding referred to in this Article 11, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 11.3 through Section 11.6 shall determine whether the Agent is entitled to indemnification.

Section 11.3 Actions Brought by Persons Other than the Corporation

This Section 11.3 applies to any proceeding other than an action "by or on behalf of the corporation" as defined in Section 11.4. Such proceedings that are not brought by or on behalf of the Corporation are referred to in this Section 11.3 as "Third Party proceedings."

11.3.1 Scope of Indemnification in Third Party Proceedings

Subject to the required findings to be made pursuant to Section 11.3.2, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

11.3.2 Required Standard of Conduct for Indemnification in Third Party Proceedings

Any indemnification granted to an Agent in Section 11.3.1 above is conditioned on the following. The Board must determine, in the manner provided in Section 11.5, that the Agent seeking

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reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

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Section 11.4 Action Brought by or on Behalf of the Corporation

This Section 11.4 applies to any proceeding brought (i) by or in the right of the Corporation, or (ii) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning of section 5233 of the California Nonprofit Corporation Law, or (iii) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding "by or on behalf of the Corporation").

11.4.1 Scope of Indemnification in Proceeding by or on Behalf of the Corporation

Subject to the required findings to be made pursuant to Section 11.4.2, and except as provided in Sections 11.4.3 and 11.4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

11.4.2 Required Standard of Conduct for Indemnification in Proceeding by or On Behalf of the Corporation

Any indemnification granted to an Agent in Section 11.4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 11.5, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

11.4.3 Claims Settled Out of Court

If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the approval of the Attorney General.

11.4.4 Claims and Suits Awarded Against Agent

If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the

judgment, and any indemnification of such Agent under Section 11.4.1. for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

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(a) The determination of good faith conduct required by Section 11.4.2 must be made in the manner provided for in Section 11.5; and

(b) Upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

Section 11.5 Determination of Agent's Good Faith Conduct

The indemnification granted to an Agent in Section 11.3 and Section 11.4 is conditioned on the findings required by those Sections being made by:

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(a) the Board by a majority vote of a quorum consisting of Directors who are not parties to the proceeding; or

(b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

Section 11.6 Limitations

No indemnification or advance shall be made under this Article 11, except as provided in Section 11.2.1 or Section 11.5(b), in any circumstances when it appears:

(a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 11.7 Advance of Expenses

Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is determined ultimately that the Agent is entitled to be indemnified as authorized in this Article 11.

Section 11.8 Contractual Rights of Non-Directors and Non-Officers

Nothing contained in this Article 11 shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

Section 11.9 Insurance

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Article 11, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Article 11.

Section 11.10 Non-applicability of Fiduciaries of Employee Benefit Plans

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 11.1 of this Article. The Corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

ARTICLE 12 CORPORATE RECORDS, REPORTS

Section 12.1 Minute Book

The Corporation shall keep a minute book in written form which shall contain a record of all actions by the Board or any committee including:

- (a) the time, date and place of each meeting;
- (b) whether a meeting is regular or special and, if special, how called;
- (c) the manner of giving notice of each meeting and a copy thereof;
- (d) the names of those present at each meeting of the Board or any Committee thereof;
- (e) the minutes of all meetings;
- (f) formal dissents from Board Actions; and
- (g) the vote or abstention of each Board member present for each action taken.

Section 12.2 Books and Records of Account

The Corporation shall keep adequate and correct books and records of account. "Correct books and records" includes, but is not necessarily limited to: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains, and losses.

Section 12.3 Articles of Incorporation and Bylaws

The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

Section 12.4 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

Section 12.5 Annual Report; Statement of Certain Transactions

The Board shall cause an annual report to be sent to each Director within 120 days after the close of the Corporation's fiscal year containing the following information:

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for this fiscal year;
- (d) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year;

ARTICLE 13 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

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Deleted: <#> statement of any transaction (i) to which the Corporation, its parent, or its subsidiary was a party, (ii) which involved more than \$50,000 or which was one of a number of such transactions with the same person involving, in the aggregate, more than \$50,000, and (iii) in which either of the following interested persons had a direct or indirect material financial interest (a mere common directorship is not a financial interest): (1) Any Director or Officer of the Corporation, its parent, or its subsidiary; (2) Any holder of more than 10% of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include:
<#>(i) a brief description of the transaction;
(ii) the names of interested persons involved;
(iii) their relationship to the Corporation; (iv) the nature of their interest in the transaction, and;
<#>(v) when practicable, the amount of that interest, provided that, in the case of a partnership in which such person is a partner, only the interest of the partnership need be stated.
<#>A brief description of the amounts and circumstances of any loans, guaranties, indemnifications, or advances aggregating more than \$10,000 paid during the fiscal year to any Officer or Director under Article 10 or Article 11.

Section 13.1 Execution of Instruments

The Board, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 13.2 Checks and Notes

Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President.

Section 13.3 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 13.4 Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of the Corporation.

Section 13.5 Fiscal Year

The fiscal year of the Corporation shall begin July 1 and end June 30 of each year.

ARTICLE 14 CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions of California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced.

ARTICLE 15 EFFECTIVE DATE AND AMENDMENTS

Section 15.1 Effective Date

These bylaws and any subsequent amendments to them shall become effective immediately upon their adoption, unless the Board in adopting them, provides that they are to become effective at a later date.

Section 15.2 Amendment by Directors

The Board may adopt, amend or repeal bylaws. Such power is subject to the following limitations:

- (a) Where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.
- (b) No amendment may extend the term of a Director beyond that for which such Director was elected.
- (c) If bylaws are adopted, amended or repealed at a meeting of the Board, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefor, is given in accordance with these Bylaws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of **COVA Education Charter Resources, Inc.**, a California nonprofit public benefit corporation; that these Bylaws, consisting of 22 pages, are the Bylaws of this Corporation as adopted by the Board of Directors on A 2017; and that these Bylaws have not been amended or modified since that date.

Commented [WKS14]: COVA will need to update this as an "amendment" to the bylaws.

DRAFT

Appendix C. 501c3 Status Letter



OGDEN UT 84201-0029

In reply refer to: 4077591934
Aug. 11, 2014 LTR 4168C 0
94-2948014 000000 00
00025118
BODC: TE

COVA EDUCATION CHARTER RESOURCES
INC
% VALERIE ABAD
3800 MOUNTAIN BLVD
OAKLAND CA 94619-1630

Employer Identification Number: 94-2948014
Person to Contact: Ms. Wiles
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your June 26, 2014, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in May 1984.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

Internal Revenue Service

Date: February 17, 2006

COVA EDUCATION CHARTER RESOURCES
INC
6454 VALLEY VIEW ROAD
OAKLAND, CA 94611-1229

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Roger Meyer
ID# 31-07707

Toll Free Telephone Number:
877-829-5500

Federal Identification Number:
94-2948014

Dear Sir or Madam:

This is in response to the amendment to your organization's Articles of Incorporation filed with the state on August 18, 2004. We have updated our records to reflect the name change as indicated above.

In May 1984 we issued a determination letter that recognized you as exempt from federal income tax. Our records indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that you are also classified as a private foundation under section 509(a) of the Internal Revenue Code.

Our records indicate that contributions to you are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Cindy M. Westcott

Cindy Westcott
Manager, EO Determinations



Exempt Organizations Select Check

Organizations Eligible to Receive Tax-Deductible Charitable Contributions (Pub. 78 data) - Search Results
The following list includes tax-exempt organizations that are eligible to receive tax-deductible charitable contributions. Click on the "Deductibility Status" column for an explanation of limitations on the deductibility of contributions made to different types of tax-exempt organizations.
Results are sorted by EIN. To sort results by another category, click on the icon next to the column heading for that category. Clicking on that icon a second time will reverse the sort order. Click on a column heading for an explanation of information in that column.

1-1 of 1 results			
EIN ▲	Legal Name (Doing Business As) ▲	City ▲	State ▲
94-2948014	Conservatory of Vocal Instrumental Arts	Oakland	CA

Appendix D. Conflict of Interest Policy

COVA Education Charter Resources, Inc. Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect the COVA Education Charter Resources, Inc. (the Organization)'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest—A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the

determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Adopted February 22, 2016

Appendix E. Fiscal Policies and Procedures 2019-20

COVAH CHARTER SCHOOL

2019-2020 Fiscal Policies and Procedures

DATE OF BOARD APPROVAL:

AUGUST 26, 2019

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100 INTERNAL CONTROL POLICIES

101 Introduction

Internal control policies provide COVAH Charter School with the foundation to properly safeguard its assets, implement management's internal policies and Procedures, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of School's activities.

The following are specific policies of the Charter School:

102 Compliance with Laws

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

A. Political Contributions:

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns. School assets include, but are not limited to, facilities, copy machines, etc.

B. Record Keeping

To provide an accurate, transparent, and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

C. Further, the School specifically requires that:

1. All financial transactions and financial records will be kept in accordance with Generally Accepted Accounting Principles (GAAP)
2. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.

3. Receipts and disbursements must be fully and accurately described in the books and records.
4. No false entries may be made on the books or records nor any false or misleading reports issued.
5. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 Organizational Conflict of Interest or Self-Dealing (Related Parties)

The School will not be operated for the benefit of any affiliated or unaffiliated organization or any individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency (Charter School) and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between the agency (Charter School) and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Governing Board or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

201 Organizational Conflict of Interest or Self-Dealing (Related Parties) - continued

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include but not limited to transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated contractors/consultants. Examples of related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 Governing Board Authorities

The Governing Board shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with Oakland Unified School District (OUSD) pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of SCHOOL DIRECTOR, (iv) SCHOOL DIRECTOR's salary and salary

changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants/auditors and (xi) other activities associated with the operations of the Charter School.

The Governing Board will meet at minimum monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports as applicable.

203 Signature Authorities

To properly segregate duties within the Charter School, Board President, Board Treasurer and SCHOOL DIRECTOR are the only individuals with signatory authority and are responsible for authorizing all cash/checking/banking transactions regardless of amount or quantity. Individual checks for non-recurring expenses greater than \$10,000.00 are required to be approved by either the Board Treasurer or Board President.

204 Government Access to Records

The SCHOOL DIRECTOR or contracted business back office services provider will provide access to the organization's records to the OUSD or the designee and provide supporting records, as requested, in a timely manner.

205 Security of Financial Data

- A. The system's accounting data must be backed up daily by the Charter School or business back office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.
- B. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Office manager and or SCHOOL DIRECTOR from unauthorized access.

206 Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Governing Board and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements

H. Fixed asset inventory list

207 Use of School Assets

A. No employee may use any School property, equipment, material or supplies for personal use.

208 Use of School Credit Cards

A. Charter School credit cards should only be issued with the formal approval of the Board of Trustee and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued, they should be assigned only to the Board of Trustee approved Charter School employees and used only for school-related expenditures. All charges must be supported by invoices/receipts or travel reports to be eligible for payment by the Charter School. Any accidental non-school-related expenditures are the responsibility of the individual to be reimbursed to the Charter School.

B. Monthly credit card statements are reconciled within two weeks of receipt to invoices and travel reports and are approved by the SCHOOL DIRECTOR, unless not deemed independent then the approval would be by the Governing Board. All charges must be supported by invoices/receipts.

Receipt of materials, goods and services will be verified by someone designated other than the one making the purchase or a member of those respective departments.

209 Use of School Debit Card

COVAH has a Debit Card. SCHOOL DIRECTOR is the only person who holds the Debit Card.

300 FINANCIAL MANAGEMENT POLICIES

301 Basis of Accounting

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the not-for-profit requirements of the Financial Accounting Standards Board (FASB). FASB is the recognized standard setting body for establishing not-for-profit accounting and financial reporting principles.

303 Basis of Presentation

The accounts of the Charter School are organized on a basis of the California School Account Code Structure or SACS. The operations of the fund are accounted for by

providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

General Operating Fund- This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities/Clubs should be separately identified and recorded within this fund.

304 Revenues

Under the accrual basis of accounting, revenues are recognized when earned.

305 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred, or goods are received or ordered.

306 Incurred Costs

For the purposes of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 Cash Management

- A. The School maintains cash accounts at the following bank:
 - 1. First Republic Bank

308 Grant/Contract Invoicing

- A. When applicable, invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. When applicable, the invoicing format is that specified by the funding source.

309 Budgets

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections and budget notes and assumptions are reviewed and approved by the Governing Board, prior to June 30th each year and modified, as necessary.
- B. All financial budget, cash flow, budget vs. actual, balance sheet, income statement, and other primary financial reports prepared internally or by the CSMC are reviewed by the SCHOOL DIRECTOR and presented to the Governing Board at each applicable board meeting.

310 Insurance and Bonding

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Governing Board, for the following policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
- B. Personal injury liability
- A. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Governing Board.

311 Record Retention and Disposal

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for ten years after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312 Record Retention and Disposal - continued

- A. All financial records are maintained in chronological order, organized by fiscal year.
- B. In connections with the disposal of any records, a memorandum of record disposal is prepared by the SCHOOL DIRECTOR listing the record or the class of records disposed of. The Governing Board certifies this memorandum of records disposal. The Office manager will Shred the records after Board approval.

313 Financial Reporting

The back-office support provider, CSMC maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget

- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements
 - 3. Updating the cash flow projection
- C. Periodically:
 - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - 2. Other reports upon request

314 Audit

The Governing Board arranges annually for a qualified certified public accounting firm to conduct an independent audit of the Charter School's financial statements in accordance with *Generally Accepted Accounting Principles* and the *Financial Accounting Standards Board*.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 Audit/Finance Committee

The full Governing Board acts as the audit/finance committee. This committee will nominate the independent auditor and review the scope and results of the audit. The audit/finance committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses identified by the auditor. The audit/finance committee will also review all financial information of the Charter School and provide recommendations to the Governing Board.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND Fund equity

401 ASSETS

402 Bank Accounts

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Governing Board of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured bank:
First Republic Bank

403 Petty Cash Payments

- A. Charter School does have a Petty Cash Accounts. The Office Manager is the custodian for Petty Cash Account

- B. The custodian can initiate a petty cash disbursement by doing the following:
 - 1. Prepare a petty cash reimbursement request form.
 - 2. Assign a budget account number based on the type of expenditure to record the expenditure amount in the financial system.
 - 3. Approve the request for petty cash expenditure and ensure that the transaction is complete.
 - 4. When the purchase is completed, the custodian should verify that all receipts or other proofs of purchase agree with the total petty cash advanced. Any leftover cash, and the petty cash reimbursement request form, should be returned to the petty cash custodian.
 - 5. Maintain and update the petty cash reconciliation form to keep a reconciled running petty cash balance.

404 LIABILITIES and Fund equity

405 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis or as determined by the SCHOOL DIRECTOR.

407 Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as an accrued liability when entitlement to payment occurs.

408 Liability for Compensated Absences

- A. Compensated absences arise from employees' absences from employment due to vacation leave. If compensated absences, such as vacation leave, is offered, the Charter School will expect to pay an employee for such compensated absences. A liability for the estimated probable future payments is accrued if all the following conditions are met:
 - 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
 - 3. It is probable that the compensation will be paid.
 - 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 Debt

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the general ledger.
- B. Loan agreements approved by the Governing Board should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 Revenue

501 Revenue Recognition

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to not-for-profit Organizations.

600 FACILITIES

601 Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the SCHOOL DIRECTOR.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include an *Asset Sale and Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset schedule will be adjusted and properly reflected in the general ledger.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- 2. Make all purchases in the best interests of the School and its funding sources.
- 3. Obtain quality supplies/services needed for delivery at the time and place required.
- 4. Buy from responsible sources of supply.
- 5. Obtain maximum value for all expenditures.
- 6. Deal fairly and impartially with all vendors.

7. Maintain dependable sources of supply.
8. Be transparent and above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
9. COVAH staff request at least the number of bids (outlined below as one, two, or three written proposals) from reputable companies. A reputable company is a company with no history of workers compensation complaints and no criminal convictions.
10. Bids are Received and Opened by a minimum of two staff
11. Most cost-effective Bidders or Bidders who best meet the bid objectives are evaluated
12. COVAH Awards Contract
13. COVAH Staff Reviews and Recommends Contract
14. Board Votes to Approve

COVAH Procurement and Competitive <i>Bidding</i> Process	
PROCUREMENT THRESHOLD	BID PROCESS
\$0 – 4,999	At least one (1) written proposal.
	Request for Bids must include all information obtained.
	Verbal quotes should include company name, items and amounts requested, and price.
\$5,000 – 25,000	At least two (2) written proposals must be obtained.
	Request for bids must include all information obtained.
	Verbal quotes should include company name, items and amounts requested, and price.
\$25,000.01 and above	At least three (3) written proposals must be obtained.
	Request for bids must include all information obtained.
	Verbal quotes should include company name, items and amounts requested, and price.

- A. The Charter School will execute a pre-approval for all purchases, and it shall be approved by the SCHOOL DIRECTOR for purchases less than \$10,000 and by the Governing Board if greater than \$10,000. If the transaction is for or to be benefited by the SCHOOL DIRECTOR, it must be approved by the Governing Board regardless of the amount.

- B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Governing Board and signed by the SCHOOL DIRECTOR. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

The SCHOOL DIRECTOR must pre-approve all out of town travel.

Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 100 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.

Requests for reimbursement of travel expenses must be submitted on the appropriate expense reimbursement request form. Each expense shall be separately identified. Forms shall be dated and signed by the employee attaching originals of supporting documentation.

The employee's expense reimbursement form and credit card purchases invoices or receipts are reviewed and approved by the SCHOOL DIRECTOR.

School complies with IRS regulations, which require that all travel expenses be substantiated with adequate records. This substantiation must include information relating to:

- (1) the amount of the expenditure;
- (2) the time and place of the expenditure;
- (3) the purpose of the expenditure

Requests for reimbursement lacking complete information will be returned to the requesting employee.

Reimbursement requests shall be submitted in no event more than thirty (30) days after the expense. Reimbursement requests more than thirty (30) days old may be rejected.

801 Meal Reimbursement

Employees are reimbursed up to the per diem rate of \$65.00 for travel related meal expenses for their travel destination. Receipts are required for reimbursement of travel meals using per diem rates.

The SCHOOL DIRECTOR must approve all requests prior to incurring reimbursable expenses. The actual cost of meals, not to exceed \$60 per day including tax and gratuities, will be reimbursed.

The following daily amounts shall be followed:

Breakfast: \$20.00 Lunch: \$20.00 Dinner: \$25.00

The rates include Meals and non-alcoholic beverages.

Employees will not be reimbursed for:

- Meal expenses exceeding the maximum meal rate.
- Any portion of the per diem that covers meals which are also provided as part of the conference fees or conference provided meals, unless there is a business or health reason for an alternate meal.

To qualify for meal reimbursement, school site employees shall submit an employee expense report for reimbursement to the Office manager. CMO employees shall submit employee expense reports to the SCHOOL DIRECTOR. An original receipt must be submitted with the expense report regardless of the amount. If no original receipt is provided, reimbursement will be limited to the daily meal amount.

802 Mileage Reimbursement

A. All employees are reimbursed either at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel or at a flat monthly rate which is taxable under IRS rules. In addition, parking fees and tolls paid are reimbursable if supported by invoices or receipts.

B. All employees requesting mileage reimbursement are required to furnish a reimbursement request form containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices or receipts, if applicable.

803 Cellular Telephone Usage

COVAH does not provide cell phones to employees.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature of services and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. As deemed appropriate by the Governing Board, invoices or billings submitted by consultants include enough detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's

performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. Consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. Consultant agreements will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for several firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.
- G. Will be evidenced by a completed and signed IRS form W-9

903 Contracts

- A. Consideration will be first given to the organizations in-house capabilities before contracting them out or start a bidding process.
- B. The Office manager will keep and maintain a contract file evidencing the competitive bids obtained and the justification for need for any contracts above \$5,000.

Part II

1000 GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

- A. **Timeliness of Entries**
All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.
- A. **Support Documentation**

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

B. Audit Trail

A complete audit trail is maintained by use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order (for items priced \$500 or higher), etc.) by the CSMC before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the CSMC.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis or as considered necessary.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.
6. The SCHOOL DIRECTOR has oversight ability and responsibility for all general journal entries.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the CSMC for the SCHOOL DIRECTOR's review and approval.
2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the CSMC.

3. At fiscal year end and after the annual audit, all audit adjusting journal entries are added, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger.

Procedures

General

1. Mail is opened by the Office Manager who sorts the checks and forwards them to the SCHOOL DIRECTOR for appropriate recipient.
2. All checks are restrictively endorsed immediately by the Office Manager.
3. The CSMC prepares journal entries.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.

5. The CSMC reviews and signs off on journal entries.
6. The CSMC inputs journal entries.
7. The SCHOOL DIRECTOR makes deposits no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a locked safe with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Office manager and the CSMC on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

1. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

2. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by the CSMC, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.
- (vii) CSMC accounting system does not allow duplicate invoices to be input and each invoice must have a unique non-reoccurring invoice number on it.

Procedures

1. When the transaction is complete, and payment is due, a pre-numbered check is prepared by the CSMC who attaches all supporting documentation: (e.g. vendor invoice, purchase order (for items priced \$500 or higher), purchase requisition, etc.) and submits the package to the SCHOOL DIRECTOR for approval.

2. All invoices submitted for payment will include approvals for payment, check stub with check number and date of payment visible.
3. The SCHOOL DIRECTOR approves checks, after examining the supporting documentation. All checks over \$10,000.00 must bear two approvals either manually or electronically, from the SCHOOL DIRECTOR, Board Treasurer or Board President (except recurring payments that are detailed in the approved budget).
4. After having been approved and/or signed, the checks are mailed directly to the payee by CSMC.
5. All supporting documents are filed by back-office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled within two weeks of receipt from the bank by the CSMC and are available for review by the SCHOOL DIRECTOR.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

- (i) The Charter School does have Petty Cash Funds.

1200 PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the SCHOOL DIRECTOR and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted and tested for tuberculosis (TB). Fingerprint and TB clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. If applicable, employees accrue vacation time based on personnel policy of the Charter School.
2. If applicable, employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. If applicable, regular part-time employees will earn vacation time on a pro-rated basis based on personnel policy of the Charter School.
4. If applicable, employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Principal for teachers and the SCHOOL DIRECTOR of each department for staff under their supervision.
5. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Principal for teachers and department SCHOOL DIRECTOR for office staff. If planned in advance, sick leave is requested via a Sick Leave Request form, otherwise sick leave is requested via e-mail and approved by the Principal or Department SCHOOL DIRECTOR.
6. If applicable, before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Principal for teachers and Department SCHOOL DIRECTOR for office staff.
7. The back-office service provider, CSMC monitors vacation and sick time by maintaining a log for each individual.
8. If applicable, a General Journal entry is prepared at year-end to record the accrued vacation liability.
9. If applicable, unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

- (i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly employees prepare time sheets on a semi-monthly basis.
2. In preparing time sheets, employees:
 - (i) School uses an electronic system for timekeeping
 - (ii) Make all corrections manually or via email to Office Manager for approval.
 - (iii) Submit the completed time sheet to the Office Manager.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Office Manager on a semi-monthly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative or Operations Assistant forwards the timesheets to the Office Manager who reviews and approves them.
2. Authorized timesheets are collected by the Office Manager and hours worked for each employee is provided to the CSMC for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Office Manager or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The Office Manager forwards approved time sheets to the CSMC.

2. The total time recorded on time sheets and the number of employees is calculated by the CSMC.
3. Recorded hours from the semi-monthly time sheets are accumulated by the CSMC and communicated to the Payroll Service.
4. The payroll documents received from the in-house payroll sheet are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the CSMC.
5. The CSMC verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the CSMC.
7. The Payroll Register is reviewed and approved by the SCHOOL DIRECTOR and Office Manager.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The Office Manager determines payroll withholdings and the CSMC verifies.

Procedures

1. The Office Manager determines payroll withholdings and the CSMC verifies payroll withholdings for each employee. These are summarized by pay period and recorded in the General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the CSMC.
3. The CSMC reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.

4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the CSMC.

COVAH Charter School does not provide salary advances.

1300 DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles and under FASB guidelines, depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School uses the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

A. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses and company credit card purchases.

- Reimbursements shall be made only for actual and necessary business and school-related expenses.
- Reimbursements shall not be used as an alternative to the purchase requisition system.

- Reimbursement requests shall contain a receipt, invoice and/or record of sale, and other relevant documentation, such as prior approval and/or a purchase order.
 - Purchases of the following items (including but not limited to) are not eligible for reimbursement by the Charter School:
 - Donations or sponsorships;
 - Flowers, gifts, or gift cards;
- Non-school-related purchases are prohibited. The use of the Charter Schools funds for personal use is prohibited, including the submission of any non-school-related purchases for reimbursement. Individuals who use or attempt to use the Charter Schools funds or seek reimbursement for non-school related purposes shall be subject to disciplinary action. Any individual who the Principal or his/her designee determines has sought reimbursement for irregular or unauthorized transactions, whether personal or unauthorized business transactions, will be subject to disciplinary action.

B. Internal Accounting Controls

- (i) Justification for travel approved by SCHOOL DIRECTOR
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 60 days, an employee who seeks reimbursement for authorized expenses completes a reimbursement request form detailing the expenses incurred, including detail of mileage driven, and attaching originals of supporting documentation.
2. All credit card purchases are supported by receipt and or invoices in order to be reimbursed. Receipts must be original receipts, clearly legible and only contain items for which the employee is being reimbursed. Personal items should be purchased separately.
3. The employee's reimbursement request form and purchase invoices are reviewed and approved by the SCHOOL DIRECTOR.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The SCHOOL DIRECTOR works with the CSMC and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Governing Board for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the CSMC prepares a preliminary budget and projection for review by the SCHOOL DIRECTOR in consultation with stakeholders as appropriate.
2. To support budgets and projection estimates, the CSMC prepares current year-to-date financial data with projections of year-end totals.
3. The CSMC and the SCHOOL DIRECTOR review the budgets and projection submitted for completeness and reasonableness.
4. The Governing Board approves and adopts the final budgets and projection.
5. The adopted budget totals are entered in the General Ledger by the CSMC for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

The SCHOOL DIRECTOR reviews all financial reports for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The CSMC prepares monthly budget vs. actual financial reports and cash flow projection for the Governing Board meetings.

2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm.
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

CONTROL OBJECTIVE

To accurately prepare and file required tax documents on a timely basis.

Procedures

4. The School maintains a schedule of required filing due dates for:
 - i. *IRS Form W-2* - Wage and Tax Statement.
 - ii. *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - iii. *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - iv. *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - v. Quarterly and annual state(s) unemployment tax return(s).
5. Before submission, all payroll tax documents, and the supporting schedules are reviewed and approved by the CSMC for accuracy and completeness.

Appendix F. California School Dashboard

California School Dashboard

2019 Demographic Information

SCHOOL PERFORMANCE OVERVIEW

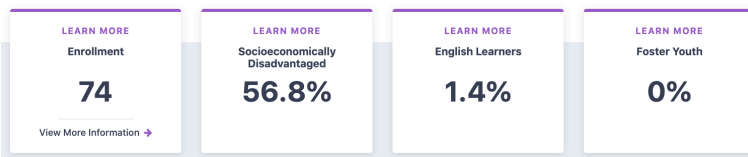
Conservatory of Vocal/Instrumental Arts High

Explore the performance of Conservatory of Vocal/Instrumental Arts High under California's Accountability System.

CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS HIGH

Student Population

Explore information about this school's student population.



Enrollment

[X](#)

School Demographics

Student Group	Total	Percentage
Socioeconomically Disadvantaged	42	56.8%
English Learners	1	1.4%
Students with Disabilities	5	6.8%

Race/Ethnicity	Total	Percentage
Hispanic	17	23%
Pacific Islander	1	1.4%
Filipino	1	1.4%
Two or More Races	1	1.4%
White	8	10.8%
African American	43	58.1%
Asian	3	4.1%

California School Dashboard



California School Dashboard



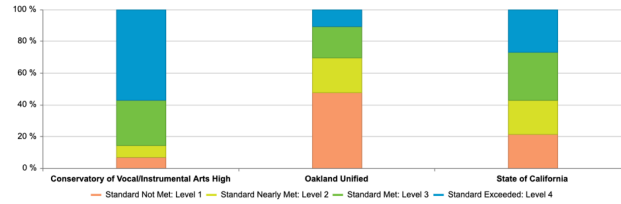
Appendix G. CAASPP Performance Data

California Assessment of Student Performance and Progress

2018–19 Overall Achievement - Grade 11

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

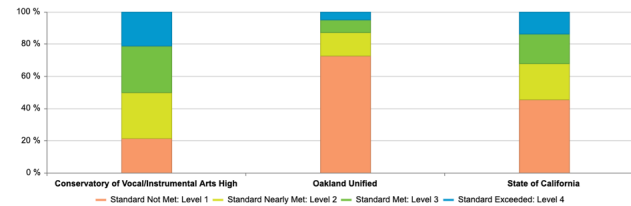
▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Conservatory of Vocal/Instrumental Arts High	Oakland Unified	State of California
Mean Scale Score	2677.4	2511.7	2596.6
Standard Exceeded: Level 4	57.14 %	10.59 %	27.10 %
Standard Met: Level 3	28.57 %	19.75 %	30.17 %
Standard Nearly Met: Level 2	7.14 %	21.95 %	21.38 %
Standard Not Met: Level 1	7.14 %	47.70 %	21.35 %

MATHEMATICS

2018–19 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

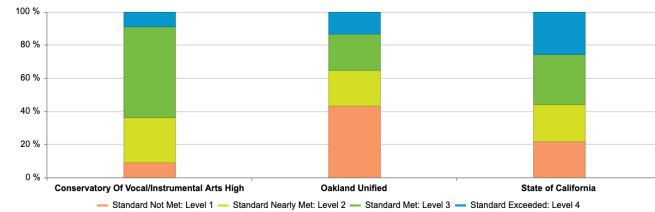
Achievement Level	Conservatory of Vocal/Instrumental Arts High	Oakland Unified	State of California
Mean Scale Score	2630.6	2476.9	2563.9
Standard Exceeded: Level 4	21.43 %	5.07 %	13.85 %
Standard Met: Level 3	28.57 %	8.03 %	18.39 %
Standard Nearly Met: Level 2	28.57 %	14.26 %	22.28 %
Standard Not Met: Level 1	21.43 %	72.65 %	45.48 %

California Assessment of Student Performance and Progress

2017–18 Overall Achievement - Grade 11

ENGLISH LANGUAGE ARTS/LITERACY

2017–18 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

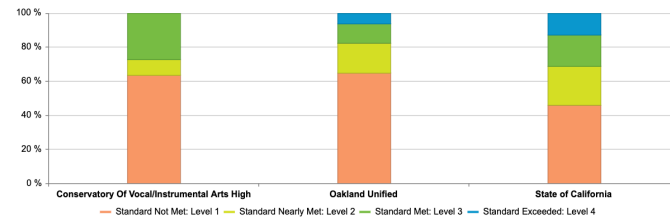
Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Conservatory Of Vocal/Instrumental Arts High	Oakland Unified	State of California
Mean Scale Score	2607.5	2523.8	2592.4
Standard Exceeded: Level 4	9.09 %	13.42 %	25.59 %
Standard Met: Level 3	54.55 %	21.62 %	30.37 %
Standard Nearly Met: Level 2	27.27 %	21.67 %	22.18 %
Standard Not Met: Level 1	9.09 %	43.29 %	21.85 %

MATHEMATICS

2017–18 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Data Detail - All Students (accessible data)

Overall Achievement

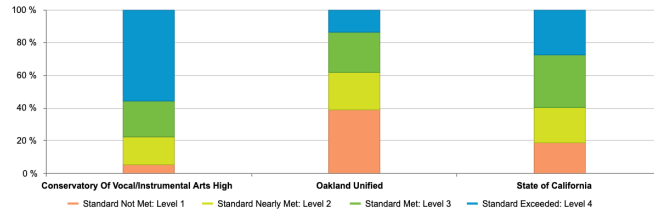
Achievement Level	Conservatory Of Vocal/Instrumental Arts High	Oakland Unified	State of California
Mean Scale Score	2533.0	2494.6	2561.4
Standard Exceeded: Level 4	0.00 %	6.28 %	12.89 %
Standard Met: Level 3	27.27 %	11.38 %	18.48 %
Standard Nearly Met: Level 2	9.09 %	17.77 %	22.84 %
Standard Not Met: Level 1	63.64 %	64.57 %	45.78 %

California Assessment of Student Performance and Progress

2016–17 Overall Achievement - Grade 11

ENGLISH LANGUAGE ARTS/LITERACY

2016–17 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

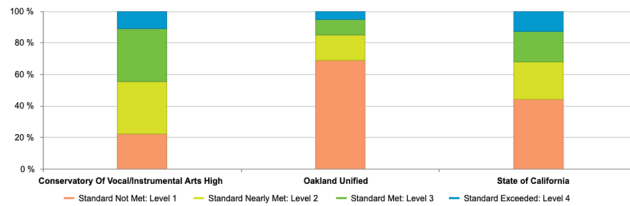
▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Conservatory Of Vocal/Instrumental Arts High	Oakland Unified	State of California
Mean Scale Score	2670.6	2537.5	2602.5
Standard Exceeded: Level 4	55.56 %	13.62 %	27.72 %
Standard Met: Level 3	22.22 %	24.81 %	32.04 %
Standard Nearly Met: Level 2	16.67 %	22.81 %	21.34 %
Standard Not Met: Level 1	5.56 %	38.76 %	18.91 %

MATHEMATICS

2016–17 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

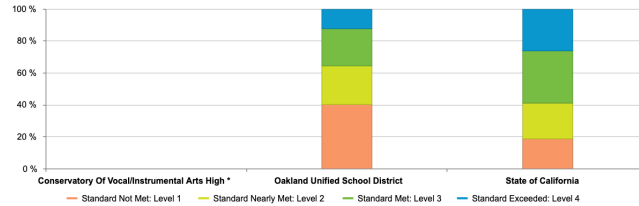
Achievement Level	Conservatory Of Vocal/Instrumental Arts High	Oakland Unified	State of California
Mean Scale Score	2614.0	2490.0	2565.0
Standard Exceeded: Level 4	11.11 %	5.18 %	12.92 %
Standard Met: Level 3	33.33 %	10.02 %	19.22 %
Standard Nearly Met: Level 2	33.33 %	16.05 %	23.64 %
Standard Not Met: Level 1	22.22 %	68.75 %	44.22 %

California Assessment of Student Performance and Progress

2015–16 Overall Achievement - Grade 11

ENGLISH LANGUAGE ARTS/LITERACY

2015–16 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

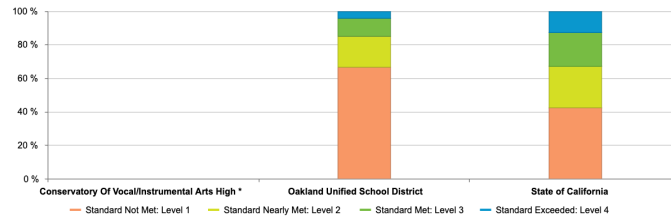
▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Conservatory Of Vocal/Instrumental Arts High	Oakland Unified School District	State of California
Mean Scale Score	N/A	2531.5	2599.8
Standard Exceeded: Level 4	*	12 %	26 %
Standard Met: Level 3	*	23 %	33 %
Standard Nearly Met: Level 2	*	24 %	22 %
Standard Not Met: Level 1	*	40 %	19 %

MATHEMATICS

2015–16 Achievement Level Distribution - Grade 11



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Conservatory Of Vocal/Instrumental Arts High	Oakland Unified School District	State of California
Mean Scale Score	N/A	2498.1	2567.8
Standard Exceeded: Level 4	*	4 %	13 %
Standard Met: Level 3	*	11 %	20 %
Standard Nearly Met: Level 2	*	18 %	25 %
Standard Not Met: Level 1	*	66 %	43 %

Appendix H. 2019-20 Local Control and Accountability Plan (LCAP)

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019 - 2020

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Conservatory of
Vocal/Instrumental Arts High

Contact Name and Title

Dr. Valerie Abad, Director

Email and Phone

vabad@covaconservatory.org
510-328-1119

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Conservatory of Vocal/Instrumental Arts High School is located in Oakland, CA serving a primarily minority inner city population consisting of overall 82% minority: African American 59%; Hispanic 23%; 7% White; 6% Asian; and 2% Pacific Islander. The enrollment includes 57.3% students from low-income families. COVAH provides a variety of advanced academic courses through our Concurrent College Enrollment program as well as credit recovery through online A – G approved courses and enrichment through the arts. COVAH's college and career paths give a variety of options for students to identify career interests and pathways through post-high school training or entry into college certification and degree programs. COVAH is a unique blend of arts and academics. Music instruction has been shown to greatly enhance academic learning and intrinsic motivation, and it is this belief that is the cornerstone of our program. In addition to the strong Common Core based academic program, COVAH also provides high quality vocal and instrumental music training to students. Our students are from the greater Oakland area, as well as surrounding areas.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

COVAH's focus areas as outlined for the 2019-20 LCAP Goals remain the same: We will be focusing on creating a positive school climate by increasing parent involvement through performance opportunities and parent meeting and activities. Math will be a continuing academic focus of ours, with emphasis on mastery and higher-level math courses. COVAH will promote a college and career environment by providing opportunities for students to participate in varied college classes which includes career certification programs, learn from professional musicians, and explore professional

careers in the music industry. Increased academic achievement will help ensure students meet these goals.

COVAH incorporates the State Priorities into our Goals:

Priority 1 – Highly Qualified Educators:

- 100% of core, college-preparatory teachers will be highly qualified, as measured by credential documents.
- Faculty professional development which supports their practice and ability to teach the state standards, as measured on the annual survey.
- Teachers provide supports for students in mastery of state standards, as provided through afternoon support classes, after classes tutoring with Core teachers, and online credit recovery.

Priority 2 - Implement the Common Core Standards, with support for ELLs in both acquisition of Common Core and English language fluency, as measured through the following goals:

- COVAH School curriculum will be fully aligned to the CCSS and CSCS.
- COVAH will provide supports for ELL students through small group and individual tutoring and teacher and student strategies within the classroom.

Priority 3 – COVAH will cultivate active family involvement in the life of the school, as measured through the following goals:

- Families will view themselves as part of the school community and its success.
- Families will understand their child's coursework, progress, and ways they can support their child in meeting goals.
- Families will have opportunities to provide input on key decisions.
- Families will demonstrate high satisfaction with the school's program.

Priority 4 - COVAH will advance student achievement, as measured through the following goals:

- Students will become proficient in English supporting achievement in math and core subjects.
- Students will show growth on interim formative assessments.
- Students will show growth on external measures (SBAC, SAT, etc).
- Students will graduate having met A-G Requirements.

Priority 5 - College and Career: A couple of highlighted services to improve outcomes for unduplicated students are: Dual Enrollment for ELs (7th Period - Options) and AVID Strategies in Study Skills Goal

Priority 6 - Student Engagement and School Climate: COVAH will actively engage pupils, as measured through the following goals:

- Students attend school regularly.
- Students complete high school and complete all requirements for graduation.

Priority 7 - COVAH will provide a broad course of study for college and career, as measured through the following goals:

- All students are enrolled in a broad course of study including career and college readiness through the Concurrent College Enrollment program.
- All students complete A-G Requirements by the time they graduate.

Review of Performance

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

Greatest Progress

COVAH has demonstrated great progress on the SBAC in both ELA and Math. COVAH's SBAC scores have increased significantly between 2017 – 2018 and 2018 – 2019. ELA increased from 63.64% Proficient and Advanced in to 85.7% Proficient and Advanced (a gain of 22%). We are most proud of our math performance growing from only 27.27% proficient in 2017 – 18 to 50% Proficient and Advanced in 2018 – 2019 (an increase of 22.73%). Both of these gains were accomplished through a focus on Common Core standards across the curriculum and increasing support services to students. As a school of 82% minority students these gains were notable in the work and dedication of the teachers and staff. We feel this formula of focus on standards and teacher implementation served as the catalyst for student growth.

- Over 85% of COVA's African American students scored as "met or exceeded" standards in the 2018-2019 ELA SBAC.
- 100% of students and staff members positively rated the school's academic instruction.
- The attendance rate surpassed the attendance goal of 90%.
- 80% of teachers feel that professional development is supported.
- 93% of seniors that graduated were accepted to a college, university, or technical career program.
- 93% of graduates met the A-G UC/CSU requirements.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Dashboard: COVAH's dashboard for 2018 Local Indicators include: Suspension Rate (Blue), Standard Met for: Basics, Implementation of Academic Standards, Parent Engagement, Local Climate Survey and access to a Broad Course of Study. Due to the small 11th grade class, no disaggregated reports were available for all areas.

We have identified the following as our greatest needs:

- Although we made significant gains in Math during the 2018-19 school year, it continues to be one of our greatest areas of need across all subgroups.
- Parent engagement is an area of need, both in activity participation and survey responses.
- Methods to universally assess student progress, such as through benchmarking, need to take place throughout the school year to adequately monitor student progress.

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

Performance Gaps

COVAH has demonstrated no significant achievement gaps between ethnic groups or income groups in English Language Arts. There are not a sufficient number of white (non-minority) students in the sample for comparison.

ELA – Met or Exceeded Standards - TOTAL: 85.7; African American 85.7; Latino 75%; Low-Income 85.7

Math – Met or Exceeded Standards - TOTAL: 50%; African American 42.8%; Latino 25%; Low-Income 28.5%

A gap exists in Math between African American and Latino Students. This gap is being addressed through the development of subject specific vocabulary and strategies for EL Learners.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

For the 2018-19 year COVAH was identified for CSI w/o supports based on math performance in 2017-18. This was a goal for the 2018 – 19 school year which we addressed and raised math achievement by 23% to 50% met or exceeded standards.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

We are a single school LEA, so the CSI plan was targeted toward the single school. This included identifying student needs relating to the Common Core Standards, benchmark assessments, and focused supports for the lowest students.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

We were identified as a CSI plan without any financial supports. We have established on-going supports to address the needs of students and will monitor the progress of the supports.

Monitoring will occur through:

- Benchmarks
- Quarterly assessments of basic math calculation skills
- Tutoring by teachers and peers

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

- The school will offer a rigorous curriculum that will result in a 3% increase in students scoring met or exceeded on the ELA and Math SBAC.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Highly Qualified Educators), Priority 2: State Standards, Priority 4: Pupil Achievement, Priority 8: Other
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>For 2018-19, the Annual Measured goals were:</p> <ul style="list-style-type: none">At least 45.7% of students will score "met or exceeded" on the Math SBAC.At least 71.73% of students will be reading at grade level.At least 68.6% of Latino students will score "met or exceeded" on the ELA SBAC.	<p>COVAH's 2019 SBAC scores exceeded the expected outcomes:</p> <ul style="list-style-type: none">SBAC MATH - 50% of students scored "met or exceeded" standardsSBAC ELA - 85.7% of students scored "met or exceeded" Standards.GATES READING – Overall 67.6% are at or above grade level.SBAC ELA - Latino - 75% "met or exceeded" standards.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1. Teachers will attend professional development on Common Core alignment and best instructional strategies.	100% of teachers were provided materials and instruction on Common Core Alignment and best instructional strategies.	\$22,000 Core Curriculum \$3,000 Professional Development	\$7,686 Textbooks/Curriculum \$510 Professional Development
Action 2. Provide students with afterschool tutoring and homework club.	100% of teachers conducted afterschool tutoring sessions for students.	\$1,000 Supplement Student Materials \$3,000 Online Curriculum	\$796 Classroom Materials & Supplies \$1,312 Online Curriculum
Action 3. Administer quarterly benchmarks to drive instruction.	Due to conflicting timing and scheduling, only one benchmark was administered in 2018-19. Additional Benchmarks will be added for the 2019-20 LCAP.	\$2,500 Benchmark Program \$500 Classroom Materials	\$150 copies for benchmarks

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were provided materials and support for Common Core Instruction, conducted tutoring sessions four days a week, and administered one benchmark.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SBAC results demonstrated effectiveness of actions/services in this goal by a 22.06% increase in ELA SBAC, and a 22.73% increase in SBAC math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school planned to adopt new math books in 2018-19, but did not find one that adequately met the Common Core standards.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 2

Create a positive school climate by increasing student and family engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: Implementation of State Standards, Priority 3: Parent Engagement, Priority 4: Student Achievement

Local Priorities: Rigorous and Engaging Curriculum and Instruction

Annual Measurable Outcomes

Expected	Actual
55% or more of families will feel that they have a voice in the school.	Exceeded: On the survey, 80% felt they have a voice in the school.
75% of families will attend concerts and performance events.	Exceeded: 88% of families attended concerts and performance events.
The attendance rate will be 96% or greater.	Exceeded: Attendance rate was 98.12%
The student suspension rate will be 1.73% or less.	Exceeded: Overall 1%
At least 15% of parents will respond to the annual family survey.	Not Met: Only 9% of parents responded to the survey. We will carry this goal into 2019-20 with more emphasis on parent engagement.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed

Action 1 - 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Faculty will conference with parents monthly to increase parent engagement.	Faculty conferenced with parents regularly through phone calls, progress reports, and in person. The parent Booster group met monthly with the exception of days when school was cancelled due to smoke or Merritt campus gas leak.	\$700	\$700 1300 Object Code
2. Recognition of students with perfect attendance.	Students with perfect attendance were rewarded with certificates and gift cards.	\$3,891	\$3,891
3. Annual family survey will be sent to all students, parents, staff, and stakeholders.	The Annual Survey was sent out to parents, staff, and students in June.	\$4,341	\$4,341

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Faculty was provided contact information for each parent, and held one required parent conference with 94% of the parents.

Two concerts were held during the year for parents and community.

Each day, the office calls any students who have not arrived to ensure any absences were excused. Students who needed to be out of school for family necessity were provided Independent Study Contracts. Student attendance was above the 95% level and 8% of students maintained perfect attendance.

The Annual survey was emailed to all parents and staff. Student emails were not consistent.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness surpassed our expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 3

Increase student achievement by creating a college and career readiness culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parent Involvement (Engagement)

Local Priorities: Building active family involvement in the life of the school

Annual Measurable Outcomes

Expected	Actual
Students from low-income families will increase by 3% their score on the Gates MacGinitie Reading Assessment.	Overall – Not Met – 2017 – 19 - 68.8%; 2018-19 – 61.5% Exceeded – Latino 2017 -18 – 66.6; 2018-19 – 68.7%
The school will maintain a 100% graduation rate.	100% of students graduated and entered College or Career Programs.
75% of our students will be enrolled in college courses.	78% of students enrolled in College Courses, exceeding the expectation.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1 - 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Academic advisor will meet with each high school student to create course schedule for either college or career pathway.	All students met with the academic advisor to develop a schedule for college and high school pathways.	\$36,914	\$36,914
2. Students will work with professional musicians or experts in the fields of sound productions related to careers in music.	35% of students participated in Sound and Video production courses, and 75% worked with professional musicians.	\$32,255	\$32,255
3. All students will participate in A – G classes in preparation for college entrance in addition to selected career pathways.	100% of students participated in A-G classes.	\$3,500	\$3,500 1000-3999 Object Codes
4. Students will participate in concurrent enrollment in high school and college courses.	78% of students enrolled in one or more college classes.	\$19,207	\$19,207

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

COVAH provided concurrent enrollment in college classes through the Peralta Community Colleges as well as an A – G course program for all students. An extensive selection of over 1500 online classes is offered, including Honors and AP classes. COVAH provided an Arts program that includes comprehensive courses in music and performing arts taught by professional musicians and includes college level coursework.

Review and consultation between administration and staff occurred related to the curriculum used and the types of professional development necessary for student success. The goals for Student Engagement were met through attention to attendance, a focus on positive culture through positive behavior support, a rich music/arts/technology focus, and classroom management support. We need to determine ways to increase family engagement at COVAH. By holding parent/teacher conferences, student performances, and various parental involvement opportunities, families were invited to become and stay involved in the school. Annual surveys were given to stakeholders to assess attitudes towards curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are still awaiting the final confirmed results of our 2018-2019 SBAC to measure the outcomes of the overall effectiveness of sub-groups. Initial outcomes for the 2018-2019 school year are below:

Percent who met or Exceeded on SBAC in ELA Overall	85.7%
Students from Low-Income Families	85.7
Students who are African American	85.7
Students who are Latino	75.0
Percent who met or Exceeded on SBAC in Math Overall	50.0%
Students from Low-Income Families	28.5
Students who are African American	42.8
Students who are Latino	25.0

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted and Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Focus on this goal will be overall Math with specific intervention in Latino and EL strategies.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

COVAH consulted with teachers, staff, board, and parents regarding the LCAP development at faculty meetings throughout the year and parent meetings. The board members reviewed the LCAP.

Impact on LCAP and Annual Update

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

They were used to determine the school's priorities. Also, input from all stakeholders was used to align the school's mission with the use of its budget and academic goals.

Hearing from all stakeholders allowed the school to hear points of views, and bring the COVAH community together by focusing on putting the students' achievements first.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

- The school will offer a rigorous curriculum that will result in a 3% increase in students scoring met or exceeded on the ELA and Math SBAC.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic Services, Priority 2: Common Core State Standards, Priority 4: Student Achievement

Local Priorities: [List Local Priorities here]

Identified Need:

Students test scores showed that only 27% of overall students scored met or exceeded on the Math SBAC. Most subgroups did not score met or exceed on the 2017-2018 SBAC. We do not have final results of the 2018-2019 SBAC to evaluate the subgroup changes with scores, but have received the Overall scores of 85.7% met or exceeded in ELA, and 50% met or exceeded in Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3% increase in Math SBAC test scores	44.4%	Not Met: 27.2 Goal: At least 45.4% of students will score met or exceeded on the Math	Exceeded: 50% Goal: At least 45.24% of students will score met	TBD At least 46.0% of students will score met or

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		SBAC. This goal was not met.	or exceeded on the Math SBAC. or exceeded.	exceeded on the Math SBAC
1% increase in students Gates MacGinitie Reading Assessment	69.64%	Met- 74.6%. Goal: At least 70.64% of students will be reading at grade level.	Not Met: 67.6. Goal: At least 71.64% of students will score at or above grade level on the Gates	TBD At least 72.64% of students will be reading at grade level.
1% increase in ELA SBAC scores for Latino students	66.6%	Exceeded – 100%. At least 67.6% of Latino students will score met or exceeded on the ELA SBAC.	Exceeded – 75% At least 68.6% of Latino students will score met or exceeded on the ELA SBAC.	TBD At least 69% of Latino students will score met or exceeded on the ELA SBAC.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served: ALL

Location(s):

COVAH 9 - 12

ELL, FRL, Foster Youth

School-site: Merritt College Campus

OR

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

Students to be Served: FRL, ELL	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
ELL, FRL, Foster Youth	LEA Wide	School Site: Merritt College Campus

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will offer a rigorous curriculum that will result in a 3% increase in students scoring met or exceeded on the ELA and Math SBAC.	The school will offer a rigorous curriculum that will result in a 3% increase in students scoring met or exceeded on the ELA and Math SBAC.	The school will offer a rigorous curriculum that will result in a 3% increase in students scoring met or exceeded on the ELA and Math SBAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$303,740	\$394,230	\$349,749

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object Code 1000-1999, 4000-4999, 5000-5999	Object Code 1000-1999, 4000-4999, 5000-5999	Object Code 1000-1999, 4000-4999, 5000-5999

Action 2

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

Students to be Served: ALL	Location(s): COVAH 9 - 12
ELL, FRL, Foster Youth	School-site: Merritt College Campus

OR

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

Students to be Served: FRL, ELL	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
ELL, FRL, Foster Youth	LEA Wide	School Site: Merritt College Campus

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide students with afterschool tutoring and homework club.	Provide students with afterschool tutoring and homework club.	Provide students with afterschool tutoring and homework club.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object Code 1000-1999, 4000-4999, 5000-5999	Object Code 1000-1999, 4000-4999, 5000-5999	Object Code 1000-1999, 4000-4999, 5000-5999

Action 3

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

Students to be Served: ALL

Location(s):

COVAH 9 - 12

ELL, FRL, Foster Youth

School-site: Merritt College Campus

OR

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

Students to be Served: FRL, ELL	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
ELL, FRL, Foster Youth	LEA Wide	School Site: Merritt College Campus

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

Administer quarterly benchmarks to drive instruction.

2018-19 Actions/Services

Administer quarterly benchmarks to drive instruction.

2019-20 Actions/Services

Administer quarterly benchmarks to drive instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object Code 1000-1999, 4000-4999, 5000-5999	Object Code 1000-1999, 4000-4999, 5000-5999	Object Code 1000-1999, 4000-4999, 5000-5999

Goals 2

Create a positive school climate by increasing student and family engagement.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need:

50% of families that responded to school survey reported that they did not have a voice in the school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5% increase in families feeling that they have a	50%	55% or more of families will feel that they have a voice in the school.	60% or more of families will feel that they have a voice in the school.	65% or more of families will feel that they have a voice in the school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
voice in the school				
There will be a 5% increase in the rate of family participation at school sponsored events.	70%	75% of families will attend concerts and performance events.	80% of families will attend concerts and performance events.	85% of families will attend concerts and performance events.
Student attendance rate will increase by 1%	95%	The attendance rate will be 96% or greater.	The attendance rate will be 97% or greater.	The attendance rate will be 98% or greater.
Student suspensions will decrease by 1%	1.75%	The student suspension rate will be 1.73% or less.	The student suspension rate will be 1.70% or less.	The student suspension rate will be 1.68% or less.
Response to family surveys will increase by 10%.	5%	At least 15% of parents will respond to the annual family survey.	At least 25% of parents will respond to the annual family survey.	As least 35% of parents will respond to the annual family survey.

Planned Actions / Services

Action 1: Staff will meet with parents monthly to increase parent engagement.

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

Students to be Served:

Location(s):

☒ All
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)]
 ☒ All schools
 ☐ Specific Schools:
 ☐ Specific Grade spans

OR

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

Students to be Served:
☒ English Learners ☒ Foster Youth
☒ Low Income
Scope of Services:
☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)
Location(s):
☒ All schools ☐ Specific Schools:
☐ Specific Grade spans
Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New ☐ Modified ☒ Unchanged
2017-18 Actions/Services

Staff will meet with parents monthly to increase parent engagement.

2018-19 Actions/Services

Staff will meet with parents monthly to increase parent engagement.

2019-20 Actions/Services

Staff will meet with parents monthly to increase parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700	\$700	\$700
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object code 4000-4999, Materials & Supplies	Object code 4000-4999, Materials & Supplies	Object code 1000-3999, 4000-4999, Materials & Supplies

Planned Actions / Services

Action 2: Recognition of students with perfect attendance.

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

Students to be Served:

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

Location(s):

☒ All schools ☐ Specific Schools: ☐ Specific Grade spans

OR

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

Students to be Served:

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s):

☒ All schools ☐ Specific Schools:
☐ Specific Grade spans

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

☒ New ☐ Modified ☐ Unchanged

Select from New, Modified, or Unchanged
for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged
for 2019-20

☐ New ☐ Modified ☒ Unchanged

2017-18 Actions/Services

Recognition of students with perfect
attendance.

2018-19 Actions/Services

Recognition of students with perfect
attendance.

2019-20 Actions/Services

Recognition of students with perfect
attendance.

Budgeted Expenditures

Year 2017-18

Amount \$250

2018-19

\$250

2019-20

\$250

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object Code: 4000-4999, Materials & Supplies	Object Code: 4000-4999, Materials & Supplies	Object Code: 4000-4999, Materials & Supplies
Amount	\$3,570	\$3,641	\$3,714
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Classified Staff	Classified Staff	Classified Staff

Planned Actions / Services

Action 3: Annual family survey will be sent to all students, parents, staff, and stakeholders.

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

Students to be Served:

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

Location(s):

☒ All schools ☐ Specific Schools: ☐ Specific Grade spans

OR

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

Students to be Served:

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s):

☒ All schools ☐ Specific Schools:
☐ Specific Grade spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New ☐ Modified ☒ Unchanged

2017-18 Actions/Services

Annual family survey will be sent to all students, parents, staff, and stakeholders.

2018-19 Actions/Services

Annual family survey will be sent to all students, parents, staff, and stakeholders.

2019-20 Actions/Services

Annual family survey will be sent to all students, parents, staff, and stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object code 4000-4999, Office Supplies	Object code 4000-4999, Office Supplies	Object code 4000-4999, Office Supplies
Amount	\$3,570	\$3,641	\$3,714
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object code 2000-2999, Classified Staff	Object code 2000-2999, Classified Staff	Object code 2000-2999, Classified Staff
Amount	\$200	\$200	\$200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object codes: 4000-5999, Online Survey	Object codes: 4000-5999, Online Survey	Object codes: 4000-5999, Online Survey

Strategic Planning Details and Accountability

☒ New ☐ Modified ☐ Unchanged

Goal 3

Increase student achievement by creating a college and career readiness culture.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

Students are performing below expectations on standardized testing and other benchmark assessments.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students from low-income families will increase scores on the Gates MacGinitie Reading Assessment by 3%.	Individual Student Scores	Students from low-income families will increase by 3% their score on the Gates MacGinitie Reading Assessment.	Students from low-income families will increase by 3% their score on the Gates MacGinitie Reading Assessment.	Students from low-income families will increase by 3% their score on the Gates MacGinitie Reading
The school will maintain a 100% graduation rate.	100%	The school will maintain a 100% graduation rate.	The school will maintain a 100% graduation rate.	The school will maintain a 100% graduation rate.
Students enrolled in college courses will increase by 5%.	70%	75% of our students will be enrolled in college courses.	78.75% of our students will be enrolled in college courses.	82.68% of our students will be enrolled in college courses.

Planned Actions / Services

Action 1: Academic advisor will meet with each high school student to create course schedule for either college or career pathway.

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

Students to be Served:

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

Location(s):

☒ All schools ☐ Specific Schools: ☐ Specific Grade spans

OR

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

Students to be Served:

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s):

☒ All schools ☐ Specific Schools:
☐ Specific Grade spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New ☐ Modified ☒ Unchanged

2017-18 Actions/Services

Academic advisor will meet with each high school student to create course schedule for either college or career pathway.

2018-19 Actions/Services

Academic advisor will meet with each high school student to create course schedule for either college or career pathway.

2019-20 Actions/Services

Academic advisor will meet with each high school student to create course schedule for either college or career pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,700	\$36,414	\$37,142
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	Object code 2000-2999, Classified staff	Classified staff	Object code 2000-2999, Classified staff
Amount	\$500	\$500	\$500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object code 4000-4999, Office Supplies	Office Supplies	Object code 4000-4999, Office Supplies

Planned Actions / Services

Action 2: Students will work with professional musicians or experts in the fields of sound productions related to careers in music.

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

Students to be Served:

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

Location(s):

☒ All schools ☐ Specific Schools: ☐ Specific Grade spans

OR

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

Students to be Served:

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s):

☒ All schools ☐ Specific Schools:
☐ Specific Grade spans

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged
for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged
for 2019-20

☐ New ☐ Modified ☒ Unchanged

2017-18 Actions/Services

Students will work with professional musicians or experts in the fields of sound productions related to careers in music.

2018-19 Actions/Services

Students will work with professional musicians or experts in the fields of sound productions related to careers in music.

2019-20 Actions/Services

Students will work with professional musicians or experts in the fields of sound productions related to careers in music.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000

Year	2017-18	2018-19	2019-20
Source	LCFF Base & LCFF Supplemental & Concentration	LCFF Base & LCFF Supplemental & Concentration	LCFF Base & LCFF Supplemental & Concentration
Budget Reference	Outside services	Outside services	Outside services
Amount	\$8,000	\$8,255	\$8,491
Source	LCFF Base, Grants & Donations	LCFF Base, Grants & Donations	LCFF Base, Grants & Donations
Budget Reference	Object code 5000-5999, Student Transportation and Field Trips	Student Transportation and Field Trips	Object code 5000-5999, Student Transportation and Field Trips

Planned Actions / Services

Action 3: All students will participate in A – G classes in preparation for college entrance in addition to selected career pathways.

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

Students to be Served:

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

Location(s):

☒ All schools ☐ Specific Schools: ☐ Specific Grade spans

OR

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

Students to be Served:

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

Location(s):

☒ All schools ☐ Specific Schools:
☐ Specific Grade spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New ☐ Modified ☒ Unchanged

2017-18 Actions/Services

All students will participate in A – G classes in preparation for college entrance in addition to selected career pathways.

2018-19 Actions/Services

All students will participate in A – G classes in preparation for college entrance in addition to selected career pathways.

2019-20 Actions/Services

All students will participate in A – G classes in preparation for college entrance in addition to selected career pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included in 1.1	Included in 1.1	Included in 1.1
Source			
Budget Reference	Certificated Staff	Certificated Staff	Certificated Staff
Amount	\$3,500	\$3,500	\$3,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object code 4000-4999, Classroom Materials	Object code 4000-4999, Classroom Materials	Object code 4000-4999, Classroom Materials
Amount	\$0	\$0	\$0
Source			

Budget Reference	Technology	Technology	Technology
Amount	\$0	\$0	\$0
Source			
Budget Reference	Online Curriculum	Online Curriculum	Online Curriculum

Planned Actions / Services

Action 4: Students will participate in concurrent enrollment in high school and college courses.

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

Students to be Served:

Location(s):

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

☒ All schools ☐ Specific Schools: ☐ Specific Grade spans

OR

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

Students to be Served:

Scope of Services:

Location(s):

☒ English Learners ☒ Foster Youth
☒ Low Income

☒ LEA-wide ☐ Schoolwide **OR**
☐ Limited to Unduplicated Student Group(s)

☒ All schools ☐ Specific Schools:
☐ Specific Grade spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New ☐ Modified ☒ Unchanged

2017-18 Actions/Services

Students will participate in concurrent enrollment in high school and college courses.

2018-19 Actions/Services

Students will participate in concurrent enrollment in high school and college courses.

2019-20 Actions/Services

Students will participate in concurrent enrollment in high school and college courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Object code: 4000-4999, Books & Supplies	Object code: 4000-4999, Books & Supplies	Object code: 4000-4999, Books & Supplies
Amount	\$17,850	\$18,207	\$18,571
Source	LCFF Base & LCFF Supplemental & Concentration	LCFF Base & LCFF Supplemental & Concentration	LCFF Base & LCFF Supplemental & Concentration
Budget Reference	Classified Staff	Classified Staff	Classified Staff
	Object Code: 2000-2999	Object Code: 2000-2999	Object Code: 2000-2999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 102,394

11.03 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Tutoring services are offered to every student, unduplicated pupils are identified through assessment and achievement and assigned specific tutoring interventions.

All pupils are supported through their college coursework with particular emphasis for unduplicated pupils.

Appendix I. 2019 OUSD Collective Measurable Pupil Outcomes (MPOs)



Instructions: Enter measurable pupil outcome (MPO) targets and other requested information in the respective highlighted fields of the Collective MPOs table below. Please include targets for all subgroups that are currently or likely to become numerically significant during the course of the school's charter term (as defined by the criteria included in the table at the end of this document).

Collective Measurable Pupil Outcomes (MPOs)			
#	MPO	Amount 1	Amount 2
1	By the end of the charter term, increase* the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [2%] percent or achieve a level of [50%] percent.	Met (85%) Gain of 7%	Met (85%)
2	By the end of the charter term, for each numerically significant student subgroup**, increase* the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [2%] percent or achieve a level of [45%] percent.	-	-
	Native American Asian or Alaska Native	N/A	N/A
	Asian	N/A	N/A
	Pacific Islander	N/A	N/A
	Filipino	N/A	N/A
	Hispanic or Latino	N/A	N/A
	African American	N/A	N/A
	White	N/A	N/A
	Two or More Races	N/A	N/A
	English Learners	N/A	N/A
	Economically Disadvantaged	N/A	N/A
	Students in Foster Care	N/A	N/A
	Students with Disabilities	N/A	N/A
3	By the end of the charter term, increase* the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [2%] percent or achieve a level of [45%] percent.	Met (50%) Gain of 6%	Met (50%)
4	By the end of the charter term, for each numerically significant student subgroup**, increase* the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [1%] percent or achieve a level of [40%] percent.	-	-
	Native American Asian or Alaska Native	N/A	N/A
	Asian	N/A	N/A
	Pacific Islander	N/A	N/A
	Filipino	N/A	N/A
	Hispanic or Latino	N/A	N/A
	African American	N/A	N/A
	White	N/A	N/A
	Two or More Races	N/A	N/A
	English Learners	N/A	N/A
	Economically Disadvantaged	N/A	N/A



	Students in Foster Care	N/A	N/A
	Students with Disabilities	N/A	N/A
5	Each year, [20%] percent of students will increase [1 grade level] on the [ELA/Reading Assessment identified below] or achieve proficiency.*** <i>ELA/Reading Assessment: Gates-MacGinitie</i>	Met (85%) Gain of 23%	Met (85%)
6	Each year, for each numerically significant student subgroup**, [20%] percent of students will increase [1 grade level] on the [ELA/Reading Assessment identified in MPO #5] or achieve proficiency.***	-	-
	Native American Asian or Alaska Native	N/A	N/A
	Asian	N/A	N/A
	Pacific Islander	N/A	N/A
	Filipino	N/A	N/A
	Hispanic or Latino	Met (87%)	Met (87%)
	African American	Met (85%)	Met (85%)
	White	N/A	N/A
	Two or More Races	N/A	N/A
	English Learners	N/A	N/A
	Economically Disadvantaged	Met (87%)	Met (87%)
	Students in Foster Care	N/A	N/A
	Students with Disabilities	N/A	N/A
7	Each year, [20%] percent of ELs will improve one overall proficiency level on the CELDT/ELPAC.	Met (100%)	
8	Each year, have less than [5%] percent of students absent more than 10% of the school days (chronic absence).	Met (0%)	
9	Each year, for each numerically significant student subgroup**, have less than [5%] percent of students absent more than 10% of the school days (chronic absence).	-	
	Native American Asian or Alaska Native	N/A	
	Asian	N/A	
	Pacific Islander	N/A	
	Filipino	N/A	
	Hispanic or Latino	Met (0%)	
	African American	Met (0%)	
	White	N/A	
	Two or More Races	N/A	
	English Learners	N/A	
	Economically Disadvantaged	Met (0%)	
	Students in Foster Care	N/A	
	Students with Disabilities	N/A	
10	Each year, at least [75%] percent of both students and families positively rate school safety.	Students – Not Met (N/A) Family – Met (90%)	
	<i>Student Survey Question: Do you feel safe at school?</i> <i>Family Survey Question: Do you feel your student is safe at school?</i>		



11	Each year, at least [70%] percent of both students and families positively rate academic instruction.	Students – Not Met (N/A) Family – Met (90%)
	<i>Student Survey Question: How would you rate the school in providing support and assistance in your academic instruction?</i>	
	<i>Family Survey Question: How would you rate the academics support for your student at COVAH?</i>	
12	Each year, at least [70%] percent of both students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Students – Not Met (N/A) Family – Not Met (50%)
	<i>Student Survey Question: Do you feel that the school provides student input through the student government program?</i>	
	<i>Family Survey Question: Do you feel that the administration is open to input from parents regarding school operations and programs?</i>	
13	(HS only) Each year, achieve a High School cohort graduation rate of at least [90%] .	Met (100%)
14	(HS only) Each year, for each numerically significant student subgroup**, achieve a High School cohort graduation rate of at least [90%] .	-
	Native American Asian or Alaska Native	N/A
	Asian	N/A
	Pacific Islander	N/A
	Filipino	N/A
	Hispanic or Latino	N/A
	African American	N/A
	White	N/A
	Two or More Races	N/A
	English Learners	N/A
	Economically Disadvantaged	N/A
	Students in Foster Care	N/A
	Students with Disabilities	N/A

* The baseline year will be the year prior to the start of the current charter term. If no scores are available for the prior year (e.g. new school), then the first year for which the school has scores will be considered the baseline year. Furthermore, at the time of charter renewal, SBAC scores from the 4th year of the charter term will be considered as those from “the end of the charter term” as the renewal process typically occurs before scores from the 5th year are available.

** The table below outlines the criteria for determining whether a student subgroup should be considered numerically significant for a given school year.

*** If the school decides to change the ELA/Reading Assessment used prior to the end of the charter term, the school must update the targets for MPO's 5-6 accordingly and report the updated targets to the Office of Charter Schools.

Criteria for Determining Numerical Significance of Student Subgroups	
Applicable MPO(s)	Criteria for a Subgroup to be Considered Numerically Significant
2	11 or more students with scores on the ELA SBAC
4	11 or more students with scores on the Math SBAC
6 & 9	30 or more students enrolled at school as of the CBEDS census date (or 15 or more students enrolled for Students in Foster Care subgroup)
14	11 or more students in cohort of the graduating class (regardless of graduation status)

Appendix J. 2019 OUSD Charter Performance Report

CHARTER RENEWAL PERFORMANCE REPORT

PERFORMANCE REPORT – OPEN RESPONSES

1. Measuring the effectiveness of instruction
<p>How do you measure the effectiveness of the quality of instruction? COVAH measures the quality of instruction through teacher observation, student feedback, trimester Benchmarks, weekly quizzes, afternoon test prep classes, and beginning and ending school year assessments in math and reading.</p> <p>Which are the most effective features of instruction at your school, and why?</p> <ol style="list-style-type: none">1. Weekly quizzes allow teachers to track student progress each week2. Afterschool tutoring by teachers allows students to get timely assistance to increase their mastery of the topics covered in class.3. Good class management allows teachers to use instructional time effectively to increase student learning.4. Beginning and ending year assessment allows COVAH to measure student progress to evaluate the effectiveness of our programs.5. Special afternoon test prep classes. <p>What aspects of instruction most need improvement, and what action is being taken?</p> <ol style="list-style-type: none">1. Classroom management is currently a challenge which is being addressed through professional development activities and individual teacher conferencing.2. Finding quality math texts that align with Common Core Standards. Staff regularly reviews math texts and evaluates the alignment with the standards.
2. Diversity of student enrollment
<p>What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. representation of English Learners, students with disabilities, or of homeless status)? COVAH's current population includes 59% African American, 25% Hispanic, 0% Asian, 7.2% White, 3.6% Filipino/Pacific Islander. Students and parents recruit from their neighborhoods and family. COVAH currently has 22 students with IEPs or 504 plans., the makes up about 20% of the student population. COVAH most often does not know what students are homeless, but once identified has provided transportation, access to food distribution, and when necessary community resources such as health and family planning.</p> <p>What future plans do you have to address any disparities in representation at your school? Currently COVAH has a very diverse population that mirrors Oakland's ethnic population, economic diversity, and a higher than average disabled population. We plan to continue to offer enrollment and programs to encourage diversity.</p>

3. Student engagement
<p>How do students know how they are doing? COVAH sends home progress reports every 3 weeks. Students came meet with teachers to discuss their achievement or progress.</p> <p>How do students voice concerns?</p> <p>Are there opportunities for students to be involved in decision-making and the governance of the school? COVAH has a student council that plans school activities and brings concerns to the school administration, and COVAH conducts periodic "Town Hall" meetings where students can address concerns or discuss goals for school improvement. A COVAH student also sits on the Merritt College Student Government.</p> <p>What is an example of a change you have made to the school based on student feedback? Students requested to have the Town Hall Meetings which began in September.</p>

4. Family engagement
<p>What opportunities exist for family involvement at the school? There are many opportunities for families at COVAH.</p> <ol style="list-style-type: none"> 1. Parent Booster Group. 2. Volunteering at two annual concerts. 3. Performing activities and tours. 4. Assist in classes or office support. 5. Phone calling to other families to communicate school activities. <p>How do families know how their students are doing? Every three weeks students receive progress reports. Every parent participates in a Fall parent conference with all teachers. Teachers reach out to parents of struggling students.</p> <p>How do families voice concerns? Families may bring concerns to the school administration, attend and speak at board meeting, or follow the Uniform Complaint Process.</p> <p>Are there opportunities for families to be involved in decision-making and the governance of the school? Families may participate in the Boosters Group, School Board, or sub-committees (such as our current WASC and Charter Renewal groups).</p> <p>What is an example of a change you have made to the school based on family feedback?</p> <ol style="list-style-type: none"> 1. Parents have developed a survey which will be distributed this Fall to students, parents, and staff. 2. Reviewed and modified parent notifications.

5. Teacher engagement
<p>How can teachers voice concerns? Teachers are given time at Friday inservices to discuss concerns, challenges, and school operation.</p> <p>Are there opportunities for teachers to be involved in decision-making and the governance of the school? School operation and discussion happens in the Friday inservices.</p> <p>What is an example of a change you have made to the school based on teacher feedback? Teachers were consulted regarding Fall parent conferences and make the decision how they wanted to plan and hold the conferences.</p>
6. Performance of key student groups
<p>How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement, what future actions are planned to address this, and what are significant barriers to increasing student achievement for these groups?</p> <p>(a) English Learners – Last year COVAH had no EL students (over the previous 2 years all had reached proficiency on the ELPAC). This year COVAH has 4 EL students (two who were new arrivals in August who were basically non-English speakers). Two Friday inservices were devoted to planning instructional strategies for the non-English speakers. The plan included both the limited English speakers and students who had not met proficiency in English. Teachers modify instruction to address EL learners, a tutor was hired to work individually with the EL students who have significantly limited English, and peer partners were assigned to help interpret for students. The tutoring is working well and teachers are modifying instruction. What is not working well and being evaluated is the peer partners. Peers have expressed concerns with their time taken in translation or support of limited English speakers. We are re-evaluating a more effective manner of addressing the limited English Learners in the classroom. One thing under consideration is hiring a Spanish speaking classroom assistant to support students in the classroom. Barrier: Identifying funding. Currently COVAH receives no Title III funds.</p> <p>(b) students with disabilities – This has been a challenge for COVAH this year, for the first time due. to a delay in the MOU with the OUSD SELPA. COVAH has been without complete SpEd services since August. Barrier: Getting MOU or full staffing from OUSD PEC.</p> <p>(c) Students in need of remediation – Teachers provide one hour to tutoring afterschool to students needing expanded instruction or who need to improve comprehension and grades. Barriers: Getting students to stay afterschool and parent involvement.</p> <p>(d) Advanced students performing above grade level, and – Advanced as well as interested students take college classes in their area of interest. Some college classes students completed include: Calculus, Trigonometry, Psychology, English !A, English !B, English 5, Communication, African American Studies, Spanish !A, Spanish 1B, Japanese, French, Kinesiology, Piano, and more. Barriers: Cancellation of classes by Merritt.</p> <p>(e) any other student groups you are paying particular attention to: Students with chronic and ongoing behavioral challenges at previous schools who are continuing behaviors at COVAH.. Barriers: Parent participation in behavioral planning.</p>

7. Governance

Does the governing board interact with students, parents, and/or teachers? If so, in what ways?
Several governing board members are regularly at the school and interact with teachers, students, and parents. The board also interacts with parents at school events (back to school night, concerts, etc.)

Does the governing board evaluate the school leader? If so, how? The board does an annual written evaluation of the school leader and meets with the leader to discuss the evaluation.

Provide an example of a recent issue or policy that the board is working on.
The Board has just completed and adopted a Financial Policy.

8. Innovation

What are 2-3 innovative practices at your school that could not be implemented in a district school setting?

1. The Concurrent College Program where students can just walk to college classes on the same campus.
2. The small school program. COVAH's maximum enrollment will be 200 students under the agreement with Merritt College.
3. The music performance and touring program. COVA/H students have performed in Washington DC (including the office of Barbara Lee); Quebec Canada; Oahu, Hawaii; Maui, Hawaii; Catalina Island; New York; and local venues.

PERFORMANCE REPORT – DATA REQUEST

Supplemental Financial Information (for Year 5 of current charter term)

Percent of budget to be spent on facilities	11%
Percent of budget to be spent on teacher salaries	23%
Percent of budget to be spent on other staff salaries	32%

Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

Waitlist data should be from around the first day of school.

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>Example</i>	<i>4/1/18</i>	<i>9</i>	<i>90</i>	<i>100</i>	<i>0</i>
Year 1	All Applicants Accepted	9	16	20	0
Year 2	All Applicants Accepted	9	18	20	0
Year 3	All Applicants Accepted	9	29	25	0
Year 4	All Applicants Accepted	9	25	25	0
Year 5	All Applicants Accepted	9	45	25	0

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	13	10	9	8	1	28.89%	16.13%	10.98%	9.88%	1.14%
Students who left the school other than at the usual time of leaving	8	5	11	16	5	17.78%	8.06%	13.41%	19.75%	5.68%

* Enter most recent data available.

Enrollment (for Year 5 of current charter term)

Student Group	<u>Number</u> Enrolled	<u>Percent</u> of Total Enrollment
Total Enrollment	83	100%
Asian	0	0%
Black or African American	49	59%
Filipino	1	1.2%
Hispanic or Latino	25	30.1%
Native American or Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	2	2.4%
White	6	7.2%
Two or More Races	0	0%
Race Not Reported	0	0%
Male	42	50.6%
Female	41	49.4%
Homeless Students	0	0%
Foster Youth	1	1.2%
FRPM-Eligible/ Economically Disadvantaged	43	51.8%
English Learners	5	6%
Students with Disabilities	19	22.9%

** If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

Enrollment Projections

For the upcoming charter term, projected enrollment for each year

	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Enrollment	125	175	225	250	250

Maximum enrollment of school during the upcoming charter term: 250

Expulsions

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native American or Alaskan Native	0	0	0	0

Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Race Not Reported	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Homeless Students	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0

Graduation Information (High Schools only) - For Year 4 of current charter term

Cohort Graduation Rate	100%
Cohort Dropout Rate	0%

If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	100% (1)	-	42.9% (6)	80% (8)
% attending 2-year college	-	66.7% (2)	50% (7)	20% (2)
% attending vocational/ technical training	-	-	-	-
% joined military	-	-	7.1% (1)	-
% working exclusively	-	33.3% (1)	-	-

Teacher Recruitment/Retention (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	2	4	4	4	4
# of new classroom teacher hires	2	2	2	1	2
# of classroom teachers retained from prior year	1 st of Operations	2	2	3	2
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1 st of Operations	0	1	0	0
# of currently vacant classroom teaching positions (FTEs)					0

Teacher Ethnicity (for Year 5 of current charter term)

Total # of classroom teachers	4
# Asian	0
# Black or African American	2
# Hispanic or Latino	0
# White	2
# Other Ethnicity or Missing	0

Performance Report – Facilities and Material Revisions

Facilities
Please respond to the following:
Does your lease extend through the end of your requested charter term? If not, please describe your plans for a facility solution. Yes.
Do you anticipate applying for Prop 39 during the course of the upcoming charter term? No

Material Revisions
Please respond to the following:
<u>As applicable:</u> Describe any material revisions to your charter that you are requesting for this renewal period. These will be considered as part of the renewal process. <ul style="list-style-type: none">Material revisions include, but are not limited to, the following areas: substantial changes to the educational program, mission, or vision; changes in grade levels to be served; increasing the enrollment cap; changes to lottery preferences or admission procedures; changes to the governance structure; entering into or revising a contract with a Charter Management Organization; changes in school location. None anticipated.
<ul style="list-style-type: none">In order to have the material revision to your charter approved:<ul style="list-style-type: none">State the revision(s) the school's governing board wishes to make to the charterDescribe 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
Office of Charter Schools staff may reach out for additional information to inform its recommendation.

COVAH's Goal's in Alignment with State Priorities

Goal 1 – Highly Qualified Educators:

COVAH is committed to ensuring the basic learning conditions for all students. As such, it has been set forth the following long-term targets:

- 100% of core, college-preparatory teachers will be highly qualified, as measured by credential documents.
- Faculty professional development which supports their practice and ability to teach the state standards, as measured on the annual survey.
- Teachers and provide supports for students in mastery of state standards, as provided through afternoon support classes, after classes tutoring with Core teachers, and online credit recovery.

Goal 2 - COVAH will implement the Common Core Standards, with support for ELLs in both acquisition of Common Core and English language fluency, as measured through the following goals:

- COVAH School curriculum will be fully aligned to the CCSS and CSCS.
- COVAH will provide supports for ELL students through small group and individual tutoring and teacher and student strategies within the classroom.

Goal 3 – COVAH will cultivate active family involvement in the life of the school, as measured through the following goals:

- Families will view themselves as part of the school community and its success.
- Families will understand their child's coursework, progress, and ways they can support their child in meeting goals.
- Families will have opportunities to provide input on key decisions.
- Families will demonstrate high satisfaction with the school's program.

Goal 4 - COVAH will advance student achievement, as measured through the following goals:

- Students will become proficient in English supporting achievement in math and core subjects.
- Students will show growth on interim formative assessments.
- Students will show growth on external measures (SBAC, SAT, etc).
- COVAH School curriculum will be fully aligned to the CCSS and CSCS.
- COVAH will provide supports for ELL students through small group and individual tutoring and teacher and student strategies within the classroom.

Goal 3 – COVAH will cultivate active family involvement in the life of the school, as measured through the following goals:

- Families will view themselves as part of the school community and its success.
- Families will understand their child's coursework, progress, and ways they can support their child in meeting goals.
- Families will have opportunities to provide input on key decisions.

- Families will demonstrate high satisfaction with the school's program.

Goal 4 - COVAH will advance student achievement, as measured through the following goals:

- Students will become proficient in English supporting achievement in math and core subjects.
- Students will show growth on interim formative assessments.
- Students will show growth on external measures (SBAC, SAT, etc).
- Students will graduate having met A-G Requirements.

Goal 5 - College and Career: A couple of highlighted services to improve outcomes for unduplicated students are: Dual Enrollment for ELs (7th Period - Options) and AVID Strategies in Study Skills Goal

Goal 6 - Student Engagement and School Climate: COVAH will actively engage pupils, as measured through the following goals:

- Students attend school regularly.
- Students complete high school and complete all requirements for graduation.

Goal 7 - COVAH will provide a broad course of study for college and career, as measured through the following goals:

- All students are enrolled in a broad course of study including career and college readiness through the Concurrent College Enrollment program.
- All students complete A-G Requirements by the time they graduate.
-

Appendix K. 2019-20 Parent/Student Handbook

COVAH

CONSERVATORY

Parent/Student Handbook



2019 - 2020

CONTACT/STAFF INFORMATION

Calls to the school for general information, to contact the principal, or in the event of an emergency, dial the main school phone: 510-328-1119. Please store this number as your main school contact.

Address:

COVAH/Merritt College
12500 Campus Drive, Building D244
Oakland, CA 94619
510-328-1119

COVAH Website: www.covahigh.org

FACULTY AND STAFF

Dr. Valerie Abad	Director: vabad@covaconservatory.org
Mrs. Adjoa McDonald	Assistant Principal: adjoa.mcdonald@covaconservatory.org
Mr. Daniel Eng	Testing/Academic Counselor: daniel.eng@covaconservatory.org
Ms. Lottie Garrison	Administrative Assistant: garrison.cova@gmail.com
Mrs. Dawn Ary	English/Language Arts: dawn.ary@covaconservatory.org
Ms. Alyssa Fyson	Science: alyssa.fyson@covaconservatory.org
Mr. Engida Weldegiorgis	History: engida.weldegiorgis@covaconservatory.org
Mr. Ryan Burke	Mathematics, Computers: ryan.burke@covaconservatory.org
Mr. Cam Perridge	Electronic Bands: cam.perridge@covaconservatory.org
Mr. Emmet Schneider	Guitar/Rock Band: emmet.schneider@covaconservatory.org
Mr. Conner Carroll	Percussion/Drumline: conner.carroll@covaconservatory.org
Mr. Neill Castro	Guitar: neill.castro@covaconservatory.org
Mr. Jeff Jones	Maintenance and Facilities

WELCOME TO THE CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS CHARTER HIGH SCHOOL

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

COVAH's Vision

The Conservatory of Vocal/Instrumental Arts (COVAH) provides a rigorous high academic education with a focus on technology, music, and performing arts. COVAH believes that through participation in career technology programs, music, performing arts, and early college entry, every student will develop greater self-discipline, confidence, cooperation, teamwork, perseverance, and sense of community leading to success in higher education and life.

"The people who make it to the top – whether they're musicians, or great chefs, or corporate honchos – are addicted to their calling ... [they] are the ones who'd be doing whatever it is they love, even if they weren't being paid."

-Quincy Jones

GENERAL POLICIES AND PROCEDURES

Since it benefits all students when the school operates smoothly, all parents and students are expected to follow the uniform complaint policy and process, uniform/dress code policy, school rules, civility policy and procedures of COVAH. All students are expected to be in school on time every day. Students are marked late if not in a seat in their homeroom by 8:15am, this means students should arrive on the campus between 8:05 and 8:10am.

COMMUNICATION

IMPORTANT! COVAH NOTES/WEBSITE/BLASTS AND CALENDAR

The "COVAH Notes" newsletter will be emailed/texted every week. This newsletter provides important weekly school information. **It is essential for you and your child to read this weekly bulletin to stay informed of school programs, schedules, activities, and deadlines.** Parents/Guardians and students can also find out what activities are scheduled by checking the calendar on the website (www.covahigh.org). If you change your email or cell-phone, please notify the school as important information blasts and emergency notices are sent via email/cell.

STUDENT PLANNER

Each student will receive a daily planner where they write down the night's homework and will need a folder where they will keep notes and work pages. Teachers may also put notes to the parent in the planner as a means of communication. Students are expected to have their planner daily and complete assignments. Students should gather their materials, books, homework, musical instrument and music each school night to be ready for the next morning prepared to benefit from the school classes and programs.

COVA HIGH BOOSTERS (COVAHB) PARENT ORGANIZATION

The COVAHB Boosters mission is to work as a unified body that is inclusive and reflective of its community for the benefit, promotion, and support of COVAH. COVAHB supports COVAH through volunteering, fundraising, organizing and directing school activities. All parent/guardians are asked to attend at least 2 meetings per year of the boosters club. See the meeting schedule on the COVAH website calendar or read the weekly COVAH Notes for dates and times.

VOLUNTEER PROGRAM: COVAH appreciates when families volunteer during the year. As a community, COVAH relies on parents and the COVAH community to ensure that the school and programs run smoothly and grow. Volunteer opportunities include attendance at Booster meetings, working on fundraising activities, working in the classrooms, attending field trips, office help, concert and activity help, and campus beautification. Any adult in the family (age 21+) can volunteer their time. The parent/guardian's may contact the office for a volunteer application and instructions. Teachers will refer volunteers who contact them to the office for necessary clearance. Classroom volunteers must provide a clear TB certification and security screening. Parents wishing to volunteer through school donations, special projects, or classroom presentations should contact the office. A donation button for parents, relatives, or friends is located on the webpage: www.covahigh.org.

PARENT EXPECTATIONS

PRACTICE: COVAH is a College-High School with a focus on Technology, Music and the Performing Arts. For your student to reach their performance potential, it is imperative that students not only complete assigned homework every night, but also spend **30 minutes a night practicing** their performing arts (practicing their instrument or learning words and practicing songs). Students enjoy the arts more and show improvement if they practice regularly, and COVAH parents are expected to support their student's arts progress by ensuring they have all the necessary equipment and materials, and a place and time to practice.

HEALTH AND WELLNESS: Students do not do well if they are not well rested and receive proper nutrition. Teens need 8 – 9 hours of sleep each night and should be in bed no later than 10:00pm. To help fall asleep, this is a good time to read books. TVs, videogames, cell phones, and computers in a student's room can disrupt their sleep patterns, it is best if all devices are located outside a student's bedroom at night. Please be the parent you want your student to have, one who works for their success.

STUDENT CUSTODY ISSUES: If there is a legal court decision relating to custody of your student, 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.

CIVILITY POLICY: Parents are expected to maintain proper behavior and interaction at all times on campus. Inappropriate language and aggressive behavior on the school grounds, parking lot, office, or classrooms will not be tolerated and can result in the parent/guardian/or other adult being banned from the campus. Parents are not to seek out students other than your own to discuss issues relating to student confrontations or disagreements. All student behavior occurring at school will be handled by the school administration and if your student is involved, you will be notified of the behavior, action, and resolution.

TRANSFERS: If a student transfers out of COVAH, the parent must notify the office. The parent must contact the teachers to ensure all books and materials are returned. All books, performance uniform, instruments and instructional supplies provided to the student are to be returned and any lost or damaged books or school equipment or materials must be paid prior to check-out. School records are forwarded only at the request of the new school.

ATTENDANCE

Extensive research findings agree that attendance in school is highly correlated to student success. Students are subject to compulsory full-time education. This includes being at school on time. To avoid tardies please have your student at school between 8:05 - 8:10am to ensure they are in homeroom on time. Students not in their seat at 8:15 are considered tardy. Students who accrue more than 6 tardies per semester will be placed on probation and will be referred to the Student Attendance Review Team (SART) or school board to develop a remediation plan. School attendance is mandatory in the state of California. The state Actual Attendance Accounting System under SB727 stipulates that excused absences no longer count toward school funding. This means that COVAH loses essential funds necessary to run our programs if your student is excessively absent. Please assist your student in maintaining exemplary attendance to ensure the best possible education outcome for him/her, as well as maximum state funding to help COVAH maintain and expand its academic and arts programs. **Please plan family vacations and trips to coincide with school breaks and please ensure your student does not extend trips before or after school holidays.** If your student must be out due to illness, medical appointments, or family necessity please contact the school office and send a note the day of return.

Excused Absence: Under Education Code 45205, legal reasons for being absent from school are: (students absent 3 or more days must return with a doctor's note).

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| 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. Observance of holiday or ceremony in his/her religion |

Although these are considered Excused Absences, COVAH loses funding for each day missed by students regardless of the reason. We ask that routine appointments be scheduled after 3:30pm, so that students do not miss important instruction and COVAH funding. Any other reasons not listed above will be recorded as unexcused. Students returning from an absence are responsible for making up all assigned work. 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.

If a student must be absent:

1. Please contact the school before 9am to report the absence. The school calls everyday when a students is not in school and it can eliminate the need for these calls if the parent calls in the absence.
2. Students who are absent must make arrangements with parents or friends to get their assignments, books and other materials to complete at home.
3. If your student is absent from school and they can't get the assignments from a classmate, or pick up their work, teachers will provide any work that can be done at home. Please contact the office by 9:00 a.m. to get the work that can be done at home. The assignments, can be picked up in the office after 2:00 p.m. the same day. When a student is out for a prolonged illness or family necessity, the student or parents should request work **24 hours in advance** to give the teacher and/or the office staff time to organize the necessary work and materials. The work is due within 2 days of the student's return to school to receive credit. Work not made up will receive a grade of F and affect the student's grade. Please understand that this work can never replace your student's regular attendance at school.
4. **Independent Study Program:** If a student will need to be absent due to extended illness or family emergency parents may request an Independent Study Work (ISW) Contract. An ISW contract will be developed to help keep up with missed work. The parent/s should request work **24 hours in advance** to give the teacher and/or the office staff time to organize the necessary work and materials. The work is due within 2 days of the student's return to school to receive credit. Work not made up will receive a grade of F and affect the student's grade. Please understand that this work can never replace your student's regular attendance at school. The Independent Study program can not fully make up for missed school days, so please ensure your student does not miss school unless absolutely necessary.

It is the parents/student's responsibility to initiate the request for make-up work from the teacher.

Absence notes will be collected to verify excused and unexcused absences for compulsory education under Education Code 48200. Please send a note to the office the day your student returns from an absence.

Teachers may provide make-up work for excused absences, but are not required to provide make-up work for unexcused absences, which can affect a student's grades.

EARLY PICK-UP: Students should not be picked up early. Medical and dental appointments, as much as possible, should be scheduled to ensure that your student doesn't miss essential instruction. If the student has regularly scheduled appointments, please schedule them after 3:30 p.m., on Saturdays, or during school breaks.

RIGHT TO RETURN TO COVAH EACH YEAR

Continuing students are guaranteed a space at COVAH for the subsequent school year. Students are expected to maintain regular attendance and fully participate in the music program receiving no lower than a C in their music major class. Parents of students not meeting these basic requirements will be notified and referred to the School Attendance Review Team (SART) or school board and a remediation plan will be prepared with the parent and student.

DROP-OFF/PICK-UP PROCEDURES

There is no campus supervision before 7:30 a.m. or after 5:00 p.m. (2:00 p.m. on Fridays). Students may not arrive before 7:30 a.m., and must be off campus by 5:00 p.m. (2:00 p.m. on Fridays), unless they are participating in programs offered by COAH, Merritt College, or the teachers. Students are not allowed to wander the campus or go to other buildings or areas of the campus unless they are enrolled in a college class, and may only travel from COVAH (Building D) to their class and back.

CAR: Students who are dropped off at COVAH must be dropped off at the U - curve in Parking Lot A. Students must go directly to Building D. Students are not allowed to go to the food truck/cafeteria or other locations on campus without administrator permission. At the end of the day, students are to be picked up in Parking Lot A where they were dropped off. Cars are not allowed to park in the bus area.

BUS: Students arriving or departing by bus, must go directly to building D upon arrival, and go directly to the bus stop from building D at the end of the day. Students must catch the first bus that arrives when at the bus stop, they may not stay at the bus stop to wait for later buses or wait for other students.

SAFETY PROCEDURES

PLEASE DO NOT VIOLATE THIS POLICY, IT IS FOR YOUR STUDENT'S SAFETY. The staff will do everything in their power to ensure students are not released to any unauthorized individuals, however it is the responsibility of the parent to instruct their student not to leave with anyone who is not on their approved list filed in the office.

STUDENTS ARE NOT ALLOWED TO LEAVE CAMPUS WITH ANYONE EXCEPT THOSE LISTED ON THE STUDENT'S EMERGENCY CARD OR RELEASE FORM. THEY ARE NOT ALLOWED TO LEAVE CAMPUS IN ANOTHER STUDENT'S CAR, UNLESS APPROVED IN WRITING BY BOTH PARENTS (AND IS FILED IN THE SCHOOL OFFICE) AND AS LISTED ON THE EMERGENCY CARD OR RELEASE FORM (ONLY DRIVERS OVER 18). IF CHANGES IN APPROVED INDIVIDUALS OCCUR, IT IS THE PARENT'S RESPONSIBILITY TO INFORM THE OFFICE PRIOR TO THE STUDENT BEING PICKED UP BY A NON-LISTED ADULT.

PARENTS ARE RESPONSIBLE FOR KEEPING THE SCHOOL INFORMED OF ANY CHANGES ON THE STUDENT EMERGENCY INFORMATION CARD AND COMPLETE A NEW CARD IF ADDRESS, PICKUP ADULTS, OR PHONE NUMBERS CHANGE.

VISITORS

COVAH encourages parent participation and school visits. Adults not listed on a student's Emergency Card will not be allowed to visit a student on the campus. School policy and state law require all parents/visitors to sign in at the office prior to any visit to classrooms or 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 prior permission of the COVAH Director/Administrator. Visitors must wear a visitor pass while at the school which is available in the office.

LUNCH PROGRAM

COVAH offers a daily hot lunch program. Students who qualify for the school lunch program will be provided daily lunch free. Lunches are available for purchase on a cost basis. Students may bring their own lunch, but COVAH encourages parents to assist their students in selecting healthy foods and a balanced lunch. The brain runs on fuel as does a car, poor fuel affects the efficiency of brain function, alertness, mood, and learning.

Parents/students may not drop off lunches or items to the classrooms during instructional time. Please make sure your student has a lunch and all their materials/instruments when they leave home. It is disruptive to the office and classroom when parents deliver lunches or fast food items during instructional periods. If you have to bring your student's instrument or music, please drop it in the office.

CLASSROOM EXPECTATIONS

Students are expected to respect the classroom environment to allow learning to thrive. The following expectations allow each student to benefit from instruction:

**** No Gum is allowed at any time in the classrooms, school, concerts, or on school trips.** Students who chew gum will be assigned to scrape gum from the desks or off floors. All students must:

- arrive at all classes on time.
- arrive with all learning materials (books, planner, sharpened pencils, paper).
- act and speak respectfully to teachers and school staff.
- enter the classroom quietly and start work (Do Now).

- not leave the classroom to get water, and only leave to use the bathroom in an emergency. Students use the bathroom during breaks. Students use their planner as a pass to leave the classroom for any reason.
- contribute in class, work independently and cooperatively as directed.
- be responsible for getting assignments from the teacher, another student, or the office and complete and return it within 2 days of their return to school.
- not use inappropriate language or use cultural or racial derogatory comments at any time on the campus or while riding the bus to and from school.
- attend afterschool tutoring if they receive a grade below a C on any progress report or report card. Parents will be notified.
- eating is not allowed in the classrooms unless classrooms are used for rainy day lunch. Chewing gum is never allowed.
- assist each other to learn and master the material taught, but don't just copy off each other. Just copying work is considered cheating and the work may be given a 0.
- do not plagiarize. Plagiarism is never accepted. Work or papers that show high levels of copying from other sources (online, books, etc). Will not be accepted and given the grade of 0.

HOMEWORK

All COVAH students are issued a daily planner where homework is recorded. They will need a folder to keep homework pages or assignments in. It is the responsibility of the student and parent to review the assigned work in the planner and folder to ensure it is complete and accurate. This is the primary communication facilitation for parents. Parents or teachers may place comments or notes in the planner. If a student loses their planner, it must be replaced. Contact the office for the replacement cost.

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. Parents should expect students to have an average of 2 hours of homework each night, which includes assigned reading and music practice.

The time spent on homework will vary depending on the student's study habits and how well the student uses their time in class or in studyhall. If a student consistently has too much or too little homework the parent/guardian of the student should meet with the teacher to determine the cause.

MUSIC HOMEWORK: Students select an instrumental or vocal major when they enroll, and are required to practice their music 150 minutes per week (30 minutes a night for 5 nights/days a week). If a student is not able to practice on a day, they may increase practice time on other nights or weekends. This may include written music theory assignments, learning parts or words to songs, practicing scales and performance music. Students are expected to come prepared for each music class with their homework completed, their music, and their instrument. Students who are disruptive in their music class, do not practice, do not come prepared with music and their instrument, do not make adequate progress, or receive less than a C in music may be removed from a music class.

****** READING BOOK:** Students are required to have a book to read with them at all times in the event that they complete tests or assignments early and need something to do. Parents are encouraged to ensure that their student has 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 reading habits and improves their academic achievement.

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 to reduce carrying large/heavy textbooks. Payment must be made for lost or damaged textbooks, misused equipment, or destroyed materials. A list of book charges is available from the school's office. Lost book fees are due at the time of the lost/damaged book or material.

LOCKERS

Students may be assigned lockers to use for the storage of school books and supplies. Being assigned a locker is not a right, but a privilege. Violations of any of the conditions of locker assignment may result in the loss of locker privilege.

ACADEMIC STANDARDS/PROMOTION-GRADUATION REQUIREMENTS

Students are required to complete all UC/California State University systems (A – G) and High School coursework outlined in the school charter. To pass a course, a student must complete each course with a minimum of a grade of C. Since COVAH has focus on music and the performing arts, students are expected to participate fully in the performing arts program, which includes practice at home, and arriving in class with the necessary materials and instruments. All students are required to performing in the two annual concerts. Students who fail to participate in the semester concerts or fail music classes for the year will receive a deficiency notice and a parent conference will be required with the school administration and/or board.

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

- ⇒ Have successfully passed all academic classes with a 2.0 Academic GPA.
- ⇒ Have been in full-time attendance at COVAH for the last semester of the school year.
- ⇒ Are currently enrolled students.
- ⇒ Have no more than 3 referrals per semester for behavior and/or violation of school rules.

PROGRESS REPORTS/REPORT CARDS

Parents/Guardians will receive a progress report every 3 weeks, and report cards quarterly. The report card schedule is listed in the COVAH Notes and on the website calendar. All parents are required to attend at least one parent conference per year. Teachers will schedule at least 2 conferences per year for students who receive a grade below C (2.0). Report cards will show grades of A, B, C, D, F, and I (Incomplete) - (Ds and Fs are failing grades). An "I" (Incomplete) indicates missing assignments due to a valid excuse for not having assignments completed at the time of the report card. If the missing assignments are not completed within one week of the date of the missing assignment, the "I" grade will be changed to an "F". A grade of "NM" (No Mark) indicates that assignments were not received or graded prior to the cut off point, or the student has not been in class sufficient time to be evaluated (20 days minimum). Students/Parents/Guardians asking for additional grade reports must request them personally from the office.

HONOR ROLL

COVAH's honor roll is based on Academic performance. Honor Roll is calculated each semester based on core academic classes and each student's Major music class. To be on the Honor Roll, a student must maintain a grade point average of 3.0 or higher. Other Arts and rotation grades are not calculated as part of the Academic GPA. Students maintaining Honor Roll status for the year may qualify for the Presidential Academic Award. The Salutatorian and Valedictorian are selected based on the highest student academic and citizenship achievement.

Grades are averaged in the following Grade Points (GPA):

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	D- = 0.7
B = 3.0	C- = 1.7	F = 0

AP or College Course = 1 extra point on GPA.
Maximum HS GPA = 4.0, with college classes 5.0.

CITIZENSHIP EXPECTATIONS

Students receive citizenship grades of: U=unsatisfactory, S = Satisfactory, or H = Honors. COVAH students are expected to follow school and classroom rules and demonstrate ideals of citizenship through cooperation and consideration. COVAH has a zero tolerance for fighting or negative physical confrontation, harassment, bullying, or defiance of authority.

ACADEMIC INTERVENTIONS

Tutoring is available Monday through Thursday from 3:30 – 4:30. If a student is below a C in any class, or not completing class or homework assignments, they may be assigned to after school Tutoring/Study Hall. Parents may discuss academic concerns with the teacher to determine the need for available tutoring.

Student Success Team (SST)

The purpose of the Student Success Team (SST) is to identify students at COVAH in need of academic or behavioral intervention. A parent/guardian and/or school staff may refer a student to this team, the SST chair will schedule a meeting with the parents and teacher to review the student's learning, behavioral, and emotional needs. This team will make recommendations for a plan to help the student achieve academic success, and when appropriate, make referrals for Special Education assessment or 504 interventions.

Special Education/504 Designation

Special Education is a set of educational programs designed to meet the particular needs of students with disabilities (specific learning disability, speech and language disability, or other health impairment). Eligibility is determined using criteria established by the State Department of Education implemented through the Oakland Unified School District. With parent permission, an administrator, psychologist, special education teacher, speech and language therapist, and school nurse may determine a student's needs based on a series of psychological, social, and academic assessments. Section 504 is the Federal mandate to address the needs of disabled individuals who do not need or qualify for Special Education services. Students who have a diagnosed disability including serious medical issues, which do not require Special Education services, may receive accommodation in the education setting under a 504 plan. If your student has a diagnosed disability, which may require school/classroom accommodations, or has a previous IEP or 504 plan, you must contact the Director to arrange an SST or 504 review and meeting.

Gifted and Talented Programs

COVAH 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. Students who demonstrate readiness for advanced work may participate in the concurrent enrollment college entry program through Peralta Colleges. Students in the concurrent enrollment program attend classes at Peralta Colleges and receive college credits.

Physical Education

The Physical Education philosophy at COVAH is based on a concept of fitness and is designed to develop an appreciation of physical activity that will enable students to keep physically active beyond their school years. COVAH's fitness program may include sports/fitness, dance, movement, yoga, performing arts activities, College Fitness, and music aerobics.

Participation: All students are required by the State Education Code to participate in Physical Education. The policy at COVAH 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.

Dress Code for Physical Education: COVAH students do not change for general Physical Education. Students who participate in the College Fitness program arrive at school dressed to participate in PE (on the days they participate in PE) and may wear the COVAH sweatpants and T-Shirt or plain black sweatpants and COVAH shirt. The fitness attire may be purchased in the office.

SCHOOL PHONE USE

The office phone is primarily a business phone. Students must go to the office to place calls and parents are to call the office if they need to reach their student during the school day. Students may not use personal communication devices between arriving at school and when they leave school. The school phones may be used by students for illness, emergencies, or serious school business. Use of the office phone must have prior approval of the administration, principal, or office staff. During school hours, students must have a hall pass (in the back of their planner) to come to the office or use the restroom. Students may not use the phone to call during the school day to get information on afterschool activities or transportation from parents/guardians. Please make sure your student knows how they are to get home when they are dropped off or know of alternate pick-up arrangements in the morning. If arrangements change, the parent may contact the office to leave a message for the student.

PROHIBITED ITEMS

CellPhones/Electronic Equipment Policy

COVAH requires that all cell-phones, electronic, or communication devices (including wearable devices such as watch phones) be turned in to the office when arriving on campus, and picked up when they are ready to leave campus. Personal phones of any type may not be kept on a student, in a backpack, purse, etc. and/or used during the school day, this includes afterschool tutoring, study hall, or during college classes.

Phones/devices not turned in during the school day will be confiscated and held in the office until a parent conference can be scheduled. The office will hold the cell phone for 1 to 5 days on the first offense. The second offense will result with the cell phone being held in the office for a minimum of a week. If a phone is confiscated a third time, 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 or the end of the school year (depending on when the phone is confiscated). Electronic devices such as music players, portable video games, cameras, video cameras, electronic toys, or any other communication devices are not allowed on campus.

Prohibited Items If Lost

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 lost/stolen item.

We want to do everything possible to create a safe and orderly learning environment at COVAH. 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 (other items that create distractions or problems in class or school may be held in the office for the parent to pick up). If a student brings any of these items to school, they will be confiscated. A parent/guardian conference will be scheduled if the parent would like the item returned, otherwise the item will be discarded.

We DO NOT allow any of the following items at school or on field trips:

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

PROHIBITED ITEMS

No Gum*

No Aerosol Cans*

Athletic Equipment	Colored Hair Spray	Personal Toys	Spray Paint
Cameras	Drugs/Paraphernalia	Pocket Knives	Stuffed Toys
Electronic Games	Cigarettes/Vaping devices	Perfumes/Colognes	Fireworks
Balloons	Poppers/Caps	Sunflower Seeds	Weapons/Replicas
Bandanas/Do Rags	PSP Players	Trading Cards	Cell Phones/Texters
Beepers/Pagers	Personal Athletic Equip.	Squirt Guns	Stink Bombs
Matches/Lighters	Laser Pointers	Roller Skates/Blades	Walkie-Talkies
CD Players/CD's	Skate Boards/Scooters	Walkmans	Video Games/Cartridges
	Radios/Tape Decks/iPods	Permanent Markers/paints	

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 unless prior permission is granted by the school administration. COVAH and Merritt College policy prohibits the riding of roller blades, roller skates, bicycles, scooters or skateboards on the school grounds, the classrooms, or in the hallways at anytime, including weekends. Anyone having permission to have one of the above items on campus will turn it in at the office upon arrival and pick it up when leaving campus at the end of the day.

HALL PASSES

The student planner is used for hall passes. Passes are noted in the back of the student planner and initialed/signed by the teacher issuing the pass and the office when they return to class. Students and teachers complete the pass when students leave the room for any reason including beyond designated areas during lunchtime. 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 in December and June.

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. Students are not to congregate in the bathrooms. Loitering or misusing bathroom facilities will result in referral to the office for disciplinary action. Food and/or drinks are prohibited in the restrooms at all times. Students are provided recess and lunch breaks to use the bathroom, and will only be released from classroom time for emergencies. If your student has a medical reason that requires them to go to the bathroom frequently, the office must have a doctor's note on file.

LUNCH PERIOD/CLOSED CAMPUS/BUS OR WALKING PERMISSIONS

COVAH is a closed campus, students may not leave Building D and the yard area for lunch or during the school hours or after school unless attending college classes without written school/parent permission. Parents may send a lunch with students or participate in the school lunch program. Students should arrive at school with their lunch to ensure they have their lunch in a timely manner. We ask that parents do not bring lunch to students during class. 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 COVAH. This permission only applies to walking home or to the bus stop to take the bus. Students are not dismissed to go to the food stands or cafeteria on campus, or other places not appropriate for student gathering. Parent/Guardian assumes full responsibility for release of students.

ASSEMBLIES, PERFORMANCES, STUDENT ACTIVITIES and TRIPS

Assemblies are a privilege and concert performances are part of a student's work for their performing arts classes and non-attendance can affect students' grades. Students whose behavior is such that it will disrupt the performance, may be removed from assemblies, concerts, or trips. These activities contribute in various ways to the enrichment and purposes of COVAH.

The only proper response in a performance is applause (hand clapping). Shouting out student names or booing is never appropriate in a concert, particularly involving students. In the auditorium, as elsewhere, self-discipline is the key to proper conduct. Students who are removed from assemblies or performances may be restricted from the next assembly or performance. In order for COVAH 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 report to their designated "staging" area and remain with the other students and their teachers until the performance is over. They may not "visit" with audience members or family during the performance or intermission period.
3. Parents may 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 by their teachers at the end of the performance, after they have put away all instruments, uniforms, and music.
5. Students must wear the assigned performance uniform including black dress shoes and socks for all performances unless told otherwise. No large or sparkling earrings, necklaces, or hair barrettes 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. All students must return the appropriate permission slips and field trip forms by the due date to qualify to attend the trip. Student eligibility to participate in off-campus activities will be contingent upon appropriate behavior at school or on previous trips, academic performance, and attendance. **Students who are absent from school the day before a field trip or who arrive late the day of a field trip are not eligible to participate in the trip.** This is to ensure that a student recovering from an illness does not become ill on the trip. A sick student on a trip can require a chaperone or administrator to be pulled away from the group to handle the sick student, which can jeopardize the safety of all students on the trip.

Bus Rules

Students riding the bus to and from school are expected to behave appropriately. Students who demonstrate inappropriate or dangerous behavior may be banned from riding the bus. 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. 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. Students may not have cell phones or message devices on field trips. Student misbehavior on buses may result in suspension from future field experiences.

Dances/Prom

The Student Government may sponsor dances for 9th, 10th, 11th, and 12th grades. Permission slips are required for each dance.

Specific rules include:

- ◆ Students may not arrive before the dance begins unless on the decorating committee.
- ◆ Parents/Guardians must sign students in upon arrival and sign them out at the end of the dance.
- ◆ Students may not arrive by any public transportation: Bus, Uber or other ride services, limo, or other public transportation.
- ◆ Students must be picked up promptly at the end of the dance. Only clean-up committee members may remain after the dance ends.
- ◆ Students may bring one (1) guest upon prior approval. Approval forms are available in the office and must be returned by the deadline prior to the dance.
- ◆ All students must have a signed permission slip on file to attend a dance.
- ◆ All students must stay in the room where the dance is held until picked up by parents.
- ◆ The school dress code and school rules apply at all dances. The Dress Code for the dance will be distributed with the permission slip.
- ◆ Students may not leave the dance unless accompanied by a parent/guardian or designated adult without prior approval by the school administration/parent.
- ◆ Students absent on the day of the dance may not attend the dance that night.
- ◆ Students must be eligible to attend the dance according to the academic and discipline policy.

Merritt College Sponsored Activities. Often COVAH students are invited to participate in Merritt College Activities. Dances and social events will require a parent to drop off and pick up from the Dance. Since these are basically adult activities, evening Dances will require a parent to attend with the students.

LEADERSHIP

Students are encouraged to become involved in Student Council. Students may volunteer to serve on any of the standing committees. In addition, each 9 - 12 class selects one representative to serve on the steering committee. Active participation enables students to have input in making important decisions about the educational/extracurricular programs provided by the school. Participation requires passing grades (3.0 for the Steering Committee and 2.5 for other positions), good citizenship, good attendance, and teacher and administration recommendations. Students who do not support the COVAH culture, do not maintain good citizenship or the GPA requirement, will be removed from the Council (see the leadership handbook for more information).

LUNCH TIME/RECESS BEHAVIOR

- ◆ Students are not allowed to eat in any area not-designated for COVAH students unless approved by the administration. Students are not allowed to leave the Building D area to go to food stands or Merritt cafeteria.
- ◆ Students eat in assigned areas. Students will remain seated while eating and the tables and will be expected to clear their area of food and trash before leaving their assigned area. No throwing or inappropriate use of food.
- ◆ Students are encouraged to participate in organized games during lunch (i.e., soccer, volleyball, etc.).
- ◆ Games shall not involve deliberate body contact. Body contact means pushing, tripping, tackling, using sticks etc. (No 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, there may be a limit to the number of students on a team at one time.
- ◆ No taking the ball out of a game that is in progress.
- ◆ No fighting. COVAH defines a fight as any physical contact in anger. This includes “play fighting” which often escalates into students becoming angry. This is an absolute rule and means no hitting, pushing, shoving, grabbing, or wrestling with another person. This activity 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.
- ◆ Students may not be in the hallways/breezeways during lunch or recess.
- ◆ Students may not be left alone in the classrooms at any time. A teacher or staff member must be present.
- ◆ Students are not to sit on each other’s laps, hold hands, or touch any other student’s body parts.

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 school rules and procedures. Trading or selling of personal items or food or contraband is prohibited.

UNIFORM DRESS

*****ALL UNIFORM CLOTHING MUST BE LABELED WITH THE STUDENT’S FIRST INITIAL AND LAST NAME. USE PERMANENT INK TO WRITE ON THE INSIDE LABEL. IF THE CLOTHING IS LABELED, COVAH CAN GET THE ITEM BACK TO YOUR STUDENT. UNLABELED CLOTHING THAT IS NOT CLAIMED WILL BE RECYCLED.**

COVAH has adopted modified daily uniforms as well as a dress code. Students must wear the COVAH sweatshirt as the outside garment, and Shirt. The shirts and sweatshirts with logos are available from the school, or logos may be obtained to sew onto the shirt. Optional parts such as pants, skirts and shorts must be black or khaki (this is not brown, but beige). Pants with striped, logos, or other print may not be worn (except for COVAH logo sweatpants). All clothing must fit and may not be so large that pants drag on the ground or sag off the waist or shirts hanging below the hips, bag, or are too tight (there should be air between the skin and pants). Students who do not arrive in the required uniform will receive a uniform demerit. Upon receiving a demerit, a student may be assigned afterschool detention, phone call home, or parent conference.

Dress Code:

1. The dress code is COVAH black or red logo polo or T-Shirt, COVAH black sweatshirt jacket, and plain black or khaki pants – not brown (no stripes or Logos except COVAH sweatpants). Pants must not be tight fitting. No skinny jeans, tight pants, leggings, or stretch tight. Pants must not cling to the body, there must be air between the skin and pants. Sagging, bagging, or dragging pants are not permitted. All pants must be worn at

the waist (no hip-huggers or saggies) use of a belt is required if necessary for support to keep pants at the waist.

2. **No perfumed scents** may be brought to or worn at school (including scented deodorants or aftershave). This is due to the number of students who have severe allergies and asthma. Competing scents in small classrooms can cause a student discomfort or trigger an asthma attack. Natural protections such as unscented natural sun screens, lip protection or chapstick may be put on during breaks or lunch. No creams, lip balms, or make-up may be applied during classes or while on school computers.
3. Hair must be a natural hair color (no blue, red, purple, or other non-natural colors). Natural highlights are allowed (contact the administration before coloring your hair for specific requirements).
4. Students may wear earrings, pendants, bracelets, or rings (no inappropriate logos). Facial piercings only on the ears and nose. Students may wear one small stud if they have one nose piercing (no more than one piercing or other visible piercings are allowed: lip, tongue, facial piercings, or multiple piercings).
5. Tattoos or marking must be covered if distracting or inappropriate. Tattoos must be covered for concerts.
6. Uniforms worn to school shall be clean and have no revealing holes.
7. No hats, caps, scarfs, or dark glasses may be worn inside classrooms or buildings. Hoods, stocking caps/beanies are not allowed except outside on cold days and must be removed when inside. Bandanas or headwrap that covers the head or forehead may not be worn, small thin hair bands may be worn to hold hair back from their face. No caps with gang logos, graffiti or other identifiable gang symbols may not be worn.
8. Cultural or religious headware may be worn upon completing the Cultural headware form available in the office.
9. Ethnic or religious dress may be worn under the COVAH jacket upon notice to the administration. Guidelines and request forms are available in the office.
10. Chains worn on the outside for wallets, keys, etc. are not permitted.
11. Skirts must be no more than 2 inches above knees and can only be worn with socks or tights or thin shorts underneath (not in view). No leggings, or stretch pants may be worn under skirts.
12. Shoes shall be worn at all times while the student is at school. No "flip-flops", sandals, boots (or Uggs), open toes, plastic or water footwear, or high-heeled shoes. Due to recess and PE, all students are expected to wear shoes they can run in.
13. Underwear including non-uniform shirts, thermal underwear, bra straps, boxer shorts, or underpants shall not be visible or worn above or over outer uniform clothing. Undershirts must be short sleeved under the polo shirt unless wearing a long sleeve COVAH shirt or a long sleeved shirt, black, white or red.
14. Backpacks and jewelry must be free of graffiti, names of bands, writing, pictures, or any other insignia which are crude or sexually suggestive, or which advocate inappropriate racial, ethnic, or religious references, gang signs, or promote alcohol, drugs and/or tobacco (including vaping).
15. Any clothing, accessories, unnatural hair color or style, tattoos, or body piercing that disrupts teaching or student learning and/or is hazardous to student 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 designated 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 and ties and vests properly clipped. Any time the performance uniform is worn, students must wear plain **black socks and black dress shoes** (no colored or white socks or shoes with multiple colors are allowed/no tennis or athletic shoes are allowed for performances). All tattoos must be covered, hair must be a natural color, and large reflective jewelry must not be worn. Students not following the performance dress may be removed from the concert or event.

DISCIPLINE

COVAH 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/guardians and students are expected to respect all teachers, aides, volunteers, administration, and office personnel not only in classrooms but anywhere on campus. Repeated defiance and disrespect towards teachers and other staff members by a student can result in disciplinary action and if by a parent/guardian can result in that parent/guardian being banned from the school campus.

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 or the administrator will notify the parent/guardian regarding the administrative referral, and a copy of the referral will be placed in the student's file when appropriate. Parents may request a copy of the referral.

POSITIVE REINFORCEMENT FOR APPROPRIATE BEHAVIOR

The COVAH community recognizes that although students must be held accountable for their actions, positive reinforcement is an important factor in our 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:

- ⇒ Semester 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 field trips or activities.
- ⇒ Phone calls home recognizing a student for making a positive contribution to the school climate.
- ⇒ Special notes to students and/or their parent/guardian.

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 COVAH work together to encourage productive behavior in a firm, fair, consistent manner. COVAH has adopted classroom management techniques from the book, "Teach Like a Champion" by Doug Lemov. You can become familiar with these techniques through the book or excerpts on the internet.

Our school discipline plan is based on the premise that teachers are here to teach and students have the right 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:

Parent contact/conference
Conference with student

Classroom visitation by the parent
Parent/Student/Teacher Conference

Removal from class	Written behavioral contract
Detention: After or Before School/Lunch	Referral to the Office
Classroom management system consequences	Suspension from school for 1 – 5 days

Discipline System

1. Verbal warning - A verbal warning gives students the opportunity to know that their behavior is not appropriate. This warning is given by the teacher.
2. Referral - When a student continues their inappropriate behavior, teachers will issue a referral to the administration office.
3. Administrator – Student will meet with the administrator or designee to discuss the behavior. See Procedure for Referral.
4. Consequence – If appropriate, a consequence will be assigned based on the infraction.

UNLAWFUL HARASSMENT

COVAH 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, COVAH believes that harassment and bullying are offensive. Violation of this policy by a student will 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. Posting derogatory pictures, comments, or false or negative information on the internet (Facebook, twitter, Kik, Instagram, Snapchat, OOVoo, WhatsApp, Tumblr, Vine, Burn Note, Whisper, Yik Yak, email or cell phone broadcasts, or other methods of communicating the harassing information).
5. 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's 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. To rise to the level of harassment, the behavior must be repetitive in nature and continues after correction and intervention. Not every comment between students is harassment. If both students are found to be involved in the behaviors, discipline will be assigned to both students. Accidents that result from playing or general movement of students is not considered harassment.

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. If a student is suspended, the parent will be contacted. If an "at home" suspension is indicated, once contacted, the parent must make arrangements to have their student picked-up immediately. Behaviors which may cause a student to be suspended include: fighting, drug possession, drug use, weapon possession, refusal to respond to administrative direction, or other action that endangers the student or other students. COVAH attempts to do all appropriate interventions to avoid students losing class time, so progressive steps are taken before initiating a suspension. Teachers are not required to provide make-up work for instruction lost during suspension.

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, for a 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 serious or chronic behaviors and the sequential progression of discipline 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.

If a student is recommended for expulsion, the parent will be notified immediately and a meeting with the director will be scheduled. The director will then refer the matter to the COVAH Board of Directors to consider the recommendation for expulsion. The parent will be notified in writing as to when the Board will be meeting to hear the matter. The parent and student have the right to attend the hearing, which will be held in closed session. Following the hearing, the parent will be notified in writing as to the outcome. The student will be assigned Independent Study until a final determination is made.

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:

48915[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.

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 involved students or witnesses (this may include teacher, staff, or student's statements). After the student and witnesses have 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 the 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

LOCAL COMPLAINT PROCEDURES

The Conservatory of Vocal/Instrumental Arts High school is a public charter school authorized 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. Complaints made to the Oakland School District will be referred back to COVAH for resolution. Therefore, all complaints regarding COVAH daily operations, staff, or programs must follow the procedures below.

In adherence with this legislative intent, the Board has established the Local Complaint Procedures (LCP) below.

The COVA Education Charter Resources, Inc. Board recognizes and respects the experience and judgment of the school's director and site administrators. Therefore, the Board has developed the following "Local Complaint Procedures" to ensure that all complaints 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 COVAH Superintendent and COVAH Education Charter Resources, Inc. School Board. The Oakland Unified School District does not have jurisdiction in the local complaint process.

Complaint Procedures

The Oakland School District does not get involved in school disputes unless related to legal, Education Code or Civil Rights violations. Disputes within COVAH related to students, teachers, parents, volunteers, staff, administration, governing board, or community shall be resolved pursuant to the following procedures:

1. Determine, if appropriate under the circumstances, whether the complaint may be resolved informally through discussion with the involved member of the school community. 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 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 an appointment with the school administrator.
4. Alert the administrator of the area of concern.
5. If the problem cannot be informally resolved, direct the complainant to file a written complaint with the school administrator.

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 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. If the complaint is about the site administrator, the complaint may be directed to the school board ombudsperson.

Step 2: Investigating a Complaint: Within five (5) working days of receipt of the complaint, a conference will be held with the administrator, (or ombudsperson) teacher, staff member, student (as appropriate), and parent involved in the complaint to gather additional information regarding the complaint.

Step 3: Investigation Report: Within ten (10) working days of receiving the complaint and concluding the conference, 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. If the complaint is resolved at this conference, the process will end.

Step 4: Resolution and Notice of Resolution: Within fifteen (15) working days of the original complaint, the site administrator (or ombudsman) 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 5: Resolution Authority: Final authority, in determining the outcome of complaints, lies with the site administrator 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 6: Procedures for Appeal: If resolution is not reached with the school administrator, the school administrator

will forward the findings and areas of non-resolution to the board ombudsman. The ombudsman will contact the complainant to determine if resolution can be reached, and hold an Appeal conference. If it is determined that resolution can not be reached, the ombudsman will prepare a report to be presented to the board within 30 days from the appeal conference.

Step 7: Procedures for Appeal to the Board: If a complaint is not satisfactorily resolved with the Ombudsman, the complainant may provide notice in writing of the disagreement to the Ombudsman for the COVAH Board president's review. The board president will contact the complainant within (5) working days of the receipt of the non-resolution of the complaint to determine if the complaint can be resolved.

Step 8: Appeal to the COVAH Education Charter Resources, Inc. Board: If the complaint is not resolved with the COVAH Board president, the COVAH Board president will present the complaint to the COVAH Education Charter Resources, Inc. Board 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. The findings of the board are final.

Not all complaints fall under the scope of the Uniform Complaint Procedures (UCP). Many concerns are the responsibility of the Local Educational Agency (COVAH), including classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Bagley-Keene Open Meeting Act, the Brown Act, and other general education requirements. The LEA, however, may use its local complaint procedures to address complaints not covered by the UCP.

If a complaint that falls under the Uniform Complaint Policy and are not resolved after following the procedures above, the complaint may be submitted to the CDE:

California Department of Education
1430 N Street
Sacramento, CA 95814

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 or a staff member.
2. If the complaint or concern is not resolved, ask to meet with the site administrator or principal. If the problem is an emergency, obtain the advice of a staff member 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 student in benefiting from COVAH's programs and activities. If there are any questions regarding these processes and procedures, please contact the school Director.

Important Contact Information

Director
Dr. Valerie Abad
12500 Campus Drive, Building D
Oakland, CA 94619
510-328-1119

vabad@covaconservatory.org

Administrative Assistant
Mrs. Adjoa McDonald
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Office Manager
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College Counselor/Data Manager
Daniel Eng
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Oakland, CA 94619
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eng.cova@gmail.com

COVAH Education Resources, Inc. Board
Sheikh Faiz, President
12500 Campus Drive, Building D
Oakland, CA 94619
510-328-1119

Ombudsman
Walter McCoy
12500 Campus Drive, Building D
Oakland, CA 94619
510-328-1119



To: Parents/Guardians
From: Conservatory of Vocal/Instructional Arts High
Date: September 2019
Re: Parent/Student Handbook Acknowledgment Form

Please sign below to indicate that you have received, read and agree to follow the policies outlined in the Parent/Student Handbook 2019-2020. Please return this form no later than 9/29/19.

Print Student's Name Clearly

Student's Signature

Date

Parent's Signature

Date

Appendix L. 2019-20 Employee Handbook



Employee Handbook 2019-2020

**Address: 12500 Campus Drive
Oakland, CA 94619**

Phone: (510) 328-1119

Website: www.covaconservatory.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE 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 also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's 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 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 School.

I understand that other than the Board of the School, no person 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 Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with COVAH Conservatory of Vocal/Instrumental Arts Charter School (hereinafter referred to as “COVAH” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. COVAH also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Executive Director. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

COVAH is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. COVAH will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. COVAH will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the

accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

COVAH will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

COVAH will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, COVAH will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Professional Boundaries: Staff/Student Interaction Policy

COVAH recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.

- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.

- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

COVAH is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. COVAH's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

COVAH does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When COVAH receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. COVAH is committed to remediating any instances where investigation findings demonstrate unlawful harassment,

discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

COVAH is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the

“Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate COVAH policy.

Whistleblower Policy

COVAH requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

COVAH is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other COVAH stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

The COVAH facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and COVAH mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

COVAH accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

COVAH will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Executive Director as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Executive Director will be considered a voluntary resignation from employment.

Time Cards/Records

By law, COVAH is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Executive Director to make the correction and such correction must be initialed by both the employee and the Executive Director.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail and Internet Access

COVAH will issue academic teachers a computer for school tasks required of the position such as attendance, lesson planning, and school related assignments. Teachers are expected to follow all COVAH and Merritt College internet use regulations.

COVAH will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access 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 may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. COVAH retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Personal Business

COVAH's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

COVAH employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Executive Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

Health and Safety Policy

COVAH is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

COVAH has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

COVAH is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. COVAH's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

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.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. COVAH will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. COVAH provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to the Executive Director.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the Executive Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

COVAH will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. COVAH will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- COVAH stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Executive Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. COVAH's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. COVAH will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

COVAH calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session. For clerical employees, vacation days should be taken when school is not in session, the office closes July 1 to August 15 to accommodate all staff vacation.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue 10 days of paid vacation during each year, beginning after six (6) months of service. Vacation leave time is scheduled by the school and must be taken at the scheduled time unless arranged in writing and approved to take leave at a different time. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on a part-time or hourly basis (less than full-time) shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Director.

Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year. Unused vacation leave is not carried into the next year. An employee whose employment terminates will be paid for accrued unused vacation days at the rate of \$100 per day. Vacation can accrue up to a maximum of 10 days. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

COVAH recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with sick leave hours based on the state hourly calculation. Furthermore, all full-time employees will accrue sick leave each month worked for a total of 6 days per full work year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2)

hours. Accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. 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 School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or 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 twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (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 School's separate pregnancy disability policy).

- a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered

Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. 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 School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

COVAH may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. 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 and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, 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 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, domestic partner, 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 (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) 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. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the 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 (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and

other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
 4. If an employee can return to work with limitations, the 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 School.
- **Limitations on Reinstatement**
 1. COVAH may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
 2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
 - **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act,

which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, 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 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 (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job 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 prenatal 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 (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times $17\frac{1}{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times $17\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times $17\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave
 1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
 2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
 3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.
- Health Benefits

COVAH shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. COVAH can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

 1. The employee fails to return from leave after the designated leave period expires.
 2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.
- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.
- Medical Certifications
 1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. 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 the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is 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 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. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the 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. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

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 School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with COVAH policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the 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 School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

COVAH, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. COVAH, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

COVAH shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, COVAH will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

COVAH shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Exempt employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

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 shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

School Appearance and Activities Leave

As required by law, COVAH will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of COVAH, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

COVAH provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide COVAH with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide COVAH one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, COVAH will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30)

days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient

- operations.
- 23. Refusal to speak to supervisors or other employees.
- 24. Dishonesty.
- 25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. COVAH shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the

School, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive

Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

COVAH reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

COVAH will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, 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 School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Appendix M. Student Study Team (SST) and 504 Documents

**Student Study Team
Student Information Sheet**

This form may be used by personnel requesting access to SST for a particular student or for data collection once a student has been placed on the SST agenda.

Student Name	Grade
School personnel contributing data	Date
School	

Please give a brief narrative description of student

ACADEMICS

SOCIAL BEHAVIOR

WHAT INTERVENTION STRATEGIES HAVE WORKED TO DATE?

WHAT INTERVENTION STRATEGIES HAVE BEEN TRIED, BUT WERE INEFFECTIVE?
(Duration?)

ANY OTHER INFORMATION TEAM MEMBERS SHOULD KNOW?

(Please attach pertinent supporting documentation)

SST Form 02A
8/99

**STUDENT STUDY TEAM
TEACHER INTERVENTION
CHECKLIST**

Student Name _____ Date _____
Name of Person Completing form _____
Person Initiating SST Process _____

The above named student has been placed on the SST agenda. Please check interventions you have tried within your classroom in order to assist us with development of an accurate student profile. Thank you for your help. Return to: _____ by _____

Interventions involving classroom environment

- _____ verbally explained expectations
- _____ post classroom rules
- _____ modify seating arrangements
- _____ use noise reducing headphone
- _____ reduce classroom distractions
- _____ use study carrels or screens
- _____ use of time out or supervised isolation
- _____ provide free time
- _____ provide physical activity
- _____ structured classroom routine

Interventions involving teacher-student relationship

- _____ homework contract
- _____ individual conference with student
Date(s) _____
- _____ provide opportunities for more responsibility
- _____ special recognition for achievement/behavior
- _____ give positive verbal reinforcement
- _____ ignore unacceptable behaviors
- _____ involve student in planning goals for improvement
- _____ active listening to student's concerns
- _____ giving extra one to one help
- _____ contracting
- _____ prepare student for changes in routine
- _____ use humor to reduce tension
- _____ identify sources of stress of anxiety

Administrative interventions

- _____ homework contract
- _____ detention
- _____ assign to another classroom
- _____ schedule change
- _____ verbal discipline by principal or administrator
- _____ suspension
- _____ expulsion
- _____ hearing, vision and/or health screening
- _____ guidance counseling _____ Date(s) _____
- _____ parent conference(s) _____ Date(s) _____
- _____ progress reports sent home _____ Date(s) _____
- _____ suggest outside agency or community resources
- _____ review student's records
- _____ assignment notebook
- _____ team conference(s) with student/parent _____ Date(s) _____
- _____ telephone contact(s) with parent _____ Date(s) _____

Additional Comments:

Intervention involving other students

- _____ use peer tutors with students
- _____ use student as tutor
- _____ classroom discussion and group problem solving

Intervention involving curriculum and instruction

- _____ modify teaching methods
- _____ modify curriculum materials
- _____ alternative reading or math series
- _____ allow extended time for assignments
- _____ give test orally
- _____ reduce assignment length
- _____ shorten or simplify directions
- _____ daily writing goals
- _____ student orally repeats directions
- _____ small group instruction

Interventions (Misc.)

- _____ sought mentor
- _____ paired with community volunteer
- _____ keep a daily journal
- _____ consult school psychologist, social worker, ESL, specialist
- _____ change student schedule
- _____ student interest inventory

Other Interventions

SST Form 10-06
8/07

Student Study Team Behavioral Checklist for Teachers

We have received a request to access the SST for (Student's name) _____. In order to place his/her name on the SST agenda we would like to develop a student profile. The following is one of the SST data collection tools. Please fill out this form by checking beside the appropriate description for each phrase. Thank you for your help. Please return this form to _____ by _____.

Teacher _____ Subject _____ Current Academic Grade _____

Academic Behavior

Strength	Weakness	Comments
_____ Reading skills	_____	
_____ Written expression	_____	
_____ Grammar and spelling skills	_____	
_____ Note taking and study	_____	
_____ Verbal communication skills	_____	
_____ Computation skills	_____	
_____ Conceptual understanding	_____	
_____ Grades earned on assignments	_____	
_____ Grades earned on tests/quizzes	_____	

Learning Strategies

Consistently Able to	Has difficulty with	Comments
_____ Follows directions when shown	_____	
_____ Follows directions when told	_____	
_____ Remembers directions	_____	
_____ Works/studies carefully	_____	
_____ Finishes and turns in assigned work	_____	
_____ Remains on-task/focused	_____	
_____ Asks for help when needed	_____	
_____ Participates in class	_____	
_____ Uses time wisely	_____	
_____ Is prepared for class	_____	
_____ Deals with frustration appropriately	_____	
_____ Appears motivated in class	_____	

Social/emotional behaviors

Age appropriate	Inappropriate	Comments
_____ Follows class/school rules	_____	
_____ Accepts responsibility	_____	
_____ Resolution of conflicts	_____	
_____ Peer relationships	_____	
_____ Classroom attendance	_____	
_____ Self confidence	_____	
_____ Physical activity level	_____	
_____ Desire for attention on self	_____	
_____ Ability to remain alert in class	_____	
_____ Physical health	_____	
_____ Overall affect/emotional stability	_____	
_____ Consistency of behavior	_____	
_____ Relationships with adults	_____	

HISTORICAL INFORMATION:

1. Does the student live with his/her natural parents?	Yes	No	Unsure	Comments
2. Has the student ever had problems with drugs/alcohol?	Yes	No	Unsure	Comments
3. Has the student ever threatened to commit suicide?	Yes	No	Unsure	Comments
4. Has the student ever run away from home?	Yes	No	Unsure	Comments
5. Is the student involved in private counseling?	Yes	No	Unsure	Comments
6. Are there any traumatic events in the student's background?	Yes	No	Unsure	Comments
7. Is a language other than English spoken in the home?	Yes	No	Unsure	Comments

SST SUMMARY FORM

Student: _____ School: _____ Team: _____ Date of Initial SST: _____
Primary Language: _____ Grade: _____ Birthdate: _____ Parents: _____

[illegible]

Follow up Date: _____ **Invite:** _____

Team Members' Signature & Position:

1. Parent: _____ /
2. Student: _____ /
3. Administrator: _____ /
4. Referring Teacher: _____ /

COVA/COVAH 504 Plan

Student _____ Birthdate _____

Handicapping Condition _____

Diagnosed by _____

Does this handicapping condition impede the student's school progress? _____

If yes, how does it affect school progress? _____

What modifications to the classroom/program are necessary? _____

Who will be responsible for the modifications? _____

Any specific directions for implementation of the modifications _____

Parent signature _____ Date _____

Student signature _____ Date _____

_____ Date _____

School Administrator/504 Representative

Appendix N. Recruitment Poster

C O V A H

College High

**Get a head start: Enroll in College While in High School!
SAVE TIME AND MONEY**



WHY COVAH?

COVAH students have an exceptional opportunity to enroll in the early college program while participating in music and performance. Whether you're an experienced musician or never sang with a group or played an instrument, there is a place for you at COVAH.

AMAZON Future Engineer Computing Program

COVAH was selected as one of only 100 schools nationwide to provide advanced Computer Classes, AMAZON Internships, and scholarships.

HIGHLIGHTS

MUSIC – Sing, Learn an instrument, and perform.

TRAVEL – Each year COVAH tours to perform, and learn about communities and cultures. Previous tours have included: Hawaii, Quebec Canada, Catalina Island, New York, Washington D.C.

CREDIT RECOVERY – Have you fallen behind but are ready to move forward? COVAH offers Credit Recovery Programs.

FREE PUBLIC CHARTER SCHOOL

COVAH is based on the Merritt College Campus in Oakland. Students can attend high school and college classes concurrently earning up to an AA or AS degree with their high school diploma, or direct transfer into a 4-year college with one or more years completed. COVAH has a school-wide 86% proficient/advanced rating in English and 50% proficient/advanced rating in math. Ninety-percent of COVAH students receive A's in college classes. They can earn up to a 5.0 GPA qualifying them for academic scholarships and awards.

ENROLL NOW! www.covahigh.org

**Merritt College – Building D244
12500 Campus Drive
Oakland, CA 94619
510-328-1119**



Appendix O. Local Complaint Procedure



LOCAL COMPLAINT PROCEDURES

The Conservatory of Vocal/Instrumental Arts High school is a public charter school authorized 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. Complaints made to the Oakland School District will be referred back to COVAH for resolution. Therefore, all complaints regarding COVAH daily operations, staff, or programs must follow the procedures below.

In adherence with this legislative intent, the Board has established the Local Complaint Procedures (LCP) below.

The COVA Education Charter Resources, Inc. Board recognizes and respects the experience and judgment of the school's director and site administrators. Therefore, the Board has developed the following "Local Complaint Procedures" to ensure that all complaints 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 COVAH Superintendent and COVAH Education Charter Resources, Inc. School Board. The Oakland Unified School District does not have jurisdiction in the local complaint process.

Complaint Procedures

The Oakland School District does not get involved in school disputes unless related to legal, Education Code or Civil Rights violations. Disputes within COVAH related to students, teachers, parents, volunteers, staff, administration, governing board, or community shall be resolved pursuant to the following procedures:

1. Determine, if appropriate under the circumstances, whether the complaint may be resolved informally through discussion with the involved member of the school community. 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 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 an appointment with the school administrator.
4. Alert the administrator of the area of concern.
5. If the problem cannot be informally resolved, direct the complainant to file a written complaint with the school administrator.

Rev. 10/2018



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 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. If the complaint is about the site administrator, the complaint may be directed to the school board ombudsperson.

Step 2: Investigating a Complaint: Within five (5) working days of receipt of the complaint, a conference will be held with the administrator, (or ombudsperson) teacher, staff member, student (as appropriate), and parent involved in the complaint to gather additional information regarding the complaint.

Step 3: Investigation Report: Within ten (10) working days of receiving the complaint and concluding the conference, 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. If the complaint is resolved at this conference, the process will end.

Step 4: Resolution and Notice of Resolution: Within fifteen (15) working days of the original complaint, the site administrator (or ombudsman) 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 5: Resolution Authority: Final authority, in determining the outcome of complaints, lies with the site administrator 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 6: Procedures for Appeal: If resolution is not reached with the school administrator, the school administrator will forward the findings and areas of non-resolution to the board ombudsman. The ombudsman will contact the complainant to determine if resolution can be reached, and hold an Appeal conference. If it is determined that resolution can not be reached, the ombudsman will prepare a report to be presented to the board within 30 days from the appeal conference.

Step 7: Procedures for Appeal to the Board: If a complaint is not satisfactorily resolved with the Ombudsman, the complainant may provide notice in writing of the disagreement to the Ombudsman for the COVAH Board president's review. The board president will contact the complainant within (5) working days of the receipt of the non-resolution of the complaint to determine if the complaint can be resolved.

Step 8: Appeal to the COVAH Education Charter Resources, Inc. Board: If the complaint is not resolved with the COVAH Board president, the COVAH Board president will present the complaint to the COVAH Education Charter Resources, Inc. Board 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. The findings of the board are final.

Not all complaints fall under the scope of the Uniform Complaint Procedures (UCP). Many concerns are the responsibility of the Local Educational Agency (COVAH), including classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Bagley-

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Keene Open Meeting Act, the Brown Act, and other general education requirements. The LEA, however, may use its local complaint procedures to address complaints not covered by the UCP.

If a complaint that falls under the Uniform Complaint Policy and are not resolved after following the procedures above, the complaint may be submitted to the CDE:

California Department of Education
1430 N Street
Sacramento, CA 95814

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 or a staff member.
2. If the complaint or concern is not resolved, ask to meet with the site administrator or principal. If the problem is an emergency, obtain the advice of a staff member immediately.
3. Enlist the help of your parent/guardian if necessary, to resolve the complaint.

If there are any questions regarding these processes and procedures, please contact the school Director.

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Appendix P. Universal Complaint Procedure Form



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
Street Address/Apt. #: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
Email Address: _____ Date of Alleged Violation(s): _____
School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|---|---|
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Compensatory Education |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Foster/Homeless Youth, Former Juvenile Court Pupils, Pupils from Military Families | <input type="checkbox"/> English Learner Programs |
| <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs | <input type="checkbox"/> Local Control and Accountability Plans (LCAP) | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Lactating Pupils | <input type="checkbox"/> School Safety Plans |
| <input type="checkbox"/> Special Education | | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Other (please describe): _____ | | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Immigration Status |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Other (please describe): _____ | | |



1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Send complaint and any relevant documents to:

Walter McCoy, Board President
Conservatory of Vocal/Instrumental Arts High School
12500 Campus Drive
Oakland, CA 94619

For internal use only:

Code: _____

Received by: _____

Date: _____

Appendix Q. Budget Narrative

COVAH

Renewal Petition

Budget Narrative

Overview

Our charter renewal financial plan shows projections for the entire proposed charter renewal term, fiscal years 20-21 through 24-25. We also include five years of monthly cash flow projections. These projections show significant surpluses each year and build from COVAH's existing fund balance of over \$500K. The ending balance projected per year is 40%+ of LCFF, which compares favorably to the statewide average for districts of 20%. Overall, each year's revenues and expenses are based upon what we believe are conservative assumptions based upon our successful financial track record.

Revenues

Our LCFF projections are based upon the latest available FCMAT LCFF calculator, utilizing conservative assumptions as follows:

1. Enrollment slowly grows from 110 to 200
2. Average Daily Attendance (ADA) percentage at 98%, which is COVAH's recent actual ADA percentage
3. Unduplicated pupil count percentage assumed at 55.39%, equal to last year's actual

Other revenue assumptions include:

1. Lottery rates assumed at \$204 per ADA for all five years
2. Assumed fundraising is \$50,000
3. Other funding rates are based upon 17-18 actual rates, adjusted by ADA and a COLA of between 2.5% and 3.5% per year
4. All Other Local Revenues (code 8699) are voluntary donations.

Expenses

Personnel

Our personnel plan calls for 10 overall FTE, including 5 FTE teachers, .50 FTE special education admin, and 4.50 FTE admin and operational support personnel. Other assumptions:

1. Salaries are assumed to increase 3.50% per year
2. STRS rates are projected to increase per statute, then grow to 19.1% 2022-23 and 20% in 2023-24

Non-personnel expenses

4000 and 5000 expenses for 20-21 are based upon 19-20 budgeted amounts, adjusted by ADA and School Services of California's projected CPI for California. Each following year is also adjusted by that year's ADA increase and the California CPI listed per year.

Appendix R. Budget