

KAVOD CHARTER SCHOOL CHARTER

Renewal

Submitted to San Diego Unified School District
July 16th, 2019

For the term July 1, 2020 through June 30, 2025

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KAVOD CHARTER SCHOOL

RESPECT MAKES A WORLD OF DIFFERENCE
ACADEMIC EXCELLENCE – DUAL LANGUAGE – SOCIAL RESPONSIBILITY – GLOBAL AWARENESS

July 16th, 2019

Board of Education
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103

Dear San Diego Unified School District Board of Education, Superintendent Martin, Deidre Walsh, Anna Day and the entire Charter School Office:

I want to extend my sincere appreciation for providing Kavod Charter School the opportunity to bring the vision of a Hebrew charter school in San Diego to fruition. For the past six years, it has been an immense privilege to provide San Diego a public school that is able to teach the modern Hebrew language to a diverse community. At this time we are presenting you with our charter renewal petition to continue to serve students from 2020-2025. Kavod has previously come before you in 2014 with our first renewal petition, in which we were unanimously approved to continue serving students through to 2020. We also were unanimously approved last year to ultimately serve students through 8th grade through a charter revision. I encourage you to read through our the Charter Petition Introduction and the section on Renewal Standards, which highlight the strength and stability of our program, identifies how Kavod meets the renewal criteria, and exemplifies how our program supports the San Diego community.

Kavod is the only Hebrew Dual-Language public school in San Diego, filling a unique niche and otherwise unmet need in our community. In the past 6 years, Kavod has grown from serving grades K-2 in 2013 with 54 Explorers (students) to, as of last year, serving TK-5, with approximately 235 Explorers. Beginning next school year, we will serve grade six and ultimately expand to serve grades TK-8. We are extremely appreciative of the District for recognizing the niche that Kavod fills in the San Diego community and for working with Kavod to find a long-term facility in which we can now house a full TK-8 program.

As we move into middle school, Kavod will be implementing the International Baccalaureate MYP program as Kavod was granted candidacy beginning with our 2019-2020 incoming sixth grade class. Given Kavod's focus on dual language, global appreciation, mindfulness, perseverance and social responsibility, the International Baccalaureate was a natural complement to the Kavod middle school program.

Respect is a core element to successful citizenship. At Kavod we respect our students by nurturing their work ethic, enhancing their academic skills, cherishing their individuality and diversity, and promoting the importance of their role in our community. Kavod does this by providing students the value of a strong academic program coupled with dual language and instilling in our students the importance of being socially responsible, respectful individuals who have an appreciation for all world cultures.

Thank you for your consideration.

Respectfully,

Alexa Greenland
Executive Director | Kavod Charter School
858.429.9254 | alexa.greenland@KavodCharter.org

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Alexa Greenland, hereby certify that the information submitted in this petition for renewal of the charter for a California public charter school named Kavod Charter School (originally and also known as Kavod Elementary Charter School, and also referred to in the petition as “Kavod” or the “Charter School”), and located within the boundaries of the San Diego Unified School District (“SDUSD” or the “District”) is true to the best of my knowledge and belief. I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school. Furthermore, I affirm the Charter School shall follow any and all federal, state, and local laws and regulations that apply to charter schools and further affirm that the Charter Schools 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. [Ed. Code § 47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of Kavod for purposes of the Educational Employment Relations Act. [Ed. Code § 47605(b)(6)]
- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code § 47605(d)(1)]
- Not charge tuition. [Ed. Code § 47605(d)(1)]
- Admit all students who wish to attend Kavod, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences as described in Element 8 of this petition. [Ed. Code § 47605(d)(2)(A)-(B)] Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ed. Code § 47605(d)(2)(A)-(C)]
- 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). [Ed. Code § 47605(d)(1)]
- 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.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [5 Cal. Code Regs. § 11967.5.1(f)(5)(C)]
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ed. Code § 47605(l)]
- At all times maintain all necessary and appropriate insurance coverage.
- 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, notify the superintendent of the school district of the pupil’s last known address within 30 days, and, 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. [Ed. Code § 47605(d)(3)]

- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code § 47612.5(a)]
- On a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ed. Code § 47605(c)]
- Comply with any jurisdictional limitations to locations of its facilities. [Ed. Code §§ 47605 and 47605.1]
- Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ed. Code §§ 47612(b) and 47610]
- Comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”).
- Comply with the Public Records Act.
- Meetings of the governing board for the Charter School as to the business of the Charter School shall comply with the Family Educational Rights and Privacy Act.
- Comply with the Ralph M. Brown Act.
- Meet or exceed the legally required minimum of school days. [5 Cal. Code Regs. § 11960]
- Comply with Education Code Section 47604.1, commencing on January 1, 2020.

Alexa Greenland, Executive Director - Lead Petitioner

Date

INTRODUCTION

Kavod Charter School was authorized in 2012 and began to serve students in 2013, opening one class each of grades K-2 with just over 50 students enrolled. In order to ensure a sound educational program, Kavod planned for a slow steady growth and only began to serve two classes per grade with the kindergarten class of 2016-2017, additionally we will begin to serve sixth grade next school year, 2019-2020, after having graduated two former fifth grade classes. This past school year, Kavod enrolled approximately 235 students and next year has approximately 325 students enrolled for the TK-6th grade program.

Kavod is the only Hebrew Dual-Language public school in San Diego, filling a unique niche and otherwise unmet need in our community. As we move into middle school, Kavod will be implementing the International Baccalaureate (IB) Middle Years Programme (MYP) as Kavod was granted candidacy beginning with our 2019-2020 incoming 6th grade class. Given Kavod's focus on dual-language, global appreciation, mindfulness, perseverance and social responsibility, the International Baccalaureate was a natural complement to the Kavod middle school program.

At all grade levels, Kavod team members implement school-wide expected educational best practices that create the foundation of our program. At the core of our daily expectations, Kavod focuses on what our name means: Respect. Kavod Explorers (students) learn the value of mindfulness, of having a growth-mindset and of being perseverant, which provides them respect for themselves as learners to try their best and to focus on the present. Our team uses a restorative approach to discipline in order to foster a respectful community and help our Explorers understand the importance of how their actions impact others. In addition to learning the Hebrew language, Kavod Explorers are exposed to the Spanish language and participate in a holistic Global Studies curriculum, including an annual global cultural fair, that encourages our Explorers to build cultural appreciation and respect for our global connectedness. Kavod Explorers have the opportunity to be within the 13% of the world's population who can speak more than 2 languages and these two particular languages of Hebrew and Spanish provide a unique dichotomy for our Explorers. Being among a limited population that speaks Hebrew can provide an advancement to our Explorers as Israel continues to advance in the STEM industries and the Global Economy; while balancing this with Spanish, which provides our Explorers a significant value in our community and county and throughout the world.

Integral to our program is our service learning and community giving expectations. Each year, our Explorers participate in initiatives that support their community on a social and environmental level. Over the past few years, our Explorers have participated in walks to support Epilepsy and the Anti-Defamation League, they have also participated in fun-runs to support Make-A-Wish, those impacted by the California Wildfires, and Operation Homefront. Our Explorers have donated pajamas, blankets, books and shoes to help those in need, and have raised money to support Ryan's Well, an initiative to bring clean water to Africa, as well as participating in beach and community clean ups. These are just a few of the ways our Explorers have contributed to our society throughout the past six years.

Kavod would like to introduce our request for renewal of our charter by highlighting and celebrating some of our achievements:

Enrollment:

- Our enrollment is consistently growing. For the 2018-2019 school year Kavod enrolled approximately 235 students in grades K-5. Currently 326 are enrolled for 2019-2020.
- At the end of 2018-2019, 97% of students have re-enrolled for the 2019-2020 school year.

Academic Achievement:

- According to Educational Results Partnership (ERP), which draws its data from the California Department of Education, Kavod is recognized as being the top performing school within like demographics for San Diego County and the 2nd top performing school in the state, with our LEA CAASSP results for 2017-2018:
ELA 70% MATH 60%

Dashboard Update:

- In 2018, Kavod met all 5 local indicators and received a green rating in all eligible areas of focus. Kavod has consistently performed well, meeting local indicators in past years and receiving only green and blue performance markers.

Student Attendance:

- Since inception, Kavod’s Average Daily Attendance (“ADA”) has been 95% or higher.

Accreditation:

- In the Spring of 2019, Kavod was granted 6 year WASC re-accreditation status.

International Baccalaureate Status:

- Kavod has been granted candidacy for the MYM International Baccalaureate program beginning with our incoming 6th grade class in 2019-2020.

School Award Recognitions:

- Kavod was recognized as an Honor Roll School through Educational Results Partnership (ERP) for 2016-2017 and 2017-2018. Per their data, they recognized as the top performing school for schools with similar enrollment demographics in the San Diego Country and second in the entire state of California.

Team Member Honors/Recognitions:

- Liza Haugen, Kavod’s second grade teacher, received the recognition from the San Diego Country Office of Education as Teacher of the Month in 2017-2018.
- Ronit Ron-Yerushalmi, Kavod’s Director of Language and Global Culture, was selected to the World Language Standards Advisory Committee by the State Board of Education California, and was awarded with the Leadership in Biliteracy Award from the San Diego County Office of Education.

Fiscal Reserve

- At the end of 2019-2020, Kavod is projected to have a fund balance of over \$600,000

Audit Results

- Kavod’s audits have consistently had Clean Opinions.

Facility Plans:

- Funding for site modernization and buildings approved by CSFC through Prop YY to support growth plans.

Stakeholder Satisfaction:

- As a part of soliciting feedback for the LCAP, Kavod provides an anonymous survey every year for both our students (Explorers) and our parents.

In 2019, 122 parents, representing about 70% of our families, responded to the survey. Below are the key results:

Table 1: Parent Feedback Survey

Results from our anonymous family survey	Parent Overall Agreement
Kavod creates a culture that values and encourages diversity and global awareness.	99%
Explorers enjoy learning and being a part of Kavod.	98%
Kavod ensures a safe program focused on respect.	93%
There is a sense of community at Kavod.	95%
Kavod provides adequate support for student academic growth.	98%
Kavod provides a strong dual-language program.	97%
Kavod has a strong academic program that focuses on student growth/progress.	99%
Kavod provides exposure to various enrichments (either during or after school) to create a well-rounded program.	98%
Kavod provides exposure to digital literacy.	99%
Kavod has a collaborative highly qualified team of instructors that works to ensure differentiated instruction.	99%
Overall our family is satisfied with the Kavod Program	99%

91% of our 3rd-5th graders who took the Healthy Student Survey stating they are proud to be a member of the Kavod community.

Some of the highlights are that our Explorers (students) believe Kavod is going a good job at the following:

- Kavod teaches students to care about each other and treat each other with respect
- Kavod helps students resolve conflicts with one another
- Teachers and other grown-ups at Kavod treat Explorers with respect
- Teachers and other grown-ups at Kavod want you to do your best
- Teachers and other grown-ups at Kavod believe that you can do a good job
- teachers treat students fairly at Kavod
- Explorers keep doing their classwork even when it's really hard for them
- Explorers are motivated to learn

Kavod is very proud to balance an academically strong dual-language educational program, with robust community engagement, sound leadership and governance, and a fiscally stable budget. We would be remiss if we did not thank San Diego Unified for your support, not only with the opportunity to serve the community but also for your commitment to helping Kavod secure facilities that will aid in our ability to continue to fill this unique need in our community for years to come. Todah Raba! (Hebrew for "Thank you very much!")

RENEWAL STANDARDS

KAVOD EXCEEDS CHARTER RENEWAL STANDARDS

The standards for charter renewal are found in California Education Code Sections 47605 and 47607. A charter school “shall” meet at least one of four minimum criteria set forth in Education Code Section 47607(b) prior to receiving a charter renewal. However, three of the four criteria are based on the Academic Performance Index (API) system that the California Legislature suspended in 2013, and no longer apply as renewal standards. We therefore focus on the fourth criteria:

“...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.”

Further, as a result of the suspension of API, the Legislature provided a new charter renewal standard as it relates to academic achievement in Education Code Section 52052(f):

“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.*”

Kavod meets the legal criteria for renewal of our charter under Education Code Sections 47607(b) and 52052(f). The following charts demonstrate academic achievement for all groups of pupils schoolwide:

Kavod Historical CAASPP Assessment Data

TABLE 2: Assessment Data for Proficient or Above Proficient per CAASPP

CAASPP Results	Highest Grade Assessed	Number of Students Assessed	ELA	Math
2017-2018	5	58	70%	60%
2016-2017	5	47	64%	56%
2015-2016	4	25	64%	60%
2014-2015	3	12	67%	50%

TABLE 3: Assessment Data for Near Proficient, Proficient or Above Proficient per CAASPP

CAASPP Results	Highest Grade Assessed	Number of Students Assessed	ELA	Math
2017-2018	5	58	86%	88%
2016-2017	5	47	91%	74%
2015-2016	4	25	84%	84%
2014-2015	3	12	83%	67%

Note: Though data is not publicly released for 2018-2019, Kavod does anticipate a slight dip in CAASPP. Kavod changed locations between 2017-2018 and 2018-2019 and as such saw an enrollment influx as well as students who were not able to return to Kavod, as such 20% of Kavod’s 3-5 grade students were in their first year at Kavod and the majority of those first year students were not meeting proficiency upon entering Kavod.

The following Table 4, is reflective of the 2017-2018 Comparison School Results based on where students would have otherwise attended. Per SanDiegoUnified.org/dual-language-programs, of the comparison schools, per only Juarez offers a dual-language program

TABLE 4: 2017-2018 CAASPP Comparison School Results

School	ELA	Math
Curie	83%	80%
Doyle	76%	74%
Kumeyaay	73%	74%
Kavod	70%	60%
Jones	68%	59%
Mason	65%	59%
Miller	59%	53%
Jefferson	55%	52%
Spreckels	52%	54%
Cubberley	56%	50%
Juarez	54%	38%
Wegeforth	42%	43%
Carson	41%	41%

Numerically Significant Pupil Groups

In addition, the following charts demonstrate academic achievement among the numerically significant pupil groups at Kavod as assessed by CAASPP. Until 2017-2018, Kavod did not have statistically reportable subpopulations in terms of CAASPP, though whole school sub-group data is provided in subsequent sections.

TABLE 5: 2017-2018 CAASPP

Kavod	All	Male	Female	Hispanic	White	F&R	EL
ELA	70%	54%	86%	56%	78%	52%	57%
Math	60%	53%	68%	53%	67%	50%	50%

The following comparison table is taken from Educational Results Partnership (ERP) for CAASPP 2017-2018, which derives its data from the California Department of Education. <https://dataportal.edresults.org/> Per SanDiegoUnified.org/dual-language-programs, that none of the schools of similar population as identified by Educational Results Partnership offer a dual-language program.

TABLE 6: Comparison Data of Statically Similar Schools

Ranking	School	District	County	Enrollment	English Language Learners	Socioeconomically Disadvantaged	Students Meeting Proficiency
1	Kavod Charter	San Diego Unified	San Diego	177	20%	31%	70% out of 97 Students Tested
2	Florence Elementary	San Diego Unified	San Diego	240	30%	70%	62% out of 175 Students Tested
3	Toler Elementary	San Diego Unified	San Diego	242	23%	59%	61% out of 213 Students Tested
4	Rolando Park Elementary	San Diego Unified	San Diego	205	26%	87%	58% out of 156 Students Tested
5	Cadman Elementary	San Diego Unified	San Diego	196	21%	58%	55% out of 170 Students Tested

6	Cubberley Elementary	San Diego Unified	San Diego	180	21%	58%	53% out of 166 Students Tested
7	Alcott Elementary	San Diego Unified	San Diego	195	25%	49%	53% out of 152 Students Tested
8	Cabrillo Elementary	San Diego Unified	San Diego	155	30%	67%	52% out of 114 Students Tested
9	Hawthorne Elementary	San Diego Unified	San Diego	236	27%	64%	51% out of 206 Students Tested

Whole-School Proficiency and Growth Data

In addition to meeting all applicable criteria for renewal under Education Code Sections 47607(b) and 52052(f), Kavod has also implemented its own assessments for academic achievement as demonstrated below.

Kavod Implements NWEA/MAP at the end of each year to gauge proficiency and growth of at all grade levels. The following tables reflect the school-wide end of year proficiency data.

TABLE 7: Proficiency Data (at or above grade level) as assessed by both SBAC/CAASPP and NWEA/MAP

Year	Enrollment Assessed TK-5 at the end of the year	Reading	Math
2018-2019	233	70%	77%
2017-2018	177	70%	74%
2016-2017	145	70%	71%
2015-2016	109	79%	86%
2014-2015	93	72%	83%

TABLE 8: Proficiency Data (near, at or above grade level) as assessed by both SBAC/CAASPP and NWEA/MAP

Year	Enrollment TK-5 Assessed at the End of the Year	Reading	Math
2018-2019	233	88%	88%
2017-2018	177	86%	89%
2016-2017	145	86%	90%
2015-2016	109	81%	93%
2014-2015	93	87%	88%

Table 9 reflects Students Growth Expectations of students in grades 1-5 (Kindergarten is not assessed at the beginning of the year to gauge growth) who met proficiency expectations (at or above) by SBAC/CAASPP or NWEA/MAP or showed growth at or above the norms percentile growth mean as determined by MAP results

Table 9– Proficiency and Norm Growth Data

Year	Total Number of Students Assessed in Grades 1-5 at the End of the Year	Reading	Math
2018-2019	171	81%	84%
2017-2018	133	89%	87%
2016-2017	93	84%	94%
2015-2016	83	88%	81%

Table 10 shows the subpopulations proficiency and growth data as measured by students who met proficiency expectations by CAASPP/SBAC or NWEA/MAP or showed growth at or above the norms percentile growth mean as determined by MAP results. As Kindergarten does not assess at the beginning of the year, to gauge growth this data only includes students in grades 1-5.

TABLE 10: Subpopulations Growth Expectations:

	Subpopulation	Total Number of Students in subpopulation Assessed in Grades 1-5	ELA				MATH			
			Total Number of Students/Percentage who met Proficient on SBAC or MAP		Total Number of Students/Percentage who met Proficient of showed growth based on MAP Norms		Total Number of Students/Percentage who met Proficient on SBAC or MAP		Total Number of Students/Percentage who met Proficient of showed growth based on MAP Norms	
2018-2019	F&R	43	25	58%	36	84%	30	70%	34	79%
	SPED	23	13	57%	16	70%	12	52%	16	70%
	ELL	32	10	31%	23	72%	18	56%	24	75%
	African American	23	12	52%	17	74%	11	48%	20	87%
	Hispanic	39	24	62%	31	79%	24	62%	29	74%
2017-2018	F&R	36	26	72%	33	92%	25	69%	31	86%
	SPED	17	9	53%	14	82%	9	53%	13	76%
	ELL	27	14	52%	20	74%	16	59%	21	78%
	African American	11	8	73%	11	100%	7	64%	10	91%
	Hispanic	24	18	75%	22	92%	17	71%	20	83%
2016-2017	F&R	25	15	60%	18	72%	18	72%	23	92%
	SPED	15	7	47%	8	53%	11	73%	14	93%
	ELL	22	13	59%	15	68%	17	77%	19	86%
	African American	8	7	88%	7	88%	7	88%	8	100%
	Hispanic	14	10	71%	11	79%	13	93%	13	93%

Science Assessment Data

Though state science assessments are not yet available, Kavod assess students in science beginning in 5th grade using NWEA/MAP. Kavod has had three 5th grade classes, however, in years 2016-2017 and 2017-2019 the classes were 10 student or less providing inadequate statistical data.

Table 11: Science 5th grade MAP Science Proficiency Results

2018-2019	Number of students Assessed	Met Science Proficiency Standards
All 5 th grade Students	23	70%
Students who have been with Kavod for over 3-6 years	19	79%

Hebrew Assessment Data

Kavod Implements STAMP Assessment in grade 4 to gauge proficiency of Hebrew.

TABLE 12: STAMP Hebrew Assessment Data

Year	4 th grade STAMP Hebrew Proficiency Results	% of 4 th grade students meeting Hebrew Proficiency expectations who have been with Kavod for a minimum of 2 years
2018-2019	17/26 = 65%	12/16 = 75%
2017-2018	23/27= 85%	22/24= 91%
2016-2017	9/10 = 90%	7/8 = 88%

Cohort Data

Though Kavod has a strong re-enrollment rate, we have also increased enrollment and had turnover due to location move as well as other natural occurrences, such as military moves. We also exited two classes prior to expanding to 6th grade for the 2019-2020 school year. As such we have 49 students who are now in grades 3-5 who have been with Kavod for a minimum of 3 years. Table 13 reflects the cohort data of students in grades 3-5 who have attended Kavod for more than 3 years (between 3-6 years).

TABLE 13: Cohort Data - Whole School

Year	Number of years at Kavod	Number of students Assessed in grades 3-5	SBAC Proficiency ELA	SBAC Proficiency Math	NWEA/MAP Proficiency Reading	NWEA/MAP Proficiency Math	Hebrew Listening	Hebrew Speaking
2018-2019	3-6	49	Not Public	Not Public	78%	78%	73%	69%
2017-2018	3-5	42	69%	57%	76%	74%	81%	60%
2016-2017	3-4	35	57%	63%	66%	86%	80%	57%

Table 14 reflects proficiency as assessed by CAASPP/SBAC or NWEA/MAP of students grades TK-5, in subpopulations with more than 10 pupils who attended Kavod for 3 or more years. Unduplicated minorities is inclusive of SPED, African American, Hispanic, F&R, ELL and other ethnic minorities.

Table 14: Subpopulation Cohort Data

Year	Number of years at Kavod	F&R ELA	F&R Math	Hispanic ELA	Hispanic Math	Unduplicated Minority	Unduplicated Minority
2018-2019	3-6	81%	81%	83%	83%	65%	73%
2017-2018	3-5	85%	92%	82%	73%	69%	63%
2016-2017	3-4	-	-	-	-	63%	63%

ELEMENT 1: EDUCATIONAL PROGRAM

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

INTRODUCTION

Kavod operates as an independent charter school, which opened in 2013 offering grades K-2 with a charter approved through to 5th grade, and Kavod has expanded to ultimately TK-8 (TK assumed within Kindergarten).

Kavod is a member of the Hebrew Public network of schools. APPENDIX A. As a member of the Hebrew Public network, which supports TK-8 Hebrew language charter schools, Kavod has access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. With this support, in addition to its own expertise and resources, Kavod successfully serves its Explorers (students) by delivering a high quality sustainable educational program that provides the benefit of acquiring modern-day Hebrew as a second language.

MISSION AND VISION

MISSION

The mission of Kavod Charter School is to provide an excellent academic program while teaching modern-day Hebrew and developing socially responsible, respectful, global citizens.

VISION

Our vision at Kavod Charter School is to create a dynamic community of learners who explore every learning opportunity, overcome challenges, respect themselves and others, value all communities, strive to do their best and appreciate their academic achievements and who become proficient Hebrew and English speakers. Through investing in our teachers and educational programs, our Explorers will be continually challenged in order to meet their full potential.

We believe in creating a diverse community where students work together, actively engaging in service-learning projects and becoming productive members of society. In this environment, our Explorers develop the tools needed to achieve success in their continued education, careers and journey in life.

THE MEANING OF “KAVOD”

Kavod is the Hebrew word for honor and respect. It is a word of great strength and importance in the Hebrew language and these are the traits we want to instill in our students’ lives and to interweave throughout all aspects of the school. In order to develop life-long learners, 21st-century-educated people and socially-aware citizens, Kavod creates a culture of honor and respect towards education and the learning process.

In building a school climate focused on respect, Kavod takes great strides in developing a sense of community among the teachers, parents, students and general stakeholders, as expected in adhering to state priority 6. We encourage pupil engagement, state priority 5, in a myriad of ways, and keep the concept of respecting each other, themselves and their education at the forefront of our endeavors to engage students in their schooling.

EDUCATIONAL PHILOSOPHY

Kavod believes education should prepare students to take personal responsibility for tomorrow’s world. Thus, Kavod provides our students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens.

In order to accomplish this, Kavod offers an academically rigorous curriculum, which includes intensive instruction in Modern Hebrew with an integrated language and service-learning model. Our Explorers are active learners and engaged in learning that is focused on higher order thinking and addresses individual student needs through differentiated instruction. Kavod’s rigorous academic program fosters college and career readiness in a 21st century, globally competitive society. Kavod implements best educational research practices to support our Explorers in being active participants in their educational journey.

STUDENTS TO BE SERVED/EDUCATED

Kavod Charter School serves a diverse population. Our families reside throughout San Diego County and have various socioeconomic backgrounds. In an effort to adhere to one of our core program components of promoting diversity, Kavod Charter School targets diverse communities to enhance the program. We firmly believe our socioeconomically diverse school supports an increase in academic achievement and a decrease in the persistent achievement gaps between financially disadvantaged children and more affluent children and between students of different racial and ethnic backgrounds.

The students who attend our program are very pleased and enjoy their educational experience. The attendance rate for Kavod has consistently been between 94-98%. In adherence to state priority 5, we will continue to promote strong attendance.

SNAPSHOT OF STUDENTS CURRENTLY BEING SERVED

Demographic Data for 2018-2019

Of the 234 students, 25% of them are English Learners. Among the languages spoken at home are Hebrew, Spanish, Farsi, Portuguese, Russian, Tagalog, Tigrinya, Mandarin, Vietnamese, Hmong and Other. Our student body is from various parts of San Diego county and from many socio-economic backgrounds. 9% of are immigrants with two years or less in a U.S. public school.

Our team members are originally from Israel, Mexico, Ecuador and the United States bringing with them the ability to speak Hebrew, Spanish, Farsi and English. 43% of our staff is bilingual and use that as a means to immerse students in the language and help drive our mission of creating globally competent citizens.

HISTORICAL DEMOGRAPHIC AND ENROLLMENT DATA

TABLE 15: TOTAL RECENT ENROLLMENT

2015-2016	2016-2017	2017-2018	2018-2019
109	156	179	235

TABLE 16: GENDER	2015-2016	2016-2017	2017-2018	2018-2019
Boys	54%	50%	51%	50%
Girls	46%	50%	49%	50%

TABLE 17: ADDITIONAL SUB-GROUPS	2015-2016	2016-2017	2017-2018	2018-2019
English Learners	31%	25%	22%	19%
FRLP	39%	27%	29%	23%
SPED	7%	13%	8%	12%
Immigrant	10%	7%	6%	9%
Foster/Homeless Youth	0%	0%	0%	0%

TABLE 18: ETHNICITY	2015-2016	2016-2017	2017-2018	2018-2019
AMERICAN INDIAN/ALASKAN NATIVE	1%	2%	1%	1%
BLACK OR AFRICAN AMERICAN		8%	6%	12%
CHINESE			1%	1%
FILIPINO		2%	2%	1%
HISPANIC	21%	11%	15%	18%
HMONG			1%	1%
JAPANESE			1%	1%
KOREAN	3%	2%	2%	1%
VIETNAMESE		1%	1%	1%
OTHER PACIFIC ISLANDER			1%	
MULTI	5%	13%	13%	11%
WHITE	60%	61%	56%	52%
NOT REPORTED	1%			

TABLE 19: AREA OF RESIDENCE	2015-2016	2016-2017	2017-2018	2019-2020
Clairemont/Kearny	5%	7%	6%	11%
Serra Mesa/Mission Valley	16%	17%	25%	18%
UC/La Jolla/Torrey Pines	15%	17%	13%	15%
PB/OB/Linda Vista	12%	10%	9%	3%
Lincoln/Morse	1%	1%	0%	0%
Miramar/Scripps Ranch	3%	5%	3%	4%
North Park/Kensington	13%	12%	9%	10%
Tierrasanta/College	11%	15%	18%	15%
Crawford	5%	2%	1%	0%
Mission Hills/Marina	1%	3%	2%	7%
Out of District	18%	11%	14%	17%

TABLE 20: ENROLLMENT GROWTH & PROJECTED ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TK-K	28	43	41	60	75	75	75	75	75	75
1	26	20	45	45	56	56	56	56	56	56
2	28	37	27	50	55	55	55	55	55	55
3	15	30	25	28	50	52	52	52	52	52
4	12	14	28	25	28	50	52	52	52	52
5		12	13	27	29	28	50	50	50	52
6					33	40	40	50	56	56
7						36	40	40	50	54
8							36	40	40	50
	109	156	179	235	326	392	456	470	486	502

2019-2020 reflects currently confirmed enrollment. Though these projected numbers are reflective of our growth trends, the included budget projections reflect more conservative numbers to ensure on-going fiscal stability.

HOW LEARNING BEST OCCURS

Kavod believes that learning best occurs when highly qualified teachers implement sound instructional methodologies and research-based programs that are aligned to the standards. This ensures that students actively participate in an education program aligned to the Common Core State Standards. According to Zemelman, Daniels, and Hyde in, *Best Practice for Teaching and Learning in America's Schools*, there are thirteen interlocking principles that characterize best practice. Learning must be: Student-centered, Experiential, Holistic, Authentic, Expressive, Reflective, Social, Collaborative, Democratic, Cognitive, Developmental, Constructivist, and Challenging.

TABLE 21: SUGGESTED MANNER IN WHICH 13 PRINCIPLES ARE IMPLEMENTED

Student-Centered	Kavod Teachers build on the natural curiosity children bring to school and help students list their own questions and goals and then structure the classroom experiences and investigations to address these.
Experiential	Kavod Explorers have a hands-on approach at a least a cursory level in grades TK-5. The concept of experiential learning is a large focus in grades 6-8 as students implement design thinking and inquiry-based approaches to learning.
Holistic	Children's learning will be cross-curricular in multiple curricular areas at Kavod including intertwining languages into social studies, and full cross-curricular units in grades 6-8.
Authentic	Teachers at Kavod turn schoolwork into something children truly own to foster real thought and knowledge.
Expressive	Children need to understand, own, and remember ideas not just receive ideas but also to express them. At Kavod students talk in pairs and in informal groups take ideas and transform them into a skit or other form of media
Reflective	Kavod students have time to look back on what they've learned with sharing sessions after each independent work activity and

	with a consistent expectation to edit and revise work.
Social	Understanding that social interaction promotes learning and that social responsibility is a core expectation of Kavod, each day provides our Explorers with multiple means to interact with others throughout both academic and character development.
Collaborative	At Kavod Explorers learn to cooperate and value each other's ideas, work in small groups and gather feedback from fellow students to improve writing, projects, presentations.
Democratic	The majority of classes at Kavod will be heterogeneously grouped for the richness and stimulation that a diverse class provides. Additionally, Explorers learn to negotiate conflicts so they can work together more effectively and respect and appreciate one another's differences.
Developmental	At Kavod children's learning will be age-appropriate and developmentally oriented with a respect for students' capabilities.
Constructivist	At Kavod teachers will create a rich environment in which children can gradually construct their own understandings. The keys to this are to give students time to experiment, encouragement to reflect, to share their ideas and hypotheses with others and to respect for their errors and temporary understandings.
Challenging	Kavod Explorers are provided with higher level work, students set up and conduct their own inquiries, keep track of and evaluate their own efforts.

Coupled with these principals Kavod's program implements structured methodologies within the school program to ensure consistency in the program expectations among all classes. Such methodologies include uniform classroom procedures, implementation of mindfulness approaches and fostering an understanding of growth mindset and perseverance within our Explorers.

SELF MOTIVATED LIFELONG LEARNERS

Kavod is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. For students to become self-motivated, competent, lifelong learners we devote significant time helping students to understand that learning is a process and help students to understand the theory behind Growth Mindset.

According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project (TCRWP) housed at Teachers College, Columbia University, best practice teachers are careful to encourage student independence and it is for that reason we have chosen the workshop model as our instructional vehicle for the elementary program. Our model is based upon the belief that the best way to encourage deep and enduring understandings in elementary school is through explicit strategy lessons and small group settings. It is in these small group settings where students' needs can be addressed. It is through the workshop model that we foster independent learners who are motivated to assume responsibility for their learning, establish learning goals and monitor their own learning. Through this independence, students practice at their own level the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning teachers are able to attend to the needs of individual students. This supports the students as they move onto the higher elementary and middle school grades and as students become independent learners who can advocate for their education. Once in middle school, our instructional model is one of inquiry and project design, allowing for independent thinkers as the structure of the classes align to the International Baccalaureate framework.

National research supports the concept of using data-driven decision making as a best practice to improve student achievement.¹ Kavod believes that learning best occurs when ongoing assessment is a vital part of the educational model. Teachers use data to inform instruction, guiding teachers to adjust for students needs as they plan to meet the individualized education for all students and for the class as a whole. The assessment process is outlined in ELEMENT 3, METHODS FOR ASSESSING STUDENT OUTCOMES.

A core part of Kavod's mission is based upon research demonstrating that the study of a foreign language supports academic achievement. According to Armstrong², Johnson³ and Turnbull⁴, incorporating an intensive focus on Modern Hebrew in the curriculum will foster positive learning and developmental outcomes in students. This distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow. In addition to the Hebrew language Kavod Explorers are exposed to Spanish in grades Tk-6 and begin to take Spanish as a program course in middle school.

¹ National Center for Educational Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL: Author.

² Armstrong, Penelope W., and Jerry D. Rogers. "Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts." *Learning Languages* 2.3 (1997): 20-31.

³ Johnson, Charles E., Joseph S. Flores, and Fred P. Ellison. "The effect of foreign language instruction on basic learning in elementary schools." *The Modern Language Journal* 47.1 (1963): 8-11.

⁴ Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large-scale reading, writing, and mathematics tests: Building explanations. *Alberta Journal of Educational Research*, 49(1), 6-23. From PsychINFO database.

As stated in the Common Core State Standards, schools need “to build a foundation for college and career readiness.” It is our goal at Kavod to graduate students who have the foundational knowledge and skills necessary for college and career readiness. We have designed our program to facilitate lifelong learning, critical thinking and personal growth in our students.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

“Knowing other languages & cultures brings opportunities, opens doors, extends your reach, leads to employment opportunities, strengthens literacy and problem-solving skills, builds inter- group relationships and bridges multiple cultural and language worlds.”

--The San Diego County Office of Education

An Educated Person in the 21st Century is knowledgeable and aware of different world cultures and languages. Through our Hebrew language program and our enhanced social studies program, students will be exposed to a global perspective early in their studies, which will help them understand how their own community relates to communities around the world. Additionally, in the 21st century students must acquire necessary skills to cope with increasing competition in all facets of life, both professional and personal. Our focus is to provide them with the skills to contribute respectfully, thoughtfully and responsibility to our global community.

Kavod has developed a learner profile, that aligns with the International Baccalaureate learner profile, in which we strive for all our Explorers to be:

■ RESPECTFUL GLOBAL CITIZENS WHO:

- *Show **empathy, compassion and respect***
- ***Act with integrity and honesty, a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere***
- ***Take responsibility for our actions and their consequences***
- *Have a **commitment to service, and act to make a positive difference in the lives of others and in the world around us***
- *Recognize our **interdependence with the world in which we live, appreciate our own cultures as well as the values and traditions of others.***

■ INQUIRING EXPLORERS WHO:

- *Nurture curiosity, develop skills for inquiry and research, **explore new ideas** and innovative strategies.*
- *Develop and use conceptual understanding, exploring knowledge across a range of disciplines, **engage with issues and ideas that have local and global significance.***
- ***Learn with enthusiasm and sustain a love of learning throughout life.***

■ MINDFUL EXPLORERS WHO:

- *Use **critical and creative thinking skills** to analyze and take responsible action on complex problems, **exercise initiative in making reasoned, ethical decisions.***
- *Understand the importance of **balancing the intellectual, physical, and emotional** aspects of our lives.*
- *Thoughtfully consider the world and our own ideas and experience, **understand our strengths and weaknesses to support our learning and personal development***
- *Seek and evaluate a range of points of view, and **be willing to grow from the experience.***
- *Approach uncertainty with forethought and determination, be **resourceful and resilient** in the face of challenges and change.*
- ***Persevere through difficult tasks and stay positively focused.***

■ GLOBAL COMMUNICATORS WHO:

- ***Express themselves confidently and creatively in more than one language** and in many ways.*
- ***Collaborate effectively, listening carefully to the perspectives of other individuals and groups.***
- *Know how to **learn independently and with others.***

INSTRUCTIONAL PROGRAM AND CURRICULUM

INSTRUCTIONAL PROGRAM AND CURRICULUM THE SCHOOL PLANS TO USE

Per state priority 1, *pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119*. Curriculum alignment and implementation of California State adopted programs are at the core of Kavod's instructional program. Reading, Writing and Math are taught in English. Hebrew is taught through immersion Hebrew. Social Studies and Science are taught primarily in English and become a springboard for activities in Modern Hebrew. Additionally, Modern Hebrew is spoken during other activities.

INSTRUCTIONAL FRAMEWORK/STRATEGIES

Kavod's instructional framework incorporates a rigorous curriculum combined with high standards and expectations delivered through instructional best practices. The key design elements that will be utilized in support of our goals are:

- Data-Driven Instruction
- Universal Model of Instruction
- Instructional Support
- Embedded Professional Development
- Extended Time on Task

DATA-DRIVEN INSTRUCTION

Kavod's assessment protocol includes a variety of assessment methods. This is necessary in order to be able to monitor the progress of students in building foundational knowledge. We are then able to assess whether or not our students will be on track to meet proficiency standards beginning in Grade 3 when they start taking the Smarter Balanced Assessment Consortium (SBAC) and California Science Test (CAST) in 5th, Kavod's instructional leadership uses various vehicles to assess the student needs and provide appropriate professional development to address any instructional and curricular gaps.

Staff collects data on a frequent basis. Data includes, but is not limited to, student attendance, demographics, multiple forms of student assessment data, and student enrollment data.

Kavod uses a student information management system to house the data and to provide users with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregated student needs.

Monitoring Progress in Meeting Student Outcomes

The data systems we have in place allow administrators and teachers to track students' growth and mastery on the Common Core State Standards and make classroom or school-wide modifications as needed. Output from these systems will allow Kavod to monitor progress in meeting student outcomes.

Kavod uses a variety of elements to monitor for results, which is detailed throughout the assessment sections of the charter. As a brief overview:

- Fountas and Pinnell reading assessments in grades K-5 (refer to the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources) are conducted at a frequency level appropriate to grade and/or student need. Benchmark Reading Levels from Teachers' College monitor closely student growth and achievement toward reaching and exceeding important reading benchmarks.
- At the beginning of the school year a baseline assessment in writing is given, in the form of an on-demand piece. The writing samples are analyzed using the Teachers' College Continuum of writing samples. This analysis has implications for planning and conferring during Writers' Workshop.
- Ongoing conferences during Readers and Writers enable teachers to acquire data about what students are doing and what they need to do as readers and writers.
- Ongoing formative assessments through both publisher and standardized assessments, such as NWEA/MAP or a similar program, and daily small group instruction drive planning and differentiation for grades K-8.
- Teacher developed and publisher designed assessments are provided in Social Studies and Global Studies.
- Teacher developed and publisher designed assessments, and beginning in higher elementary through middle school the state assessment for science are provided in science, as well as NWEA/MAP for science beginning in grade 5.
- In Hebrew - Ongoing formative assessments are conducted at a frequency level appropriate to the language proficiency level and/or student need according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines in all four domains. The ACTFL Proficiency Guidelines provide educators with a scale they can use

to assess student proficiency – what each student can and cannot do with the language - in all four domains constantly, and thus be able to differentiate their instructional plans to help meet each student’s specific learning needs and gaps.

- At the end of the school year a summative proficiency assessment in all four domains are conducted. Students will take end of year assessment, OPI (Oral Proficiency interview) or AVANT Assessment (<http://avantassessment.com/>), or a similar assessment, depending on the grade level which will demonstrate the student's proficiency level according to the ACTFL rating scale.

UNIVERSAL MODEL OF INSTRUCTION

Teachers at Kavod use the traditional workshop model in lower elementary to deliver a balanced instructional approach. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students. Small group instruction during the workshop model’s guided portion and conferencing occur daily and further focus on students who need additional differentiation. Beginning in middle school (6-8), and as needed in upper elementary, the structure/set up of the class adapts to the subject and the class dynamics. Students will continuously receive differentiation, either for reinforcement or for advanced concepts, and work in small groups, and individual conferring will also continue through eighth grade; however, the instruction model begins to move toward individual exploration/research and independent/collaborative work in the middle school years as it aligns with the vision of the International Baccalaureate Program.

The Kavod program is one in which there is uniformity and consistency in daily routines, expectations, experiences and interactions with peers. Accountable talk and student sharing are part of the structure. Teachers are cognizant of supporting students’ needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them.

The structure of the Kavod program sets the class, as a whole, up for success through differentiation. Thus, whether students are advanced or struggling in any subject or a student enters the program at a later grade, regardless of subject, the model provides appropriate structure to support students. Kavod students will learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management.

INSTRUCTIONAL SUPPORT

Kavod maximizes the benefits of its instructional model and intends to keep the teacher to student instructor ratio low in classes where the differentiation need among students is the highest. The goal for Kavod is that an instructional support teacher, who is either credentialed or who meets the requirements of the differentiation teachers/paraprofessionals/Hebrew Instructors and enrichment teachers – see Element 5, is present as necessary based on overall student needs.

While core content material is taught in English (reading, writing and math), the Hebrew instructor can support classroom instruction in social studies and other classes. The Hebrew instructor serves two important roles when in the classroom: (1) providing enhancement during the small group and independent work portion of the workshop model by monitoring work and supporting students’ acquisition of concepts with additional examples using only the Hebrew language, and/or non-verbal cues, and (2) enhancing the lesson, after the California multiple subject credentialed teacher has given the lesson, by infusing appropriate Hebrew language into the lesson. This increases exposure to Modern Hebrew and furthers Hebrew language acquisition, especially when addressing Israel and Global Studies.

Research points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three major areas that benefit from language learning: 1. Academic achievement, 2. Cognitive benefits to students, and 3. Attitudes and beliefs about language learning and other cultures. Thus, the study of Hebrew will have positive impact on our students throughout their formal schooling.

Additionally, Kavod approaches instructional support through a team-teaching/team-effort philosophy in which the entire Kavod community supports the students. Teachers work together, regardless of grade or subject, to best support students both academically and socially.

EMBEDDED PROFESSIONAL DEVELOPMENT

A 2000 study by the National Staff Development Council⁵ examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found in each of the schools, “the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action.” Specifically, the study found the school’s professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results.

At Kavod, embedded professional development means that appropriately qualified faculty and staff work frequently coaching the school’s instructional staff and providing training and guidance in their work with all learners, including special populations of ELs, Special Needs, at-risk students and gifted and talented students. The school has set aside time for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.

EXTENDED TIME ON TASK

Kavod has extended time on task; providing additional instructional minutes beyond those required by the state of California. According to *Restructuring and Extending the School Day*, a report published by the National High School Center there are benefits to an extended school day. Citing the Rennie Center for Education Research and Policy, 2003, the National High School Center states that when students are engaged in quality learning activities during an extended school day their test scores and retention of subject matter improve. The report goes on to say that low income students particularly benefit from an extended school day and year because, more often than not, those students do not have access to supplemental educational experiences outside of the classroom.⁶

Kavod will exceed the mandated instructional minutes from Education Code Section 47612.5 (a), notwithstanding any other provision of law and as a condition of apportionment.

Student Calendar/Instructional Minutes (EC 47612.5)

Kavod will exceed 175 school days, with a goal of meeting or exceeding 180 each school year. For each fiscal year, a school shall exceed the following number of minutes of instruction:

TABLE 22: Instructional Minutes

Grades	Absolute Minimum	Kavod Goal to Exceed the Following
Kindergarten	36,000 minutes.	60,000 minutes
Grades 1 – 3,	50,400 minutes.	60,000 minutes
Grades 4 – 8	54,000 minutes	60,000 minutes

Sample bell schedule can be found in Appendix B. Kavod has implemented a rotating schedule for all grade levels to help students learn when they learn best.

HOW THE CURRICULUM ADDRESSES COMMON CORE STATE STANDARDS

Per state priority 2, Kavod implements academic content and performance standards adopted by the state board for all pupils, including English learners. The Kavod curriculum is aligned with the Common Core State Standards (“CCSS”) and all teaching units are based upon the California Curriculum Frameworks. Lessons are developed to address students’ strengths and weaknesses relative to the standards as identified on daily, periodic and annual assessments.

Lesson planning will address individualized and differentiated instruction, based on the standards and will provide all Kavod students the opportunity to succeed and move towards becoming college and career ready. Kavod does not commit to a specific curriculum as adjustments may need to be made in the best interest of the students, if/when the need arises. Kavod’s curriculum does align to California and CCSS.

⁵ (National Staff Development Council. (2001). Standards for staff development (Revised Ed).Oxford, Ohio: National Staff Development Council.)

⁶ National High School Center. “Restructuring and Extending the School Day.” http://www.centerii.org/handbook/Resources/8_A_Restructuring_School_Day.pdf
Curtain, Helena. “Methods in elementary school foreign language teaching.” *Foreign Language Annals* 24.4 (1991): 323-329.

CORE SUBJECTS, TEACHING METHODOLOGIES, TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

Per state priority 7 pupils are enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210.

Kavod will implement self-contained classrooms, with the exception of Hebrew and as possible electives through at least 5th grade, and as necessary through to 8th grade. When fiscally and pragmatically viable, Kavod intends to implement single subject class rotations for 6-8 grade, as identified in the projected budget. Teachers will be credentialed appropriately for the model implemented. Kavod will apply for UC-approval for all upper elementary courses that can fulfill high school graduation requirements.

English Language Arts

Kavod implements the Teachers College Reading and Writing Project (TCRWP) curriculum as the foundation of the ELA curriculum, and incorporates additional materials to support the students. This yearlong curriculum is part of a spiral curriculum, that Kavod uses in grades K-5. The TCRWP model allows teachers to guide students to take the initiative to create, work, and learn in a meaningful way and has a proven track record of improving student achievement. The curricular maps for ELA are aligned to the Common Core State Standards and the instructional scope and sequence systematically provides information of students' strengths and weaknesses relative to the standards. In grades 6-8, ELA is provided in comprehensive units of study that meet the common core standards, approached in an inquiry-based manner.

Kavod supplements the curriculum as necessary for each grade to ensure robust/differentiated material is provided to support the lessons. Kavod also incorporates a strong research-based phonics program starting in Kindergarten through at least grade 2, and continued based on student needs in grades 3-8.

In grades K-5 Writers and Readers have two distinctive learning periods. In grades 6-8 these subjects become intertwined into a singular Language Arts period that focuses on language and literature.

Mathematics:

Kavod offers a K-8 math curriculum that builds student competence over time in the mathematics strands outlined in the California State Common Core Learning Standards for Mathematics, including: Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, Geometry, Ratios and Proportional Relationships, Expressions and Equations, Functions, and Statistics and Probability. Throughout middle school Algebra will be taught, for which Kavod will apply for A-G approval, Students learn to communicate mathematically using numerical, graphical, symbolic, and written means. Students will be exposed to authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics. Currently, based on our students' needs, Kavod has adopted Houghton Mifflin Harcourt Math Expressions, aligned to California State Common Core Learning Standards for Mathematics and supplements with Engage New York. Moving into 6-8, Kavod intends on using Eureka/Engage New York for math. Kavod will continually analyze curriculum to ensure it is using a program that meets the needs of our students while aligning to California State Common Core Learning Standards for Mathematics.

Social Studies/ Israel and Global Studies:

The social studies program is designed around the concepts of democracy and diversity. The curriculum aims to help students make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, to understand, appreciate, and respect the commonalities and differences that give the United States character and identity. Kavod's social studies instruction is directly aligned with the CA History-Social Science Content Standards. Kavod has been using Houghton Mifflin Harcourt as a base for the standards of social studies in grades TK-5. In grades 6-8 students will study individuals and societies in relation to the state standards: World History and Geography: Ancient Civilizations in grade 6, World History and Geography: Medieval and Early Modern Times in grade 7 and United States History and Geography: Growth and Conflict in grade 8.

Kavod understands that social studies is the integrated study of history, geography, economics, government and civics. Most importantly, it is the study of humanity, of all people and events that have affected the world. The social studies curriculum goals for all grades is to understand individuals and their relationships to society:

- to help students make sense of the world in which they live
- to help students make connections between major ideas and their own lives
- to help students see themselves as members of the world community

- to help students understand, respect and appreciate the commonalities and differences which give the United States and other countries character and identity.

These goals can only be understood within an appreciation and analysis of the cultural heritages of our world. In a world of global interdependence, it is imperative that American students not only are knowledgeable about U.S. History and the fundamental concepts of our democracy, but are also knowledgeable about other cultures. In doing so, we are creating well-rounded, educated American and global citizens who have the knowledge and skills necessary to place conflicting ideas in context and the wisdom to make good judgments in dealing with the tensions inherent in our local, national and global society.

Being exposed to a global perspective early in their studies helps students understand how their own community relates to communities around the world. The focus on Israel and Global Studies is aligned not only with the Hebrew language instruction but also to the social studies curriculum, allowing students to understand how history, culture, and language are deeply intertwined in the particular communities studied as well as all communities around the world. Kavod maintains strict compliance with separation of church and state and does not encourage nor discourage religious devotion in any way. At each grade level, Kavod will implement the California Standards for Social Studies and integrate Israel and Global Studies through thoughtful connections to the standards.

Study of Modern Hebrew language also provides a link to the culture and physical land of Israel as well as to the archaeological treasures and historical legacy of Israel. Building on this, through the thematic study of Israel and Global Studies, students explore the rich cultural and intellectual traditions of communities from around the world.

It is Kavod's desire to have students in eighth grade be able to partake in a class trip to Israel. Though due to many factors, such as financial restraints, this cannot be guaranteed, Kavod will investigate providing this option for students.

Values and Service Learning:

Kavod seeks to infuse its students with values of mutual understanding, social responsibility and respect for others. Kavod implements a curriculum that helps support positive character traits that will aid our students in becoming positive global contributors. Additionally, students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

Kavod brings to life these values for its students through an integration of service learning. Service learning is a teaching method where classroom learning is deepened through service to others. The emphasis is on the benefits of learning and the satisfaction of helping to meet community needs. As there is a direct link between service learning, civic responsibility and character development, all students participate in service learning projects.

Science:

The aim of Kavod's science curricula is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect, record, and analyze first-hand data. Accordingly, Kavod's science education programs is inquiry-based and rooted in "real world" situations and experiences. To achieve this, all science units are aligned with the Next Generation Science Standards. Currently, Kavod uses Science Fusion, from Pearson as a base of the science curriculum for the elementary program, and is analyzing Investigate by Pearson as well as other NGSS aligned curriculums to better engage our students. Kavod intends to implement Discovery Education for middle school. As with all our curriculum, Kavod continually analyzes our program and makes appropriate adjustments to support our students' learning. Staff will also analyze results from the California Science Test (CAST), taken in 5th grade and 8th grade to inform where students are excelling and falling behind and to drive curriculum changes. In accordance with NGSS students will learn the standards associated with Life, Earth and Space, and Physical Science in TK-5 and Earth, Life and Physical Sciences in 6-8. Health classes will be incorporated via Science classes.

Kavod's science program:

- 1) Develops students' science literacy and provide meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science;
- 2) Teaches students how to manipulate scientific tools as they expand their science vocabulary; and
- 3) Strengthens students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

Kavod's science curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental

quality, natural and human-induced hazards, and other global challenges. Thus, the study of science in connection with technology and health provide the foundation for understanding these issues. Kavod uses a variety of standard based science curriculum and materials.

Modern Hebrew Language:

Modern Hebrew Language instruction is aligned with both the World Language Content Standards for California Public Schools and ACTFL Proficiency Guidelines. ACTFL Proficiency Guidelines provide a framework for understanding and measuring language ability and are used to guide teaching, assessment, and curriculum development. The guidelines are based on a rating scale that measures the ability of the language learner to function in the target language in a real-life situation in a spontaneous, unrehearsed situations. The rating takes into account the non-linear progression of language acquisition, and compares the learners to native speakers when determining the learners' proficiency levels as one of the following: Novice, Intermediate, Advanced, or Superior. The first three levels are further sub-divided into Low, Mid or High. Four criteria are used when measuring the learners' level in all language skills (listening, speaking, reading, and writing): content/context, task, text type, and comprehensibility.

Insights of language acquisition processes also guide the Modern Hebrew language curriculum design and instructional methods. In order to maximize the ability of the students to function with the language in real-life communicative situations, they need to be exposed to authentic language and be provided with opportunities to interact in meaningful communication. Modeling authentic language is a central step in this process and is done through oral, printed, audio media, such as Israeli children's books, songs, newspapers, video clips, signs, ads, and items representative of the target culture such as games, posters, currency, etc.

Meaningful communication is achieved when the learners are able to relate the language to their own world/life and circumstances, and engage in real-life information exchange. The curriculum is designed to reflect this process and is dynamic to allow differentiation and adjustments to meet the needs, preferences, and learning profile of individual or groups of students. The curriculum is organized by thematic units, which provide context for the language. Each thematic unit overview/outline provides proficiency and learning goals, and suggested materials and learning activities.

On-going informal and formal assessment of all four skills is at the core of the decisions made constantly by the Hebrew teacher and Director of Language and Global Studies. Summative assessment at the end of a learning period also provides valuable information that helps in curriculum planning and revisions. Assessment addresses a continuum of the learning process ("Achievement") on one end and acquisition process ("Proficiency") on the other. See Element 3, Method by Which Student Outcomes Will Be Measured, for a full discussion of assessment.

Though students are primarily placed within their grade level, their proficiency expectations are driven by the initial knowledge of the language. In upper elementary and middle school, students may be divided into smaller differentiated groups who will be learning different aspects of the language at different times depending on their based knowledge of the language when they enter the Kavod program. For example, in middle school there may be class groups of students who enter Kavod with little background of the language and class groups of students who have a strong mastery of the language. The A/B model, or a similar methodology, will allow students who enter Kavod at a later point to learn the Hebrew language at a different rate than their peers who have been with Kavod for a longer duration.

Methodology:

The Hebrew lesson is conducted in Hebrew, and the teacher employs different techniques (e.g. meaningful materials, realia, visuals, gestures, facial expressions, movement, voice inflections, drama, etc.) to make the input comprehensible to the students. "The central task for the language teacher is to create a communicative meaningful climate focused on meaning, within which language acquisition can take place naturally. The key to creating this climate is using the target language. When learners are surrounded with their new language, and when teachers use the language for all classroom purposes, language use has a purpose and there is motivation to learn."⁷

The general structure of the Hebrew lesson enables students to take full advantage of the learning and acquisition process:

- Each lesson begins with a short segment called "warm up" where students interact either orally or in writing, on topics related to their lives but not connected to the unit they are presently learning.
- The next segment is "reinforcement", where students practice using what they have learned in the unit (e.g. new words, new structures, new expressions, etc.) in different contexts.

⁷ Curtain, Helena. "Methods in elementary school foreign language teaching." *Foreign Language Annals* 24.4 (1991): 323-329.

- The third segment of the lesson is a short “instructional” mini-lesson, where the teacher introduces new material or concept.
- The lesson ends with a short “winding down” segment, which takes the students back to their language comfort level.

The activities in each segment can vary from one lesson to another, depending on many factors that teachers take into account when planning their lessons. Teachers are empowered to make decisions regarding the activities in their lessons, based on their knowledge of instructional tools, language acquisition processes and their knowledge of their students’ language proficiency level, need and learning profiles.

Electives/Enrichments:

As possible, within consideration of the budget, Kavod implements enrichment classes such as music, Spanish and physical education throughout the elementary and middle school program. To meet the expectations of the International Baccalaureate program, these programs are prioritized in the middle school grades, along with other arts and a design course. At the middle school program, any enrichment course offered will align to the framework expectations of the International Baccalaureate program.

HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION

Kavod’s purposeful curriculum helps all students including students with disabilities, ELs, at-risk students and gifted students. Both the workshop model and the proficiency approach provide our students with a strong academic foundation—as defined in part by their meeting or exceeding state performance standards—and a high degree of Hebrew language proficiency. Since both methodologies are grounded in ongoing student assessment, they allow teachers to individualize instruction to the needs of individual learners.

ESEA — Student Achievement

As currently required under the Elementary and Secondary Education Act (ESEA), Kavod works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Kavod is committed to reducing the education gap for all students.

Kavod implements provisions of ESEA that apply to charter schools, which currently include:

- using effective methods and instructional strategies that are based on scientific research to strengthen the core academic program;
- meeting our Adequate Yearly Progress goals (when re-established);
- publicly reporting the school’s academic progress;
- providing extended learning opportunities for students falling behind who need extra help;
- fostering teacher quality; and
- participation in all required assessments.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

TABLE 23: CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM	
CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p>Local Control Accountability Plan (“LCAP”) The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”</p>	
STATE PRIORITY #1— BASIC SERVICES	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Ensure effective teachers. All General Education teachers must be fully credentialed. Maintain a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support. All teachers will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	Establish effective co-teaching teams through the hiring process and professional development opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Every student has access to standards-aligned instructional materials. Ensure students are prepared for the 21 st century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.
ACTIONS TO ACHIEVE GOAL	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure a safe, secure program that includes well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
ACTIONS TO ACHIEVE GOAL	Work with SDUSD to develop the site to meet the growth need through prop YY. Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. Hire custodial services that will aid in providing school safety.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<p><i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i></p>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all applicable courses meet the common core state standards with the goal that that 100% applicable of courses will align to CCSS.
ACTIONS TO ACHIEVE GOAL	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Acquire applications and programs as necessary to support digital literacy and student education.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

GOAL TO ACHIEVE SUBPRIORITY	Ensure EL students will be enabled to gain academic content knowledge through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency with the goal that 80% of students will meet benchmark expectations or will increase by one grade level.
ACTIONS TO ACHIEVE GOAL	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Purchase of materials needed to support students. Implement frequent student assessments.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Ensure EL students will be enabled to gain English language proficiency through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency, with the goal that 80% will be at least “moderately developed (Level 3)” on ELPAC within 3 years upon entering Kavod.
ACTIONS TO ACHIEVE GOAL	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Purchase of materials needed to support students. Implement of frequent student assessments.
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
<i>Parental and family involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture where parent involvement is welcome and parent input is encouraged in the decision-making processes at the school.
ACTIONS TO ACHIEVE GOAL	Provide family surveys to families to solicit feedback and monitor progress. Have a parent representative on the board of directors who is voted on by the parents. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
SUBPRIORITY B – PROMOTING PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture where parent involvement is welcome and encouraged at the school.
ACTIONS TO ACHIEVE GOAL	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide a comprehensive progress reports to parents twice a year. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a collaborative team that works to ensures common core compliance and provides adequate student support for students to meet the school expected proficient requirements. Implement SBAC with an expectation that Kavod students meet or exceed the proficiency levels of the state average. As we have many students who enter our program in later grades, who are not fully educated through the Kavod system, specific to SBAC our goal will be to meet 50% or above proficiency rates, but Kavod also monitors growth and assessment achievement through NWEA/MAP that 70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for

	MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor, with EL being inclusive of near proficient for ELA.
ACTIONS TO ACHIEVE GOAL	Use of supplemental funds to hire as necessary for proper intervention support. Purchase of materials needed to support students. Integrate technology into classes. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Implement SBAC assessment. Implement NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Development of a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirement with the expectation that the Charter School will be ranked in deciles 4 to 10, statewide and similar schools, on the API or similar measure approved by the State Board of Education. <i>As this is not an applicable assessment tool at this time. Kavod alternatively will focus on the dashboard standards.</i>
ACTIONS TO ACHIEVE GOAL	Use of supplemental funds to hire as necessary for proper intervention support. Purchase of materials needed to support students. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Implement the SBAC assessment. Implement NWEA MAP testing. Analyze dashboard results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Kavod’s will apply for A-G status for any specific courses that it offers, which could correlate to high school level courses.
ACTIONS TO ACHIEVE GOAL	Analysis of potentially applicable courses.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners, with the goal that 80%, if populations are statistically relevant to quantify in any given year, will be at least “moderately developed (Level 3)” on ELPAC by their fourth year at Kavod.
ACTIONS TO ACHIEVE GOAL	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Host Parent teacher meetings.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners with the goal that 70% of students will be reclassified by their fifth year at Kavod.
ACTIONS TO ACHIEVE GOAL	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Host Parent teacher meetings.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Meet estimated Average Daily Attendance projections, with a minimum of 90% attendance rate, and lower tardiness rate if necessary.
ACTIONS TO ACHIEVE GOAL	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Kavod will support the attendance of all students, and expects to have less than 5% of students considered Chronically Absent.

ACTIONS TO ACHIEVE GOAL	Kavod will develop an individual plan for all students who are considered chronically absent.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Kavod will support the attendance of all students, and expects to middle school student drop out to be non-existent; for purposes of tracking Kavod will have less than 1% of students drop out in middle school.
ACTIONS TO ACHIEVE GOAL	If Kavod is not the right program for a family, Kavod will work with the family to find a suitable placement to encourage continued enrollment in lieu of dropping out of school.
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 5% of students will be suspended.
ACTIONS TO ACHIEVE GOAL	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character-building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensuring a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 3% of students will be expelled.
ACTIONS TO ACHIEVE GOAL	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character-building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Ensure a safe, secure program that includes, well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
ACTIONS TO ACHIEVE GOAL	Provide parent surveys and opportunities for parent feedback. Work collaboratively with the Kavod Parent Committee. Analyze the initial lesson plans developed for the character-building framework. Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying.
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all pupils have access to, and are enrolled in, a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	As necessary revise schedule that provides time for students to adequately receive a comprehensive education based on review of previous year’s schedule. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
STATE PRIORITY #8— OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor, with EL being inclusive of near proficient.

ACTIONS TO ACHIEVE GOAL	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor.
ACTIONS TO ACHIEVE GOAL	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
SUBPRIORITY C – SOCIAL SCIENCES AND ISRAEL AND GLOBAL STUDIES	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will show 75% or greater understanding of the standards being covered.
ACTIONS TO ACHIEVE GOAL	Purchase/Develop curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will show 75% or greater understanding of the standards being covered. By the third year of implementation, proficiency levels will exceed state average performance as determined by state assessment and 70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor.
ACTIONS TO ACHIEVE GOAL	Purchase/Develop curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
SUBPRIORITY E – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	80% of students will pass the PFT by at least 4 of 6 fitness standards
ACTIONS TO ACHIEVE GOAL	Purchase materials as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
SUBPRIORITY G – HEBREW	
GOAL TO ACHIEVE SUBPRIORITY	60% of students who have been with Kavod for more than 4 years will show proficiency at the level in which they are enrolled.
ACTIONS TO ACHIEVE GOAL	Development of Hebrew Curriculum that insure students' progress in the language acquisition and supports students learning styles and different need (i.e heritage learner)

INSTRUCTIONAL PROGRAM FOR SPECIAL POPULATIONS

Instructional Program Meets the Needs of Student Population

Kavod is responsible for meeting the educational needs of a diverse student population and to ensure that all students have the opportunity to succeed in college and in a career. A key component of providing differentiated and individualized instruction, that meets the needs of each student, is making ongoing instructional adjustments based on assessment data. With this in mind, instructional programs, groupings, and time (opportunities to learn) are adjusted according to student performance and needs. It is our goal to ensure that instruction is directly related to student performance and needs.

Professional development sessions address meeting the needs of all students, by emphasizing differentiation and ongoing assessment of work. In addition to the designated professional development periods, Kavod's embedded professional development model provides teachers with time for ongoing training, planning and collaboration. All teachers are able to utilize real time data to inform instruction and through the use of the workshop model result in highly individualized instruction for all students, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. (See USE AND REPORTING OF DATA, in Element 3.)

Teachers are expected to produce evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including: ELs, gifted students, students achieving below grade level, and students with disabilities. Students, whose needs are not being met for whatever reason, are referred to the Student Success Team for further discussion on interventions.

ENGLISH LEARNERS (INCLUDING RECLASSIFICATION)

Per state priority 2, Kavod implements academic content and performance standards adopted by the state board for all pupils, including English learners.

Kavod meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Kavod implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Kavod administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Development Testing

All students who indicate that their home language is other than English will be tested under the English Language Proficiency Assessment for California (ELPAC) within 30 days of enrollment, and will be administered annually to EL students.

Kavod will notify all parents of its responsibility for EL testing and of test results upon receiving results from publisher. Test results shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. Notice of assessment of a student's English proficiency shall contain: (1) whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner; (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners; and (3) the manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.

Strategies for English Learner Instruction and Intervention

When instructing English Learners in English, teachers must modify instruction to take into account the level of English language acquisition each student has attained. It is appropriate for ELs who are at risk as it provides a strong phonemic foundation. Although many aspects of effective instruction apply across the board for learners in general, for English Learners instructional modifications are certainly necessary.

The National Literacy Panel (NLP) concluded that high-quality reading instruction alone is "insufficient to support equal academic success" for ELs and that "simultaneous efforts to increase the scope and sophistication of these students' oral language proficiency is also required."

Kavod Charter School teaching staff receives regular professional development to adhere to the California English Language Development (ELD) standards and implement explicit teaching of features in English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage). In fact, the balanced literacy approach not only allows for teachers to spend more time directly supporting EL's in literacy skill attainment, the approach itself is geared to explicitly teaching these skills to all students. During the literacy block students experience read-alouds and shared-readings. These both support the acquisition of language through listening and speaking. Students designated as ELs also receive modified academic content instruction designed to promote content knowledge.

For the purpose of learning Hebrew, English Learners are on equal footing with other students since most Kavod students are Hebrew Learners. Kavod's language integration program puts English Learners on the path to becoming multi-lingual while helping all students to acquire English and Hebrew language skills in listening, speaking, reading, and writing, and to proficiently meet grade level ELA standards.

Administration and teaching staff address the seven conditions that make a critical impact upon the academic achievement for California's English Learners in the following ways:

ELs have equitable access to appropriately trained teachers.

All teachers at Kavod are Cross-Cultural Language Acquisition Design (CLAD) certified or certified with the authorization code, R242, for English Learners (unless the teacher has a waiver from California Teaching Credentialing office) and use test results, language assessments, informal observations to develop lessons that support academic language acquisition, considering both the English language development standards (ELD) and the English Language Arts standards.

Teachers of ELs have adequate professional development opportunities to help address the instructional needs of ELs.

Kavod provides ongoing professional development to explicitly address the wide variety of instructional strategies required to accompany the English Learner (EL) components of state approved mandated ELA textbooks, the California English Language Development (ELD) standards, Specially Designed Academic Instruction in English (SDAIE) strategies and interpretative and pedagogical implications of the ELPAC for ELs. In addition, because the school is focused on teaching all students a second language (Hebrew), all teachers receive ongoing professional development in language acquisition strategies so that EL instruction is inherently embedded in the curriculum.

Teachers have access to appropriate assessments to measure ELs achievement, gauge their learning needs and be held accountable for their academic progress.

Kavod identifies English Learners through the Home Language Survey and assesses these students utilizing the ELPAC. The purpose of the ELPAC is to determine how well each student tested can listen, speak, read, and write English. ELPAC scores are used to help determine the level of assistance needed and to ensure the student's placement or reclassification. Further, since these students spend most of their time in the general education classrooms, they are also given the periodic assessments in literacy given to all students. All teachers have access to this data on a regular basis. Teachers also generate their own classroom data on student skill attainment in literacy as they would any other student.

ELs have adequate instructional time to accomplish learning goals.

Across the state, English Learners are provided no additional classroom instructional time even though they have additional learning tasks, such as, acquiring English as well as learning a new culture and its demands. Kavod's instructional framework is designed to provide more intensive individualized instruction within the workshop model. Small groups, including groups of ELs are asked to remain with the teacher for additional instruction and reinforcement following the mini lesson, while other students are working independently or in partnership.

ELs have equitable access to instructional materials and curriculum.

Kavod's curriculum is based on the idea of differentiation and application, as students have multiple opportunities to apply what they learn through formal educational settings. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught "overwhelmingly" in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in "sheltered" classes to help students access the core curriculum.

All classrooms have leveled libraries filled with many genres of authentic literature- both fiction and non-fiction books. Children choose books that are just-right or reach books.

ELs have equitable access.

Kavod Charter School provides equitable access to support the academic achievement of all students, including, English Learners. Because of our goal of Hebrew proficiency, language learning is a school norm. Every child has access and support to function in a language other than their native language. The school ensures that every child has access to all school activities and programs.

ELs attend schools and classrooms that support high educational standards for success. Ultimately, Kavod aims to have all students, including ELs, to become self-motivated, competent, life-long learners, embedded with the desire and prepared to thrive throughout their lives as citizens connected to their local, national and global communities.

Reclassification Procedures

Reclassification procedures, on file at Kavod, utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the English Language Proficiency Assessment for California (ELPAC)
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate using quantitative data to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district’s reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Kavod recognizes that the target population and neighborhoods we serve face many challenges as a community, and that some of the children within the community may lack support that many families and communities take for granted, including foster and homeless youths. Kavod recognizes its responsibility to students and families who might need additional resources or support, including referrals to community service organizations. We believe that all students can learn and succeed, and that students who are considered disadvantaged are entirely capable of academic excellence. The Kavod educational program has been designed to meet the individual needs of all learners. The workshop model and class differentiation expectations are designed for small group and individual instruction. The core curriculum, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have. Additionally, children borrow books from the classroom libraries to read at home and a computer will be available for community access.

Our emphasis on a school community, and the responsibility we have to one another within that community, extends to the parents and families of our students as well. Once needs are identified, they are addressed within the classroom and through meetings with parents.

ACADEMICALLY HIGH-ACHIEVING STUDENTS

Students are deemed academically high achieving when they are exceeding proficiency standards. Academically significantly high achieving students are identified by the Kavod ongoing assessment process, including MAP (or another standardized assessment), formal, informal and the California State Tests such as SBAC. Once identified, students are provided with additional differentiation opportunities. Academically high achieving students who are also the subject of the SST and teachers engage in conversations around strategies to continue to accelerate the advanced students.

To address children who have been identified as academically high achieving, our teachers can, for example, implement the following:

- Create an independent project or activity
- Involve these students in academic competitions whether school-based or community-based
- Plan “vertical enrichment” activities. Designing assignments or projects that go above and beyond what is covered in the regular classroom begin careful not to give gifted students “more of the same”
- Encourage students to become “experts” rather than just “giving” them information teachers will act as “facilitators”
- Let Bloom’s Taxonomy become the guide – focusing on the upper three levels – analysis, synthesis, and evaluation

Through the construct of the workshop model, which promotes highly individualized instruction, teachers are able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Students may also be advanced in their proficiency of the Hebrew language as determined by the Hebrew language assessment, which places them at the higher end of the language acquisition process than their peers. Like the workshop model, the proficiency approach supports the acceleration of students who demonstrate advanced skills in the Hebrew language. Ongoing and precise evaluation of the learner's progress provides the teacher with a clear picture of the learner's strengths (as well as those weak areas) that need to be addressed. Thus, Hebrew teachers are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students' acquisition of the Hebrew language.

Students in second grade and above are eligible for GATE testing. As described in our curriculum, program adaptations are an integral part of our program to address the learning levels of all students to assist them in achieving the greatest level of success while a student at Kavod.

ACADEMICALLY LOW-ACHIEVING STUDENTS

Students who are academically low achieving are identified through teacher observation, their course performance and multiple methods as outlined in Element 3 - Method by Which Student Outcomes will be Measured, including: California standards-based textbooks assessments and California State Tests such as SBAC (defined as Below Basic or Far Below Basic (or similar designations)). Parents are notified during parent conferences in the fall or spring, or when deemed necessary, once the student has been assessed and the student has not responded successfully to the supports offered by the classroom teacher. The classroom teacher and parent can invite a Director, if needed, to discuss possible intervention and supports beyond classroom instruction.

Based on the data from student assessments, Kavod implements intervention strategies to address identified areas of weakness of each struggling student. Intrinsic to Kavod's instruction is differentiated through ongoing student assessment. Small group instruction, conferring, scaffolding through partnerships are all components of our program.

Kavod recognizes that the key deciding factor to affect student growth and achievement is the teacher. A teacher must be well-prepared and trained to effectively address the needs of all students. Our ongoing embedded professional development addresses these needs.

SPECIAL EDUCATION

Overview

Kavod recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the District and the El Dorado County Charter Special Education Local Plan Area (“SELPA”) to ensure that a free and appropriate education is provided to all students with exceptional needs. Kavod shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”), and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR).

The following description regarding how special education and related services will be provided and funded is being proposed by Kavod for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). The specific manner in which special education and related services will be provided and funded shall be set by the SELPA.

SELPA Affiliation

Kavod operates as its own local education agency (LEA) through the membership of El Dorado County Charter SELPA for purposes of special education, and pledges to work in cooperation with the SELPA to ensure that a free appropriate public education is provided to all Kavod students pursuant to Education Code Section 47641(a).

Kavod complies with all SELPA policies and procedures, and utilizes SELPA approved forms.

Kavod provides special education instruction and related services in accordance with all El Dorado County Charter SELPA policies and procedures. Kavod provides special education and related services by funding set forth by the Memorandum of Understanding (“MOU”), separating the respective responsibilities of the El Dorado County Charter SELPA and Kavod. Kavod adheres to the MOU provisions with staffing, notification and coordination of services, identification and referral of implementing “child-find” procedures, assessments, IEP meetings, development and implementing all IEPs, placement of students, complaint procedures, and due process hearings. Kavod agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

A copy of the MOU is available upon request.

Staffing

Kavod is responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. Kavod shall ensure that all special education staff hired or contracted by Kavod is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

In compliance with the SELPA MOU, Kavod’s Education Specialist oversees the daily schedule and support services provided by several instructional assistants, who work directly with the students in the general education classrooms and in small group settings. Other service providers who support our students with special needs are provided through outside agencies as determined by each student’s IEP and specific needs.

The Education Specialist, in collaboration with the school’s administration, are the primary Kavod representatives tasked with assuring that all aspects of the IEP are properly implemented. However, all teaching staff at Kavod is also involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Staff

Kavod administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

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

Child Find

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

Kavod shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Kavod staff member may request an initial evaluation at any time to determine if the child is a child with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Kavod may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

As an independent LEA for special education purposes, Kavod shall be solely responsible for compliance with state and federal Child Find requirements. Kavod currently implements policies and procedures of the El Dorado County Charter SELPA to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Kavod’s internal method for referral for assessment is through the Student Study Team process. Parents/guardians are informed that special education and related services are provided at no cost to them.

In the event that Kavod receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. Kavod shall respond to a written request for assessment within 15 days. Parents will be given Notice of Procedural Safeguards, and Special Education Rights of Parents and Children.

If Kavod concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment. When referral is made 20 days or less prior to the end of the regular school year, an IEP must be developed within 30 days after the start of the subsequent regular school year.

Assessment

Kavod shall be solely responsible for conducting special education assessments deemed necessary and appropriate by Kavod. The Education Specialist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

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

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

Kavod will follow the following assessment guidelines, unless a conflict exists with the El Dorado County Charter SELPA policies and procedures, in which case the 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 IEP meeting held within 60 days of receipt of the parent’s written consent for assessment (except when referral is made 20 days or less before the end of the school year, in which case an IEP must be developed within 30 days after the start of the subsequent school year);
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;

- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills;
- Materials and procedures used to assess a student with limited English proficiency are selected to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

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

Development and Implementation of IEP

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

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

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

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

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

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

The student's IEP will include the following:

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

The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When Kavod 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

Kavod shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

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.

Unless otherwise specified on the student's IEP, parents will be informed two 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.

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

Special Education Strategies for Instruction and Services

Kavod will offer a comprehensive inclusion program that includes specialized academic instruction classes, learning center supports, extended school year, and sheltered instruction for students with moderate to severe disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Kavod will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

Kavod shall comply with Education Code Section 56325 with regard to students transferring into Kavod within the academic school year. Kavod shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to Kavod from another school within the same SELPA, Kavod, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and Kavod agree to develop and implement a new IEP.

In accordance with Education Code Section 56325(a)(1), for students who enroll in Kavod from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Kavod 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 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.

For students transferring to Kavod with an IEP from outside of California during the same academic year, Kavod 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 Kavod 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 Kavod, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

As a local educational agency, Kavod will work closely with the SELPA to select, contract with, and oversee all non-public schools and non-public agencies used to serve special education students. Kavod will immediately notify the SELPA of all parental requests for services from nonpublic schools or agencies, unilateral placements, and/or requests for reimbursement.

Reporting

Kavod, in collaboration with the District or El Dorado County Charter SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Kavod of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Education Specialist. The Education Specialist will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Education Specialist will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Kavod must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Kavod will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA.

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

Dispute Resolution

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

Parent/Guardian Concerns and Complaints

Kavod shall follow SELPA policies as they apply for responding to parental concerns or complaints related to special education services. Kavod shall instruct parents/guardians to raise concerns regarding special education services. Parents or guardians also have the right to file a complaint with the El Dorado County Charter SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Kavod's administrative designee shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Kavod shall conduct an investigation in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Section 504 of the Rehabilitation Act

Kavod 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. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

Kavod shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Kavod shall be accessible for all students with disabilities.

Kavod will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the 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 the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

DASHBOARD INDICATORS

In 2018, Kavod met all 5 local indicators and received a green rating in all eligible areas of focus. Kavod has consistently performed well, meeting local indicators in past years and receiving only green and blue performance markers.

The Kavod Dashboard Indicator Results for 2017-2018 can be found in Appendix C

ASSESSMENT DATA REPORT

The following charts demonstrate academic achievement among the numerically significant pupil groups at Kavod as assessed by CAASPP. Until 2017-2018, Kavod did not have statistically reportable subpopulations in terms of CAASPP, though whole school sub-group data is provided in subsequent sections.

TABLE 24 (identical to TABLE 5): 2017-2018 CAASSPP

Kavod	All	Male	Female	Hispanic	White	F&R	EL
ELA	70%	54%	86%	56%	78%	52%	57%
Math	60%	53%	68%	53%	67%	50%	50%

Based on assessment results from 2017-2018 reported data, Kavod has ranked:

- In the top 3 dual-language programs in surrounding San Diego area
- In the top 3 of charter elementary schools (K-8) in San Diego
- In comparison to schools with like demographics, according to Educational Results Partnership (ERP), San Diego ranked #1 in the country of San Diego and #2 in the State of California.

Kavod Historical CAASPP Assessment Data

CAASPP Results	Highest Grade Assessed	Number of Students Assessed	ELA	Math
2017-2018	5	58	70%	60%
2016-2017	5	47	64%	56%
2015-2016	4	25	64%	60%
2014-2015	3	12	67%	50%

CAASPP Results	Highest Grade Assessed	Number of Students Assessed	ELA	Math
2017-2018	5	58	86%	88%
2016-2017	5	47	91%	74%
2015-2016	4	25	84%	84%
2014-2015	3	12	83%	67%

Note: Though data is not publicly released for 2018-2019, Kavod does anticipate a slight dip in CAASPP. Kavod changed locations between 2017-2018 and 2018-2019 and as such saw in enrollment influx as well as students who were not able to return to Kavod, as such 20% of Kavod’s 3-5 grade students were in their first year at Kavod and the majority of those first-year students were not meeting proficiency upon entering Kavod.

Whole-School Proficiency and Growth Data

In addition to meeting all applicable criteria for renewal under Education Code Sections 47607(b) and 52052(f), Kavod has also implemented its own assessments for academic achievement. Kavod Implements NWEA/MAP at the end of each year to gauge proficiency and growth of at all grade levels. The following tables reflect the school-wide end of year proficiency data.

TABLE 27 (identical to TABLE 7): Proficiency Data (at or above grade level) as assessed by both SBAC/CAASPP and NWEA/MAP

Year	Enrollment Assessed TK-5 at the end of the year	Reading	Math
2018-2019	233	70%	77%
2017-2018	177	70%	74%
2016-2017	145	70%	71%
2015-2016	109	79%	86%
2014-2015	93	72%	83%

TABLE 28 (identical to TABLE 8): Proficiency Data (near, at or above grade level) as assessed by both SBAC/CAASPP and NWEA/MAP

Year	Enrollment TK-5 Assessed at the End of the Year	Reading	Math
2018-2019	233	88%	88%
2017-2018	177	86%	89%
2016-2017	145	86%	90%
2015-2016	109	81%	93%
2014-2015	93	87%	88%

Table 29 reflects Students Growth Expectations of students in grades 1-5 (Kindergarten is not assessed at the beginning of the year to gauge growth) who met proficiency expectations (at or above) by SBAC/CAASPP or NWEA/MAP or showed growth at or above the norms percentile growth mean as determined by MAP results

TABLE 29 (identical to TABLE 9): – Proficiency and Norm Growth Data

Year	Total Number of Students Assessed in Grades 1-5 at the End of the Year	Reading	Math
2018-2019	171	81%	84%
2017-2018	133	89%	87%
2016-2017	93	84%	94%
2015-2016	83	88%	81%

Table 30 shows the subpopulations proficiency and growth data as measured by students who met proficiency expectations by CAASPP/SBAC or NWEA/MAP or showed growth at or above the norms percentile growth mean as determined by MAP results. Kindergarten does not assess at the beginning of the year; to gauge growth this data includes students in grades 1-5.

TABLE 30 (identical to TABLE 10): Subpopulations Growth Expectations:

	Subpopulation	Total Number of Students in subpopulation Assessed in Grades 1-5	ELA				MATH			
			Total Number of Students/Percentage who met Proficient on SBAC or MAP		Total Number of Students/Percentage who met Proficient of showed growth based on MAP Norms		Total Number of Students/Percentage who met Proficient on SBAC or MAP		Total Number of Students/Percentage who met Proficient of showed growth based on MAP Norms	
2018-2019	F&R	43	25	58%	36	84%	30	70%	34	79%
	SPED	23	13	57%	16	70%	12	52%	16	70%
	ELL	32	10	31%	23	72%	18	56%	24	75%
	African American	23	12	52%	17	74%	11	48%	20	87%
	Hispanic	39	24	62%	31	79%	24	62%	29	74%
2017-2018	F&R	36	26	72%	33	92%	25	69%	31	86%
	SPED	17	9	53%	14	82%	9	53%	13	76%
	ELL	27	14	52%	20	74%	16	59%	21	78%
	African American	11	8	73%	11	100%	7	64%	10	91%
	Hispanic	24	18	75%	22	92%	17	71%	20	83%
2016-2017	F&R	25	15	60%	18	72%	18	72%	23	92%
	SPED	15	7	47%	8	53%	11	73%	14	93%
	ELL	22	13	59%	15	68%	17	77%	19	86%
	African American	8	7	88%	7	88%	7	88%	8	100%
	Hispanic	14	10	71%	11	79%	13	93%	13	93%

Science Assessment Data

Though state science assessments are not yet available, Kavod assess students in science beginning in 5th grade using NWEA/MAP. Kavod has had three 5th grade classes, however, in years 2016-2017 and 2017-2019 the classes were 10 student or less providing inadequate statistical data.

TABLE 31 (identical to TABLE 11): Science 5th grade MAP Science Proficiency Results

2018-2019	Number of students Assessed	Met Science Proficiency Standards
All 5 th grade Students	23	70%
Students who have been with Kavod for over 3-6 years	19	79%

Hebrew Assessment Data

Kavod Implements STAMP Assessment in grade 4 to gauge proficiency of Hebrew.

TABLE 12 (identical to TABLE 12): STAMP Hebrew Assessment Data

Year	4 th grade STAMP Hebrew Proficiency Results	% of 4 th grade students meeting Hebrew Proficiency expectations who have been with Kavod for a minimum of 2 years
2018-2019	17/26 = 65%	12/16 = 75%
2017-2018	23/27= 85%	22/24= 91%
2016-2017	9/10 = 90%	7/8 = 88%

Cohort Data

Though Kavod has a strong re-enrollment rate, we have also increased enrollment and had turn over between due to location move as well as other natural occurrences, such as military moves. We also exited two classes prior to expanding to 6th grade for the 2019-2020 school year. As such we have 49 students who are now in grades 3-5 who have been with Kavod for a minimum of 3 years. Table 13 reflects the cohort data of students in grades 3-5 who have attended Kavod for more than 3 years (between 3-6 years).

TABLE 33 (identical to TABLE 13): Cohort Data - Whole School

Year	Number of years at Kavod	Number of students Assessed in grades 3-5	SBAC Proficiency ELA	SBAC Proficiency Math	NWEA/MAP Proficiency Reading	NWEA/MAP Proficiency Math	Hebrew Listening	Hebrew Speaking
2018-2019	3-6	49	Not Public	Not Public	78%	78%	73%	69%
2017-2018	3-5	42	69%	57%	76%	74%	81%	60%
2016-2017	3-4	35	57%	63%	66%	86%	80%	57%

Table 34 reflects proficiency as assessed by CAASPP/SBAC or NWEA/MAP of students grades TK-5, in subpopulations with more than 10 pupils who attended Kavod for 3 or more years. Unduplicated minorities is inclusive of SPED, African American, Hispanic, F&R, ELL and other ethnic minorities.

TABLE 34 (identical to TABLE 34): Subpopulation Cohort Data

Year	Number of years at Kavod	F&R ELA	F&R Math	Hispanic ELA	Hispanic Math	Unduplicated Minority	Unduplicated Minority
2018-2019	3-6	81%	81%	83%	83%	65%	73%
2017-2018	3-5	85%	92%	82%	73%	69%	63%
2016-2017	3-4	-	-	-	-	63%	63%

STUDENT OUTCOMES ALIGNED WITH THE STATE PRIORITIES

Table 35: CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES	
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.	
The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.	
STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Ensure effective teachers. All General Education teachers must be fully credentialed. Maintain a collaborative team that works to enhance the school program that ensures common core compliance and provides adequate student support. All teachers will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	Establish effective teaching teams through the hiring process and professional development opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed.
MEASURABLE OUTCOME	100% and all General Education teachers are appropriately assigned and hold credentials if required.
BASELINE PERFORMANCE LEVEL	100% and all General Education teachers are appropriately assigned and hold credentials if required.
METHODS OF MEASUREMENT	Credentials valid and/or clear by California Commission on Teacher Credentialing
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Every student has access to standards-aligned instructional materials. Ensure students are prepared for the 21 st century through digital literacy and through the implementation of a broad curriculum that meets the common core standards. Ensure the exposure of various electives for students and provide a plethora of enrichment opportunities for the students.
ACTIONS TO ACHIEVE GOAL	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
MEASURABLE OUTCOME	Subject material is aligned to standards
BASELINE PERFORMANCE LEVEL	All core subjects align to standards
METHODS OF MEASUREMENT	Curriculum is aligned to standards as determined by curriculum maps
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure a safe, secure program that includes well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
ACTIONS TO ACHIEVE GOAL	Secure site with school’s growth plan. Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. Hire custodial services that will aid in providing school safety.
MEASURABLE OUTCOME	Staff all partake in required trainings. Drills and walk throughs occur, are tracked and reviewed on a monthly basis Kavod has been allocated prop YY funding by the CSFC and is working on developing the current site to meet growth needs
BASELINE PERFORMANCE LEVEL	All staff have partaken in required safety training s and we have completed all required drills
METHODS OF MEASUREMENT	Database of trainings and drills
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all applicable courses meet the common core state standards with the goal that that 100% applicable of courses will align to CCSS.
ACTIONS TO ACHIEVE GOAL	Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school’s growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education.
MEASURABLE OUTCOME	100% of applicable courses will align to CCSS
BASELINE PERFORMANCE LEVEL	100% of applicable courses will align to CCSS
METHODS OF MEASUREMENT	Review of course scope and sequences as per alignment to state standards
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

GOAL TO ACHIEVE SUBPRIORITY	Ensure EL students will be enabled to gain academic content knowledge through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency with the goal that 70% of students will be near, at or meet benchmark expectations as assessed by NWEA/MAP or CAASPP for ELA or have shown growth in accordance with the norm expectation of growth for MAP or similar assessment and that 70% of students will be at or meet benchmark expectations as assessed by NWEA/MAP or CAASPP for math or have shown growth in accordance with the norm expectation of growth for MAP or similar assessment.
ACTIONS TO ACHIEVE GOAL	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Implement frequent student assessments.
MEASURABLE OUTCOME	In math 75% of EL students met benchmark expectations or have shown growth in accordance with the norm expectation of growth for MAP or similar assessment as assessed by NWEA/MAP or CAASPP In Reading 72% of EL students met benchmark expectations or have shown growth in accordance with the norm expectation of growth for MAP or similar assessment as assessed by NWEA/MAP or CAASPP
BASELINE PERFORMANCE LEVEL	Met this expectation
METHODS OF MEASUREMENT	Standardized Assessment
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Ensure EL students will be enabled to gain English language proficiency through the development of a collaborative team that works to ensure EL students have differentiated instruction and curriculum materials that allows them to access the curriculum and gain English language proficiency, with the goal that 80% will be a “Moderately developed (Level 3)” within 4 years upon entering Kavod.
ACTIONS TO ACHIEVE GOAL	Acquire applications and programs as necessary to support digital literacy and student education. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Implement frequent student assessments.
MEASURABLE OUTCOME	80% will be at least “Moderately developed (Level 3)” within 4 years at Kavod
BASELINE PERFORMANCE LEVEL	100% of students were at least “Moderately developed (Level 3)” within 4 years at Kavod
METHODS OF MEASUREMENT	CELD/ELPAC Scores and Curriculum Assessments, Standardized Assessment
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture where parent and family involvement is welcome and input is encouraged in the decision making processes at the school.
ACTIONS TO ACHIEVE GOAL	Provide family surveys to families to solicit feedback and monitor progress. Have a parent representative on the board of directors who is voted on by the parents. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
MEASURABLE OUTCOME	80% overall satisfaction rate on school survey Monthly meetings held for Kavod Parent Committee (at least 7) At least 5 events that encourage parent attendance
BASELINE PERFORMANCE LEVEL	Over 95% satisfaction rate on school satisfaction survey Monthly meetings held for Kavod Parent Committee Hosted at least 10 events that encourage parent involvement between school and individual classes
METHODS OF MEASUREMENT	Parent surveys Attendance at meetings and events
SUBPRIORITY B – PROMOTING PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture where parent and family involvement is welcome and encouraged at the school.
ACTIONS TO ACHIEVE GOAL	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide a comprehensive progress reports to parents twice a year. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.
MEASURABLE OUTCOME	80% overall satisfaction rate on school survey Monthly meetings held for Kavod Parent Committee (at least 7) At least 5 events that encourage parent attendance
BASELINE PERFORMANCE LEVEL	Over 95% satisfaction rate on school satisfaction survey Monthly meetings held for Kavod Parent Committee Hosted at least 10 events that encourage parent involvement between school and individual classes, also hosted conference for parents twice during the year
METHODS OF MEASUREMENT	Parent surveys

	Attendance at events and meetings
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
Pupil achievement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirements. Implement SBAC per school’s growth plan with an expectation that Kavod students meet or exceed the proficiency levels of the state average. As we have many students who enter our program in later grades, who are not fully educated through the Kavod system, specific to SBAC our goal will be to meet 50% or above proficiency rates, but Kavod also monitors growth and assessment achievement through MAP that 70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor, with EL being inclusive of near proficient for ELA.
ACTIONS TO ACHIEVE GOAL	Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Integrate technology into classes. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Implement the SBAC assessment. Implement NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
MEASURABLE OUTCOME	Refer to tables above. All populations and sub populations have met these goals.
BASELINE PERFORMANCE LEVEL	50% proficient or 70% proficient and/or showing norm growth expectations.
METHODS OF MEASUREMENT	CAASPP Scores and MAP/NWEA assessment
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Development of a collaborative team that works to ensure common core compliance and provides adequate student support for students to meet the school expected proficient requirement with the expectation that the Charter School will be ranked in deciles 4 to 10, statewide and similar schools, on the API or similar measure approved by the State Board of Education. <i>As this is not an applicable assessment tool at this time. Kavod alternatively will focus on the dashboard standards.</i>
ACTIONS TO ACHIEVE GOAL	Use supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Purchase of materials needed to support students. Acquire applications and programs as necessary to support digital literacy and student education. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Begin the CAASPP assessment. Implement NWEA MAP testing. Analyze dashboard results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.
MEASURABLE OUTCOME	Not available
BASELINE PERFORMANCE LEVEL	Not available
METHODS OF MEASUREMENT	Not available
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
Not applicable - However Kavod will apply for A-G for applicable classes	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners, with the goal that 80% will be at least moderately developed (level 3) by ELPAC-within 4 years upon entering Kavod.
ACTIONS TO ACHIEVE GOAL	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Host Parent teacher meetings.
MEASURABLE OUTCOME	80% will be at least moderately developed (level 3) by ELPAC within 4 years at Kavod
BASELINE PERFORMANCE LEVEL	100% of students were at least moderately developed (level 3) by ELPAC within 4 years at Kavod

METHODS OF MEASUREMENT	ELPAC Scores
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure teachers have the required materials and professional development and encourage family involvement to help close any achievement gap for English Learners with the goal that 70% of students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.
ACTIONS TO ACHIEVE GOAL	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Encourage Parent engagement. Use supplemental funds to hire teaching aides who will provided individual tutoring/intervention. Host Parent teacher meetings.
MEASURABLE OUTCOME	70% of students will be reclassified by their 5th year enrolled at Kavod
BASELINE PERFORMANCE LEVEL	Not applicable
METHODS OF MEASUREMENT	Reclassification results
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Meet estimated Average Daily Attendance projections, with a minimum of 90% attendance rate, and lower tardiness rate if necessary.
ACTIONS TO ACHIEVE GOAL	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.
MEASURABLE OUTCOME	90% attendance rate
BASELINE PERFORMANCE LEVEL	Approximately 94-98%
METHODS OF MEASUREMENT	Students’ daily attendance and independent study time value and daily engagement accounting
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Meet estimated Average Daily Attendance projections and lower tardiness rate if necessary.
ACTIONS TO ACHIEVE GOAL	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize student attendance.
MEASURABLE OUTCOME	90% attendance rate
BASELINE PERFORMANCE LEVEL	Approximately 94-98%
METHODS OF MEASUREMENT	Students’ daily attendance and independent study time value and daily engagement accounting
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Kavod will support the attendance of all students and expects to middle school student dropout to be non-existent; for purposes of tracking Kavod will have less than 1% of students drop out in middle school.
ACTIONS TO ACHIEVE GOAL	If Kavod is not the right program for a family, Kavod will work with the family to find a suitable placement to encourage continued enrollment in lieu of dropping out of school.
MEASURABLE OUTCOME	Kavod’s goal is that less than 1% of students will drop out of middle school.
BASELINE PERFORMANCE LEVEL	Not Yet Applicable
METHODS OF MEASUREMENT	Not Yet Applicable
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 5% of students will be suspended.
ACTIONS TO ACHIEVE GOAL	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character-building framework in year one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
MEASURABLE OUTCOME	No more than 5% of students will be suspended
BASELINE PERFORMANCE LEVEL	Each year no more than 1% of students have been suspended.
METHODS OF MEASUREMENT	Number of Suspensions
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Ensuring a safe, secure program that includes, well trained staff, and a program focused on respect and parent involvement, with the goal that less than 3% of students will be expelled.
ACTIONS TO ACHIEVE GOAL	Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying. Analyze the initial lesson plans developed for the character-building framework in year

	one and create a comprehensive service learning/values curriculum per grade that focuses on respect and social/emotional well-being. Host parent meetings as necessary.
MEASURABLE OUTCOME	No more than 3% of students will be expelled
BASELINE PERFORMANCE LEVEL	0% Expulsions
METHODS OF MEASUREMENT	Number of Expulsions
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Ensure a safe, secure program that includes, well trained staff, a program focused on respect, parent involvement and a safe and secure well-maintained facility.
ACTIONS TO ACHIEVE GOAL	Provide parent surveys and opportunities for parent feedback. Work collaboratively with the Kavod Parent Committee. Analyze the initial lesson plans developed for the character-building framework. Work with faculty to implement a comprehensive discipline approach that limits discipline issues and prevents bullying.
MEASURABLE OUTCOME	80% satisfaction rate on surveys
BASELINE PERFORMANCE LEVEL	Over 95% satisfaction rate on surveys
METHODS OF MEASUREMENT	Parent and student surveys
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all pupils have access to, and are enrolled in, a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
ACTIONS TO ACHIEVE GOAL	As necessary revise schedule that provides time for students to adequately receive a comprehensive education based on review of previous year's schedule. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan. Purchase curriculum as needed to ensure common core alignment and student success. Develop curriculum maps for any new grade that ensures standards are being taught.
MEASURABLE OUTCOME	100% of students who are on campus are all enrolled in Reading, Writing, Math, Science, Social Studies/Israel and Global Studies, Hebrew and have exposure to General Electives (the only exceptions have involved NPS placements)
BASELINE PERFORMANCE LEVEL	100% of students who are on campus are all enrolled in Reading, Writing, Math, Science, Social Studies/Israel and Global Studies, Hebrew and have exposure to General Electives (the only exceptions have involved NPS placements)
METHODS OF MEASUREMENT	Student course enrollment data
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	As we have many students who enter our program in later grades, who are not fully educated through the Kavod system, specific to SBAC our goal will be to meet 50% or above proficiency rates, but Kavod also monitors growth and assessment achievement through NWEA/MAP that 70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor, with EL being inclusive of near proficient for ELA.
ACTIONS TO ACHIEVE GOAL	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
MEASURABLE OUTCOME	70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment.
BASELINE PERFORMANCE LEVEL	Kavod has consistently achieved this goal, reference assessment data above.
METHODS OF MEASUREMENT	State Assessments & Standardized Assessments
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	As we have many students who enter our program in later grades, who are not fully educated through the Kavod system, specific to SBAC our goal will be to meet 50% or above proficiency rates, but Kavod also monitors growth and assessment achievement through NWEA/MAP that 70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same

	expectation, as sub populations become statistically relative to monitor.
ACTIONS TO ACHIEVE GOAL	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
MEASURABLE OUTCOME	70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment.
BASELINE PERFORMANCE LEVEL	Kavod has consistently achieved this goal, reference assessment data above.
METHODS OF MEASUREMENT	State Assessments & Standardized Assessments
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will show 75% or greater understanding of the standards being covered.
ACTIONS TO ACHIEVE GOAL	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
MEASURABLE OUTCOME	70% of students, including substantial sub-populations, will show 75% or greater understanding of the standards being covered
BASELINE PERFORMANCE LEVEL	Kavod has consistently achieved this goal.
METHODS OF MEASUREMENT	Curriculum Assessments
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will show 75% or greater understanding of the standards being covered. By the third year of implementation, proficiency levels will exceed state average performance as determined by state assessment and 70% of students will either meet proficiency levels as determined by SBAC and NWEA/MAP or shown growth in accordance with the norm expectation of growth for MAP or similar assessment. Subgroups will be reviewed with the same expectation, as sub populations become statistically relative to monitor.
ACTIONS TO ACHIEVE GOAL	Purchase curriculum as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
MEASURABLE OUTCOME	70% of students, including substantial sub-populations, will show 75% or greater understanding of the standards being covered
BASELINE PERFORMANCE LEVEL	Kavod has consistently achieved this goal, reference assessment data above.
METHODS OF MEASUREMENT	State Assessments, Curriculum Assessments & Standardized Assessments
SUBPRIORITY E – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	70% of Students, including substantial sub-populations, will pass the PFT by at least 4 of 6 fitness standards.
ACTIONS TO ACHIEVE GOAL	Purchase materials as needed to ensure common core alignment and student success. Provide Professional Development to Teachers/Faculty. Implement frequent student assessments to monitor student progress.
MEASURABLE OUTCOME	Students, including substantial sub-populations, will pass the PFT by at least 4 of 6 fitness standards at a rate equal to or higher than the state results.
BASELINE PERFORMANCE LEVEL	90% met a minimum of 4 of the 6 fitness standards
METHODS OF MEASUREMENT	PFT results
SUBPRIORITY F – HEBREW	
GOAL TO ACHIEVE SUBPRIORITY	70% of students will meet class benchmark standards or have increased by one level.
ACTIONS TO ACHIEVE GOAL	Development of Hebrew Curriculum that supports students learning styles
MEASURABLE OUTCOME	60% of students who have been with Kavod for more than 4 years will show proficiency at the level in which they are enrolled.
BASELINE PERFORMANCE LEVEL	Kavod has achieved this goal, reference assessment data above.
METHODS OF MEASUREMENT	Accordance to the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines for all four language skills.

ELEMENT 3: METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“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.” Ed. Code § 47605(b)(5)(C).

Kavod affirms that, 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 and as indicated in the “Methods of Measurement” field for each state priority within the Element 2 tables above.

METHODS FOR ASSESSING STUDENT OUTCOMES

Per state priorities 4 and 8 Kavod uses data to measure student success and modify according to performance on standardized tests, score on Academic Performance Index, share of English learners that become English proficient, English learner reclassification rate and pupil outcomes in the subject areas described in Education Code section 51210. Kavod employs formative, interim, and summative assessments to closely track student progress in all subject areas and to drive instruction. These assessments include state-mandated tests, commercially available norm-referenced and benchmark assessments, and internally developed formative, interim, and summative assessments that are consistent with the school’s instructional design and mission.

Kavod administers all mandated California State assessments as required by law. Kavod also administers school driven assessments including a standardized assessment, teacher generated assessments, and assessments obtained from the research-based published adopted curriculum, as well as an assessment series measuring Hebrew acquisition by its students.

STANDARDIZED ASSESSMENT READING AND MATH

Kavod will implement a standardized assessment system, such as but not necessarily NWEA/MAP. If Kavod implements an assessment other than NWEA/MAP then the expectations throughout this charter will adjust to correlate the goals as assessed by the new standardized assessment platform. Kavod will chose a nationally-normed standardized achievement test in reading and math that provides information for national and school-to-school comparisons, as well as year-to-year growth information for each student. It will be administered in, at minimum, grades 1 through 8 upon enrollment in the School and then every spring. The results will be used to identify areas of weakness for the purpose of developing academic interventions and to measure growth over time. Due to their age, kindergarten students will be assessed on the standardized program based on the teacher’s discretion.

Fountas & Pinnell Benchmark Assessment System

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-5. This assessment tool allows teachers, literacy specialists and others to determine students’ developmental reading levels for the purpose of informing instruction and documenting reading progress.

English Language Development Test

To assess potential English Learners identified through a Home Language Survey, Kavod utilizes the CELDT or the ELPAC upon student entry unless their EL record is available from their previous California public school, and then annually as required. This enables the school to assess both the placement and the progress of English learners.

Additionally, as required by Section 3302 of Title III of the ESEA (20 United States Code Section 7012), if Kavod receives Title III funds, the school will, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

Students who achieve the State “English Proficient” standard (i.e., an overall score of “early advanced” or “advanced” with no score below “intermediate” in listening/speaking [grade K and up] and reading/writing [grades 2 and up] will be considered for RFEP according to criteria determined by the Kavod Board that will include CAASPP performance in ELA, teacher evaluations, and parent consultation.

Smarter Balanced Assessment Consortium (SBAC)

Kavod's assessment and evaluation program will support each student with the knowledge and skills necessary to score proficient or advanced on the mandatory SBAC.

Where appropriate, students also have access to the California Alternate Assessment (CAA) and Standards-based Tests in Spanish (STS). A student's participation in the CAA is determined by the child study team utilizing guidelines provided by the California State Department of Education and consistent with Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged. Their participation in the STS will be determined by measured levels of English proficiency in accordance with State guidelines.

California Science Test

The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS). All local educational agencies (LEAs) with eligible students in grades five and eight. The CAST uses the current California Assessment of Student Performance and Progress (CAASPP) test delivery system and is administered online. When appropriate students will take California Alternate Assessment (CAA) in science. Kavod staff will evaluate goal to inform and identify students that are above and below standards and provide the necessary support.

Physical Fitness Test

The primary goal of the Physical Fitness Test is to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.

An employee of Kavod (not a parent) will administer the Physical Fitness Test to students in the fifth and seventh grade each year in the testing window of February through May. The test includes measures in the following six required categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

OPI or Hebrew Assessment

Given its commitment to Modern Hebrew language acquisition, Kavod will implement assessments that are aligned with the American Council Teaching for Language Proficiency Guidelines for all four domains.

Kavod will conduct either Oral Proficiency Interview (OPI), Summative (end of unit), AVANT Assessment, or a similar assessment, at the end of the school year to measure students' proficiency levels in speaking, writing, reading and listening.

The Oral proficiency Interview (OPI) is a one-on-one interview between the teacher and the student. The students' performance is aligned to the ACTFL guidelines.

The AVANT Assessment measures students' progress toward real-world proficiency in Reading, Writing, Speaking and Listening through active computer-adaptive assessments. The AVANT assessment is aligned to the ACTFL guidelines.

USE OF ASSESSMENT DATA

Kavod uses a data-driven culture where student assessment results, gathered from a variety of assessments, drives decisions to support student achievement and professional development. Kavod's instructional methodology, the workshop model and the proficiency approach, supported by our team-teaching and language integration model, allows our school to:

- meet our mission of producing students with a strong academic foundation;
- meeting or exceeding state performance standards;
- develop a high degree of Modern Hebrew language proficiency.

Teacher planning is informed by assessment results. Teachers also practice a diagnostic/prescriptive approach to instruction that incorporates a high degree of individualization of instruction. Students are grouped by need rather than by level allowing teachers to address identified gaps in student knowledge immediately and in a focused way allowing students to make steady progress towards grade level process.

The system of ongoing formative assessments tracks the learning of state benchmarks, performance indicators and key ideas in the months and years leading up to the California State Tests. These assessments allow teachers to identify students in need of remediation in specific skill areas and provide the appropriate academic support necessary for mastery of the content and skills and success on the California tests and beyond.

The standardized test in use, Fountas & Pinnell Benchmark Assessment System, and the California mandated assessment, are research-based, reliable and valid measures of student performance and achievement. Supporting these measures are unit tests based on specific curricula and texts in each subject area.

Teacher-generated tests can also be used to supplement assessment for specific areas of the curriculum. Grade level teachers collaborate and create tests based upon the goals for each of the units of study during the embedded professional development time (see daily schedule and school calendar). Item analyses is conducted to determine necessary re-teaching. Formative assessments deliver information during the instructional process before the summative assessment and are a critical component of the school's use of data to drive instruction. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment for learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.

For Hebrew language instruction, assessment is at the core of the proficiency approach to Hebrew language acquisition. The approach distinguishes between two types of assessment: assessment for achievement and assessment for proficiency. Achievement is assessed primarily, but not only, through end of unit assessments in all four language skills. Proficiency is assessed on an ongoing basis. The daily lesson plan is designed to enable students to demonstrate their proficiency in the language by their capacity to take what they have learned and apply it in a wholly new situation. This assessment determines the learning and lesson goals for the upcoming immediate period of time.

Assessment results are tracked from year to year. An analysis of the results for a given student, class, or grade level will enable school leadership to determine where the problems lie. Teachers create assessment binders to house all assessments. The results of these assessments are entered throughout the year on "Monitoring for Results" sheets. Student progress is then tracked throughout the year. Upon graduating to the next grade these results are shared through class reorganization meetings.

How Assessment Data is Communicated to Parents/Guardians

Ongoing communication regarding student performance is an essential element of the Kavod program. In addition to regular report cards that summarize student progress, parents, teachers, and students meet for conferences throughout the year to discuss student growth, both academically and non-academically. The school provides interim progress reports, in between reports cards, to notify parents of any difficulties their students are facing. These reports are an invitation to a further dialogue between parents and teachers.

The significance of a particular assessment result is not always readily apparent, so informal communication directly between parents and teachers is encouraged.

Parents will be notified when School Accountability Report Card (SARC) is made available as required by State law and will ensure all parents have access to a copy. SARC will contain the school's mission, goals, and accomplishments and report on its progress in achieving those goals. In addition, State law requires that SARC contain all of the following:

- Demographic data
- School safety and climate for learning information Academic data
- School completion rates Class sizes
- Teacher and staff information Curriculum and instruction descriptions Postsecondary preparation information Fiscal and expenditure data

KAVOD GRADING POLICY

Kavod believes that clear, comprehensive feedback is essential for student growth and achievement—and to keep parents well informed about their children's growth. Grades at Kavod are an accurate indication of a student's demonstrated level of skills, knowledge, and actual performance, based on assessments that are aligned with the Kavod charter and state standards. All grades are supported by both quantitative and qualitative assessment data. Also, at Kavod all grading is anchored to ensure that equitable grades are provided based on student merit. Grade formats are appropriate to the grade level—the goal is that they be intelligible to both students and their parents. At the middle school level, Kavod will integrate the International Baccalaureate standards and the common core standards into the grade and reporting practice.

ELEMENT 4 - GOVERNANCE

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

Nonprofit Public Benefit Corporation

Kavod is a directly funded independent charter school that is operated by Kavod Charter School, a California nonprofit public benefit corporation, pursuant to California law.

Kavod operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Kavod. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Kavod or for claims arising from the performance of acts, errors, or omissions by Kavod as long as the District has complied with all oversight responsibilities required by law.

Attached, please find the following documents for Kavod’s operating nonprofit public benefit corporation:

- Appendix D: Articles of Incorporation
- Appendix E: Corporate Bylaws
- Appendix F: Conflict of Interest Code
- Appendix G: Board Member Roster

Board and Governance Organization

As provided for in the California Corporations Code, Kavod is governed by a Board of Directors in accordance with corporation’s adopted bylaws, which shall be consistent with the terms of this charter. The Board members have a legal fiduciary responsibility for the operation of Kavod.

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect Kavod. The Board is fully responsible for the operation, governance, and fiscal affairs of Kavod. The Board hires an Executive Director who is responsible, under the authority of and with oversight by the Board, for implementation of the school’s academic programs and for the operational management of the school. The Executive Director reports directly to the Board. The Board’s responsibilities include, but are not limited to, the following:

- overseeing implementation of Kavod’s mission and vision;
- setting strategic direction;
- hiring, firing, overseeing, evaluating, and supporting the Executive Director;
- adopting policies to ensure that Kavod is run effectively, legally, and ethically, including establishing fiscal controls for purchasing, expenditures, checkbook reconciliation, etc.;
- adopting policies and approving other documents as required by state or federal law, especially pertaining to categorical funds;
- approving and monitoring the implementation of the fiscal, legal, student achievement and governmental functions of Kavod;
- approving and monitoring Kavod’s annual budget and budget revisions and monitoring Kavod’s operational budget and finances for long-term viability;
- ensuring that adequate funds are secured for the operating and capital needs of Kavod, including raising funds;
- increasing public awareness of Kavod in the community;
- ensuring compliance with the Brown Act and other laws applicable to a California public charter school;
- selecting and contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- receiving the annual performance report and annual independent fiscal audit and directing their transmittal to entities designated in Education Code Section 47605(m); and
- approving and executing all other responsibilities provided for in the California Corporations Code, Kavod’s Articles of Incorporation and corporate bylaws, and this charter, as necessary to ensure the proper operation of Kavod.

The Board may execute any powers delegated by law to it, shall discharge any duty imposed by law upon it, and may delegate any of those duties with the exception of budget approval or revision, acceptance of fiscal and performance audits, and adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board shall be no less than five (5) and no more than nine (9), unless changed by amendments to the bylaws, including one parent or guardian of a Kavod student, who is a democratically elected parent representative. Additionally, in accordance

with Education Code Section 47604(b), the District may appoint a representative to sit on Kavod’s Board. Each Board member will serve staggered, renewable, two-year terms of service so that terms are staggered to provide for continuity. All directors shall be designated by the existing Board members. Unless changed by the bylaws, Board membership will not include current staff. Board membership will not be interested parties (i.e., anyone who would gain financial benefit from decisions made by the Board) or relatives of employees or members on the Board.

The Board of Directors or key staff participate in training as necessary on their responsibilities under the Brown Act, applicable conflicts of interest laws, including the Political Reform Act and the anti self-dealing provisions of the California Corporations Code, and the roles and responsibilities of the Board.

Meetings of the Board of Directors

All meetings of the Kavod Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”) and the Charter Schools Act, including Education Code Section 47604.1 (effective January 1, 2020). The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The annual meeting shall be held at a time, date and place as noticed by the Board in accordance with the Brown Act.

Regular meetings of the Board of Directors are held at such times and places as set by the Board. At least 72 hours before 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. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours’ notice is given to each director and to the public through the posting of an agenda.

Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are met:

- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the county in which the Charter School is located;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Kavod encourages parents, students, teachers, other staff, and other stakeholders to attend, listen and comment on Kavod’s educational program at Board meetings related to charter school activities by posting meeting notices with agenda on the Kavod website and at the school site, and by establishing a two-way teleconference location at each school site. Each Board meeting includes an opportunity for parents, staff and general members of the public to address the Board. Although parental involvement at the school is strongly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, Kavod.

ORGANIZATION

Kavod has a traditional governance model, with a School Executive Director reporting to a Board of Directors and serving as the individual fully accountable for all day-to-day school functions and operations.

EXECUTIVE DIRECTOR

The Kavod Executive Director is a centralizing leadership figure within the school and local community. The Executive Director reports to the Board holistically. The Kavod Executive Director has a larger vision for the future direction of the school while continuing to support and encourage the mission of Kavod in the day to day operations of the school. Kavod’s Executive Director ensures that the school is in compliance with all applicable governmental laws and regulations.

ETHICS AND CONFLICT OF INTEREST CODE

Kavod complies with conflict of interest laws including the anti-self-dealing provisions of the California Corporations Code, Government Code Section 1090, and the Political Reform Act, as applicable to charter schools pursuant to Education Code Section 47604.1 (effective January 1, 2020). Kavod's Conflict of Interest Code is included as Appendix F.

FORM 700 STATEMENT OF ECONOMIC INTERESTS

In accordance with the Political Reform Act, every member of Kavod's Board of Directors and each other Designated Position will file a state-mandated Form 700 Statement of Economic Interests with the District. Kavod will keep each individual's original Form 700 on file at Kavod's primary administrative office, and make any individual Form 700 available, upon request, for inspection by any member of the public.

PARENT INVOLVEMENT

Per state priority 3, Kavod places significant *efforts to seek parent input in decision making, promotion of parent participation in programs for all students including unduplicated pupils and special need subgroups*. Kavod encourages parents to be involved in all aspects of the school. In addition to providing a parent representative seat on the Board of Directors, parents are encouraged to attend all Board meetings and volunteer at the school site. Parents can also participate in the Kavod Parent Committee. Through the Kavod Parent Committee and the parent representative on the Board, parents can make their voices heard on board issues or concerns. Although parental involvement at the school is strongly encouraged, Kavod will provide notice to parents and guardians that parental involvement is not a requirement for acceptance to, or continued enrollment at, Kavod.

Parents and guardians are encouraged to communicate with their children's teachers about their children's learning program. Parents are also provided surveys as another venue for them to voice their opinions. Our general approach to parent involvements is also a focus within state priority 6, where we build a school climate of respect.

SCHOOL SITE COUNCIL

In the event Kavod operates a program that requires a School Plan for Student Achievement, Kavod will establish a School Site Council. The council will meet the composition and selection requirements of Education Code Section 65000(c)(1) and will be comprised of the Executive Director, teachers, staff members, and parents or community members. The major duty of the School Site Council will include development of the School Plan for Student Achievement, unless Kavod chooses to use its LCAP for this purpose.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). Membership consists of qualified Kavod team members and parents of the EL students. The ELAC advises the Executive Director and staff on ways to improve support for ELs and reach the reclassification goals for EL students as per the LCAP. In addition, the Kavod team plans training, workshops, and parent gatherings to discuss progress and works to ensure that parents are best prepared to support English literacy at home.

SUPERVISORIAL OVERSIGHT SERVICES

Kavod understands that Ed. Code § 47604.32(b)–(d) requires, among other things, that the authorizing entity do the following:

- visit each charter school at least annually;
- ensure that each charter school under its authority complies with all reports required of charter schools by law; and
- monitor the fiscal condition of each charter school under its authority.

This supervisory oversight may include, but is not limited to, financial auditing, enrollment verification, site visits to the campus, review of school and student performance, and consideration of charter school amendments and renewal. As required in Ed. Code § 47613, Kavod has budgeted one (1%) percent of its anticipated general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632, to compensate the District for the District's cost of performing supervisory oversight.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Ed. Code § 47605(b)(5)(E).

Kavod believes that all of its employees play a key role in creating a successful learning environment. The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Per state priority 1, *teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.*

Kavod believes that all persons are entitled to equal employment opportunity. Kavod shall not discriminate against qualified applicants or employees on the basis of actual or perceived race or ethnicity, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, military service or 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA

Kavod will comply with the mandates of ESEA, as reauthorized by the ESSA, and as they apply to charter schools. Teachers and paraprofessionals will meet requirements specified in ESEA. The Director or designee will ensure that credentials are processed and monitored in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purpose of compliance with ESEA. See Procedures for Monitoring Credentials, below, and Element 1, ESEA — STUDENT ACHIEVEMENT AND CREDENTIALING.

ROLES AND QUALIFICATIONS OF STAFF

Kavod ensures that all legal qualification requirements are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at Kavod is required to meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board and/or the Executive Director.

Employees and contractors of Kavod are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Kavod adheres to California laws, including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process. The Executive Director and/or administrative designees are responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws, and the Executive Director shall report on compliance with these requirements to the Kavod Board of Directors.

Position titles and qualifications/expectations may be adjusted to meet program needs.

ADMINISTRATIVE TEAM:

The Directors are the instructional leaders of the school and as such will be responsible for the academic and administrative success of all school programs. The Directors are ultimately responsible for designated outcomes. The Directors define and communicate the mission of the school, oversees curriculum, supervises personnel and operations. Below are yearly anticipated Director/leadership positions.

EXECUTIVE DIRECTOR QUALIFICATIONS

- Master’s degree, preferably in Education
- California Administrative Services Credential
- Charter school experience preferred

- Five years' experience in an educational or related organizational setting either as a Director, assistant Director, head of school or as an executive director or CEO of a midsize not-for-profit organization
- Strong knowledge of leadership principles and practices gained through work experience and formal education

DIRECTOR OF SCHOOL CULTURE OR STUDENT SERVICES QUALIFICATIONS

- Bachelor's degree, preferably in Education
- 3 years teaching or counseling experience or experience in leadership at a school site
- Credential either Substitute, Administrative, Pupil Personnel Services or Teaching
- Charter school experience preferred

DIRECTOR OF LANGUAGE AND GLOBAL STUDIES QUALIFICATIONS

- Linguistics or second-language acquisition education or experience
- Experience implementing, managing and evaluating an educational program and specific experience in assessing the effectiveness of a language program
- Bachelor's degree
- Knowledge of Hebrew language and culture

DIRECTOR OF ACCOUNTABILITY QUALIFICATIONS

- Associate's Degree (Bachelor's preferred)
- Credential preferred either Substitute, Administrative or Teaching

DIRECTOR OF SPECIAL EDUCATION OR EDUCATION SPECIALIST QUALIFICATIONS

- Bachelor's degree, preferably in Education
- 3 years teaching experience preferable
- Special Education Credential

INSTRUCTIONAL TEAM:

The instructional team is responsible for creating a flexible program and environment which promotes learning and personal growth; to establish effective rapport with pupils and good relationships with parents and other staff members; to motivate pupils to develop the skills, attitudes and knowledge needed to provide a good foundation for continued academic growth.

CORE GENERAL EDUCATION (LEAD) TEACHERS QUALIFICATIONS

- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have for specific grade levels or specific subject matter being taught
- Fulfillment of all "highly qualified teacher" requirements as that term is defined under ESEA and further defined by California State regulations implementing the ESEA requirements, unless such requirements are deemed by the federal or state government not to apply to charter schools
- CLAD or BCLAD certification/EL Designation in credential
- Bachelor's degree

HEBREW INSTRUCTORS, DIFFERENTIATION TEACHERS, ENRICHMENT TEACHERS AND PARAPROFESSIONALS QUALIFICATIONS

- Earned a high school diploma or the equivalent, and completed two years of college (48 units), or received an Associates' degree (or higher); or passed a local assessment of knowledge and skills in assisting in instruction.

For Language Instructors and Assistants, they must demonstrate proficiency in the language by demonstrating speaking, reading and writing skills as measured by job history, academic background, and/or an interview by the Director of Language and Global Studies.

Individuals who are translators or who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, or whose duties consist solely of conducting parent involvement activities and similar positions currently do not have to meet these requirements.

ADDITIONAL STAFF:

Kavod plans to purchase services from outside vendors for some key functions such as outsourcing technology support, food service, and custodial service. Kavod works through a SELPA for roles such as a school psychologist for testing, and special education. Kavod contracts for fiscal services, budgeting assistance, accounting, and payroll services from a back-office support company.

MEASURES OF PERFORMANCE ASSESSMENT

Kavod believes that teacher quality is the most important factor in a student's academic success and devotes significant resources to maintain that high level of quality. All teachers will participate in a rigorous professional development calendar, and staff meetings to discuss student achievement, the sharing of effective instructional practices, and analysis of student data. The Directors evaluate instructional staff using a process developed and reviewed with the faculty. The Directors conduct teacher observations and provide coaching during the year, and perform teacher evaluations, as outlined in the Employee Handbook. Additionally, the Executive Director reviews the administration team and the Executive Director is reviewed by the board, to ensure all staff members are contributing to the mission and vision of the school and supporting the academic progress of students and adhering to legal compliance matters for the school program.

ELEMENT 6 – HEALTH AND SAFETY

“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 [Education Code] Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of [Education Code] Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. ” Ed. Code § 47605(b)(5)(F).*

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of the Charter School; all policies are maintained at the Charter School site.

HEALTH AND SAFETY

In order to provide safety for all students and staff, Kavod maintains full health and safety procedures and risk management policies at the school site. Kavod works with its insurance carriers and risk management experts to make appropriate adjustments based on any facility needs.

PROCEDURES FOR CAMPUS VISITORS

No outsider shall enter or remain on school grounds during school hours without having registered with the office, except to precede expeditiously to the office or designee for registering. If signs posted in accordance with Penal Code § 627.6 restrict the entrance or route that outsiders may use to reach the office of the Director or designee, an outsider shall comply with such signs. (Penal Code, § 627)

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors working at Kavod during school activities are required to submit to a criminal background check that will furnish a criminal record summary as required by Education Code § 44237 and § 45125.1. New employees not possessing a valid California Teaching Credential and contractors must be fingerprinted with the California Department of Justice (DOJ) to obtain a criminal record summary for the Kavod’s review and determination of background clearance prior to their working at the school site.

Kavod’s Executive Director or Designee is responsible for reviewing the record summary and determining if anything in that record would disqualify the applicant. The Kavod criminal background request form also includes requesting notice of any subsequent arrest. Kavod maintains a record of the review and the determination, but not divulge or share criminal record history information, including responses that no criminal record history exists.

Volunteers who volunteer outside of the direct supervision of an employee with a background clearance shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of such an employee.

The administration of the school shall monitor compliance with these procedures and reports to the Board. The Board shall monitor the fingerprinting and background clearance of the Executive Director.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable requirements of the California Abuse Reporting Law in the California Penal Code §§ 11165-11174.5, and Kavod policies and procedures comparable to those used by SDUSD. Reporting procedures are described in the Employee Handbook.

All mandated reporters shall receive training on child abuse detection and reporting 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.

TUBERCULOSIS (TB) SCREENING REQUIREMENTS

Faculty and staff shall present documentation they have been examined by a physician or nurse who determined they are free of active tuberculosis or are not at risk for tuberculosis prior to commencing employment and working with students and repeated at four year intervals, as required by Ed. Code § 49406. Kavod will also require tuberculosis screenings of volunteers who will have frequent or prolonged contact with students, as described in Education Code § 49406(m).

BLOOD-BORNE PATHOGENS

Kavod meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The staff is trained on blood-borne pathogens in accordance with the law. 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

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

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Kavod is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, citizenship, age, medical condition, marital status, pregnancy, gender, gender expression, gender identity, sexual orientation, physical disability, mental disability, genetic information, military or veteran status, or any other characteristic protected by federal or California law. Kavod has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Kavod (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Kavod's sexual harassment policy, which is included in the Employee Manual.

IMMUNIZATIONS

Kavod requires the immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter school. Proof of immunization will be collected and filed by the school registrar. All students enrolled and staff will be required to provide records documenting immunizations, as required at public schools pursuant to Health and Safety Code §§ 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster and TDAP in accordance with applicable law.

MEDICATION, FEMININE HYGIENE PRODUCTS IN SCHOOL, AND EPI PENS

Kavod will adhere to Education Code § 49423 regarding administration of medication in school. Kavod shall stock the school's restrooms with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with the menstrual cycle) at all times and without charge as required by Education Code § 35292.6. Additionally, Kavod will adhere to Education Code Section 49414 in regards to the maintain of and the administration of epinephrine auto-injectors.

VISION, HEARING, SCOLIOSIS

Students are screened for vision, hearing and scoliosis by nurses contracted by the school. Kavod adheres to Education Code § 49450, et seq., as applicable to the grade levels served by the school.

LEAD TESTING OF SCHOOL WATER SYSTEM

Kavod shall cooperate with the community water system and SDUSD to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, Kavod will shut down the fountains or faucets with elevated levels, and will notify the parents/guardians of Kavod students in accordance with Health & Safety Code § 116277.

SUICIDE PREVENTION AND MENTAL HEALTH

Kavod shall maintain a Suicide Prevention Policy on student suicide prevention in accordance with Education Code § 215. Kavod shall also provide information twice per year to students and parents about how to access mental health services in the formats set forth in Education Code Section 49428.

DISCIPLINARY PLAN FOR APPROPRIATE STUDENT TEACHER BOUNDARIES

Kavod shall maintain a Disciplinary Plan for Appropriate Student Teacher Boundaries in accordance with Education Code 44050.

BULLYING PREVENTION

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

TRANSPORTATION SAFETY PLAN

Kavod shall 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. In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law.

PREVENTION OF HUMAN TRAFFICKING

By January 1, 2020, Kavod shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

CALIFORNIA HEALTHY YOUTH ACT

Beginning in the 2019-2020 school year, Kavod shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

FOOD SERVICE AND OTHER AUXILIARY SERVICES SAFETY

Kavod will ensure that its auxiliary services such as food services, transportation, and custodial services are safe. Kavod will contract with an outside agency for its food service needs. Kavod will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from federal and state nutrition programs. Kavod will confirm that the food service provider employs at least one person who is certified in food safety and that the certified individual(s) is recertified every five (5) years by passing an approved and accredited food safety certification examination.

Kavod 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. Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by Kavod.

Neither Kavod nor its food service vendor shall advertise any food or beverage during the school day, or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code § 49431.9.

Kavod will also review each outside vendor’s business and vehicle (when applicable) licenses to confirm they are current. The Executive Director will ensure that any cleaning supplies, landscaping products, or other toxic or hazardous materials that are securely stored on site.

MAINTENANCE AND OPERATIONS

Kavod hires a custodian who is responsible for basic custodial and maintenance services for the campus grounds and the buildings. As Kavod resides on a district site, depending on the agreement provided by the district, larger maintenance services such as pest management, landscaping, and HVAC system service will be handled by the District or by contracting with a company on a case- by-case and fee-for-service basis.

FACILITY PLAN

Since August 2012, Kavod has been serving students at a shared site on a District facility, under Proposition 39. The current facility allows Kavod growth opportunities to enroll through 8th grade, and has been collaborated on with San Diego Unified School District to develop the property to accommodate the full enrollment projection with use of YY funding, approved by the CSFC and SDUSD.

FACILITY SAFETY

Per state priority 1, the school facilities are currently and will continue to be maintained in good repair pursuant to Education Code section 17002(d). The school's facilities comply with state building codes, federal Americans with Disabilities Act (ADA) and Section 504 access requirements, and other applicable fire, health and structural safety requirements applicable to charter schools.

SDUSD facilities worked collaboratively with Kavod to secure a long-term facility plan that meets Kavod's growth needs on a District Site. Kavod resides at 6991 Balboa Ave, San Diego CA 92111. This was formerly the Schweitzer site, which has been consolidated on to the Lindbergh side to ensure Kavod's ability to grow and remain permanently at this location. Kavod has been allocated YY funding by the CSFC to complete site modernization, renovations and to undergo construction to meet the growth plans as identified in this charter.

Though it is not the foreseeable plan, if Kavod were to move off of a District Facility, Kavod will work with qualified real estate agents, architects, or structural engineers to ensure that the facilities selected for the school are one of the following types of facilities: facilities that comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located; or (2) facilities exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, such as the federal government.

Kavod shall regularly conduct fire and natural disaster drills. At which time Kavod occupies a site not operated by the District, Kavod will 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 and Kavod will maintain on file readily accessible records documenting all compliance, including an appropriate Certificate of Occupancy.

COMPREHENSIVE SCHOOL SAFETY PLAN FOR EMERGENCY PREPAREDNESS

Kavod has a comprehensive school safety plan in compliance with AB 1747. Kavod, in conjunction with law enforcement and the Fire Marshall, maintains on file for review and adheres to an Emergency Preparedness Handbook (Comprehensive school safety plan, board approved) drafted specifically to meet the comprehensive safety needs of the school site, which shall include the safety topics listed in subparagraphs (A) through (H) of paragraph (2) of subdivision (a) of Education Code Section 32282. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage and armed intruder situations. If assuming a facility used previously as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Kavod. School staff is trained annually on the safety procedures outlined in the Emergency Preparedness Handbook. The plan will be reviewed and updated by March 1 of every year by Kavod.

The current Public Safety Plan, visible to the public, can be found in APPENDIX H. A confidential comprehensive plan is on file at Kavod.

FIRE, EARTHQUAKE, LOCKDOWN, AND EVACUATION DRILLS

Kavod adheres to the comprehensive safety plan and procedures described in its Emergency Preparedness Handbook for any site Kavod occupies. As part of that plan, Kavod faculty are trained on all drills and Kavod shall regularly conduct fire drills. Students and staff are instructed in disaster drills including procedures for "duck and cover," shelter-in-place, lockdown, building evacuation, off-site evacuation, and "all clear" notification.

A Director or office personnel maintains a record of drills, and for fire drills record the total required time for complete evacuation. In an actual emergency, teachers maintain, take and re-take roll calls throughout the duration of the emergency in order to account for all students. As required by state law, teachers, paraprofessionals, or other qualified adults supervise students at all times. Unless otherwise directed by the site Command Officer, teachers stay with their classes for the duration of the emergency. In case of evacuation of the school facilities, all students stay with their teachers at the designated

evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff notifies parents and/or the media about where to pick up students.

In the event of an emergency, California Government Code, Chapter 8, Division 4, Title I, § 3100 and § 3101 declare that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law.” In case of earthquake, natural disaster, or other emergency, Kavod staff is not allowed to leave the school until they receive official clearance from school administrative leaders.

UNIFORM COMPLAINT POLICY

Uniform Complaint Policy can be found in APPENDIX I.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

OUTREACH EFFORTS

Kavod strives to achieve racial and ethnic balance reflective of the general population residing within the territorial boundaries of the District through a carefully considered recruitment and community outreach drive, which includes the following strategies to achieve this racial and ethnic balance:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- Development of promotional and informal material that appeals to all major racial and ethnic groups represented in the District;
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District; and
- A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

In addition to offering a high-quality school which provides an innovative language acquisition program, Kavod appeals to a racially, ethnically, and socioeconomically diverse student population. Kavod is a public school offering an educational program and learning conditions that are likely to appeal to families for many reasons.

Kavod is committed to educating the community about its academic program and the benefits it offers to the diverse racial, ethnic, and socioeconomic population of Kearny Mesa and Clairemont Mesa and their surrounding communities. Each year, Kavod develops a calendar of outreach events that include multiple community fairs and events. Kavod also utilizes direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the District’s jurisdiction area. To ensure a systematic approach, the community outreach plan considers geography, the value of varied communication modes and information delivery methods and the importance of consistent and frequent outreach efforts to attain racial and ethnic balance at Kavod reflective of residents in SDUSD.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (d) [of Education Code Section 47605].” Ed. Code § 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School on a space-available basis and in accordance with Education Code Section 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws and school policies establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

PUBLIC RANDOM DRAWING

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

In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

- Students already enrolled are exempt from the lottery.
- Siblings of students already enrolled at Kavod shall be exempt from the lottery unless the sibling is to enroll in a grade that has all of its spaces already filled, in which case the sibling would be put on the waiting list for admission to that grade ahead of all other students.
- Children of Founders and/or Faculty/Staff and Board members shall be exempt from the lottery, unless the number admitted by this exemption would exceed ten (10) percent of total enrollment at Kavod or unless the student would enroll in a grade that has all of its spaces already filled in which case the sibling would be put on the waiting list for admission to that grade ahead of all other students. (A list of founders and a definition of who is considered faculty/staff and a Board member is on file at the school and within the school policies.)
- If a student cannot be admitted for either of the above reasons, the student’s name will be entered in the lottery as either a resident or nonresident of SDUSD to be randomly drawn and offered admission or placed on a waiting list.
- All students in the lottery living in the San Diego Unified School District boundaries will receive weighted drawing preference over students living outside the SDUSD boundaries by having their names submitted twice in the lottery pool.

IMPLEMENTATION OF RANDOM PUBLIC DRAWING

If Kavod receives a number of applications from potential students exceeding the number of spaces available within any grade level, the school will conduct a random public lottery, designed to establish a diverse student population.

- During an open enrollment period, which will be at least 90 days long, interested parties will complete applications for their students in order to participate in the lottery, if one is needed.

- Information will be available in English, and upon request in Spanish and Hebrew. School staff or volunteers will help any interested party with language or literacy barriers or physical disability to complete an application.
- The lottery will take place within 30 days of closing the open enrollment period.
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. Interested parties who wish to attend may do so, but their attendance is not required.
- Public random drawing rules, deadlines, and implementation date will be communicated on the Charter School's website.
- The Charter School will conduct the lottery in the spring for enrollment in fall of that year.
- The single lottery shall include drawing names from pools of ballots differentiated by grade level.
- Kavod implements an automated program to run the lottery. If for any reason an automated system cannot be used, a representative of an outside agency or the organization confirming the results of the lottery shall draw the ballots.
- The lottery will begin with the highest grade that has available spaces and continue until all names for that grade level are drawn and then proceed to the next highest grade with available spaces, and so on.
- 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 waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.
- Families not attending the lottery shall be informed via email of their students' selection or placement on a wait list.
- Families with students drawn for admission shall have 72 hours (excluding weekends and Federal holidays) to respond to the offer of enrollment. In addition, the school shall attempt on at least one occasion to contact the parents/guardians of drawn students by telephone. Families not responding within the 72 hour period will forfeit their offer of enrollment for that school year.
- Promotion Off Waiting List & Timeline to Respond: Potential students on the waiting list shall provide contact information for the School to use in the event space becomes available. Families promoted off the waiting list shall have 72 hours (excluding weekends and Federal holidays) to the offer of enrollment. In addition, the school shall attempt on at least one occasion to contact the parents/guardians of promoted students by telephone.
- The waiting list will expire at the end of each school year. Interested parties not previously admitted must reapply during subsequent open enrollment periods.
- Any board approved changes to the lottery procedures will be kept on file at the Kavod Office.

ELEMENT 9 – FINANCIAL AUDITS

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

ANNUAL INDEPENDENT FISCAL AUDIT

An annual independent fiscal audit of the books and records of Kavod will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). Kavod’s Board of Directors will oversee the completion of the annual audit of the school’s financial affairs. Members of the Board’s audit committee will not have a direct, personal financial stake in matters audited.

The books and records of the Charter School 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.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. 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 annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10 – STUDENT EXPULSIONS

“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 his or her 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 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 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).” Ed. Code § 47605(b)(5)(J).

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Any changes/modifications to these policies will be kept on file at the Kavod office and will not constitute a material revision.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’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. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be included in the Student Handbook and will clearly describe discipline expectations. In addition, parents can reference the Uniform Discipline Procedures. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

A student identified as an individual with disabilities or for whom the Charter School 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. The Charter School 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 the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, e-cigarettes, vapor based cigarettes, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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.
- r) Made terroristic threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

- s) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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 subdivision (1).
- x) 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 Director or designee's concurrence.

- y) Committed an infraction as determined by the school's uniform discipline policies or unforeseen instances that may occur in which the school administration warrants suspension a necessary form of discipline.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) 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 Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation 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.
- r) Made terroristic threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

- s) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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 the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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 subdivision (1).
- x) 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 Director or designee's concurrence.

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

- a) 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 Director or designee's concurrence.

If it is determined by the 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.

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.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee. A conference can be held in person or by telephone.

The conference may be omitted if the Director or designee determines that an emergency situation exists, or if the student or parent waives their right to a conference. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference due to an emergency situation or waiver, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense orally and in writing. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified either through conference or 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Scholars may be suspended for a maximum of twenty (20) days per school year. Kavod does not offer appeals in the case of suspensions.

Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director 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.

D. Authority to Expel

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

E. Expulsion Procedures

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

The hearing before the Administrative Panel or Hearing Officer shall be held in private session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least five (5) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined by the Administrative Panel or 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 (5) 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel or Hearing Officer 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 Administrative Panel or Hearing Officer 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 in a public setting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, 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 or Hearing Officer 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 or Hearing Officer decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

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

The Director or designee shall send a copy of the written notice of the decision to expel to the District and the student's district of residence. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Involuntary Student Disenrollment, Dismissal, or Transfer

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 school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent 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 right to request a hearing adjudicated by a neutral officer before the effective date of the action.

M. Expelled Pupils/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, district, or charter school shall be in the sole discretion of the Board following a meeting with the Director 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 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 the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

If the Charter School, 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 or a functional analysis 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 the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or 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, 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 the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School 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 Director 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:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

The Charter School 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 – RETIREMENT PROGRAMS

“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.” Ed. Code § 47605(b)(5)(K).

Kavod employees are covered by both components of the Federal Insurance Contribution Act (FICA), i.e., Social Security and Medicare. Kavod participates in the State Teachers’ Retirement System (STRS) for certificated employees. Non-certificated employees participate in social security.

The Executive Director or Designee is responsible for ensuring that appropriate arrangements for coverage are made.

The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

ELEMENT 12 – ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Kavod is a school of choice, and no student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Kavod admission forms will inform the parent or guardian of each pupil that the pupil has no right to admission in a particular school of a local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – EMPLOYEE RIGHTS

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14 – DISPUTE RESOLUTION

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

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

Disputes Arising from Within the Charter School

Disputes arising from within Kavod, including all disputes among and between parents, scholars, staff, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by Kavod and in accordance with the law.

Disputes Between the Charter School and the District

The staff and governing board members of Kavod Charter School agree to attempt to resolve all disputes 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 Kavod, 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.

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

To Charter School:

Kavod Charter School
c/o Executive Director
6991 Balboa Ave
San Diego, CA 92111

To Director of Charter Schools:

Director of Charter Schools
San Diego Unified School District
4100 Normal Street, Annex 15
San Diego, CA 92103

A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. 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. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

If the controversy, claim, or dispute cannot be 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, and each party shall be solely responsible for its own attorneys’ fees. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 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. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

In the event that the mediation process does not result in the resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, Kavod shall be given a reasonable amount of time to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of Kavod’s students.

ELEMENT 15 – CLOSURE PROCEDURES

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

The following procedures shall apply in the event Kavod closes. The following procedures apply regardless of the reason for closure.

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

The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Diego County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six (6) months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

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

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

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

As specified by the Budget in APPENDIX J, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The Executive Director will be responsible for executing the closure procedures.

MISCELLANEOUS PROVISIONS

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Ed. Code § 47605(g).

BUDGET AND FINANCIAL REPORTS

Attached, as APPENDIX K, please find the following documents:

- LCAP

Attached, as APPENDIX J, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

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

Kavod shall annually prepare and submit the following reports to SDUSD and the San Diego County Superintendent of Schools, as required by Ed Code §47604.33:

- On or before July 1, a preliminary budget.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final un-audited report for the full prior year.

Additional report deadlines with direct, monetary impact on Kavod include the following reports that Kavod will file:

- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) – last business day in July
- First 20-Day Actual Attendance Report for New Charters and Grade Level Expansion Charters – not later than five business days following the end of the first 20 school days, i.e., late October
- Charter School Attendance Data for the previous year to be used to calculate lottery funding – July 15
- Corrections to be applied at the P-1 Apportionment – October 1
- Special Apportionments for New and Expanding Charter Schools, September- December
- Charter School Economic Impact Aid (EIA) Attendance Data – mid-January
- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) – Mid-January
- First Director Apportionment (P1) Report - first week of January
- Charter school attendance corrections for prior fiscal year – mid-March
- Second Director Apportionment (P2) Report – first week of May
- Charter school EIA data (English learners pupil count for newly operational charters only) – first week of May
- Final Charter School Attendance Report – mid-July

Administrative Services

The Charter School provides or procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

INSURANCE REQUIREMENTS

No coverage shall be provided to Kavod by the District under any of the District’s self-insured programs or commercial insurance policies. Kavod shall secure and maintain, as a minimum, insurance as set forth below with insurance companies

acceptable to the District in order to protect the charter school from claims which may arise from its operations. Kavod shall meet, at minimum, the below insurance requirements.

It shall be the Kavod's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000,000/\$1,000,000.

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

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

Fidelity Bond coverage shall be maintained by Kavod to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.

*Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the San Diego Unified School District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

Should Kavod deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Kavod. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District.

Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between Kavod and the District and a copy of this policy will be available to the District upon request.

EVIDENCE OF INSURANCE

Kavod shall furnish to SDUSD all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Should Kavod deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Kavod.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, Kavod does hereby agree, at its own expense, to indemnify, defend and hold harmless the District, its Board of Education, and their members, officers, directors, agents, representatives, employees and volunteers (collectively, the “District Indemnities”) from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. Kavod further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the District Indemnities from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Kavod, and their officers, directors, employees or volunteers. Moreover, Kavod agrees to indemnify and hold harmless the District Indemnities for any contractual liability resulting from third party contracts with Kavod’s vendors, contractors, partners or sponsors.

FACILITIES

Kavod will be moving to the Schweitzer side of Lindbergh Schweitzer under Prop 39. Over time, this site can cater to a minimum of two classes per grade K-8. The facility will include spaces for: offices, a private resource room, teacher work area, and playground, storage, auditorium/multipurpose area. Kavod will also continue to research other facilities options in cooperation with the District. Kavod will adhere to all safety regulations and zoning regulations as necessary for a school’s facility. If Kavod moves, the Kavod board will approve the new address and will submit to the District a charter revision.

CALPADS

Kavod reports independently of San Diego Unified School District for CALPADS.

CIVIL LIABILITY IMPACT ON DISTRICT

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

Further, the Charter School and the District may enter into a memorandum of understanding, 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 will 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 will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDIX A: HEBREW PUBLIC INFORMATION

HEBREW PUBLIC

Relationship to Kavod Charter School:

Hebrew Public, formerly The Hebrew Charter School Center, is an organization that provides support to Kavod through on-ongoing efforts as described below, including professional development and fundraising efforts. Hebrew Public does not, in any manner, govern Kavod and does not dictate how Kavod is operated.

Hebrew Public is a nonprofit organization that was created in 2009 to advance the Hebrew charter school movement by partnering with planning teams and existing charter schools across the country to:

- Build and increase the capacity for designing new, high quality Hebrew language charter schools;
- Provide resources for established schools;
- Grow a field of educators prepared to lead Hebrew language charter schools and the movement;
- Promote and support a network of high quality Hebrew language charter schools;
- Support local communities to develop Hebrew language charter schools and to maximally benefit from their impact on children and families.

Mission of Hebrew Public

To build a movement of academically rigorous dual-language charter schools across America that teach children of all backgrounds to become fluent and literate in Modern Hebrew and prepare them to be productive global citizens.

Hebrew Public works to accomplish our mission in the following ways:

- Recruiting communities, members and local foundations to partner with Hebrew Public to establish new schools;
- Awarding planning and support grants to charter school development teams;
- Providing technical assistance in the creation and development of schools;
- Helping identify and train school leaders, teachers and Board members;
- Coordinating professional development that is customized to meet the needs of educators in Hebrew language charter schools;
- Generating and publishing curricular materials;
- Providing direct training and consultation to Hebrew language charter schools;
- Engaging in capacity-building activities that leverage the collective strength of schools in the network;
- Ensuring that schools receive legal expertise in the areas of constitutional issues and in individual state education law.

Hebrew Public provides a wide range of resources and services to help Hebrew language charter schools deliver the highest caliber educational programs.

New School Development

Hebrew Public works with planning teams across the country to help develop new Hebrew charter schools. This work spans the period from initial school conception through school startup, and may include assistance in areas such as:

- Feasibility Analysis
- Charter Application Process
- Community Outreach
- Planning and Startup Grants
- Budget Modeling
- Board Formation and Training
- School Leadership and Staff Recruitment
- Student Recruitment
- Public Relations and Marketing

Ongoing School Support

Once a new school opens its doors to students and families, Hebrew Public provides a full range of ongoing support to individual schools, including:

- Curricular Resources, including those relating to Hebrew and the Culture and History of Israel and its Immigrant Communities
- Coaching and Mentoring of School Leaders and Board Members
- Operating Loans and Grants
- Support for Innovative Classroom Projects
- Site Visits
- Teacher Evaluation Practices
- Student Data Systems
- Fundraising
- Legal Issues

Network-wide Activities

In addition to individualized school support, Hebrew Public works to strengthen our entire network of schools through:

- Regional and National Convening
- Hebrew Charter School Institute
- On-line Courses for Staff
- Sharing of Best Practices
- Research and Evaluation

Hebrew Public's services, including technical assistance, consulting, site visits, recruitment, professional development, curricular resources, access to grants and loans, and more, are made possible both by the Center's funders, and through fee arrangements with network schools.

APPENDIX B: SAMPLE DAILY BELL SCHEDULE K-8

	TK	Kinder A	Kinder B	First A	First B	Second A	Second B	Third A	Third B	fourth	fifth	fourth	fifth
7:52-8:25	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:27-9:17	Readers	Hebrew 1	Readers	writers	writers	PE (F)/Sp (M/TH)/Music(T)	readers	PE (t)/Sp (M/TH)/Music(F)	readers	Hebrew 4	Hebrew 3	Math	Math
9:17-9:27	recess	recess	recess	recess	recess	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period
9:30-10:15	math	math	math	Math	Math	Hebrew 2	Hebrew 1	writers	writers	readers	PE (t)/Sp (M/TH)/Music(F)	PE (F)/Sp (M/TH)/Music(T)	readers
10:15-10:25	snack	snack	snack	snack	snack	snack	snack	recess	recess	recess	recess	recess	recess
10:25-10:35	recess	recess	recess	recess	recess	recess	recess	snack	snack	snack	snack	snack	snack
10:35-11:20	PE (M)/Sp (T/F) music (Th)	Readers	Hebrew 1	Hebrew 2	readers	writers	writers	Hebrew 4	Hebrew 3	Math	Math	Readers	PE (M)/Sp (T/F) music (Th)
11:20-11:40	recess	recess	recess	recess	recess	recess	recess	lunch	lunch	lunch	lunch	lunch	lunch
11:45-12:05	lunch	lunch	lunch	lunch	lunch	recess	recess	recess	recess	recess	recess	recess	recess
12:10-12:40	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement	Values/ Supplement
12:40-1:25	writers	PE (Th)/Sp (T/F) Music (M)	PE(M)/Sp (M/TH) music (F)	Readers	Hebrew 2	readers	PE (F)/Sp (M/TH)/Music(T)	Math	Math	writers	writers	Hebrew 4	Hebrew 3
1:25-1:35	recess	recess	recess	recess	recess	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period	Mindfulness Period
1:35-2:20	Hebrew 3	writers	writers	PE (Th)/Sp (T/F) music (M)	PE(F)/SP(M/Th) music (T)	Math	Math	readers	PE (t)/Sp (M/TH)/Music(F)	PE (M)/Sp (T/F)/Music(Th)	readers	writers	writers
2:25-3:05	SS/Sc/Flex GS (M)	SS/Sc/Flex GS (T)	SS/Sc/Flex GS (T)	SS/Sc/Flex GS (T)	SS/Sc/Flex GS (T)	SS/Sc/Flex GS (Th)	SS/Sc/Flex GS (Th)	SS/Sc/Flex GS (T)	SS/Sc/Flex GS (Th)	SS/Sc/Flex GS (M)	SS/Sc/Flex GS (T)	SS/Sc/Flex GS (Th)	SS/Sc/Flex GS (F)
3:05-3:10	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom	homeroom

		6th A	6th B			7th A	7th B			8th A	8th B	Wed		
22	8:10-8:32	Advisory	Advisory	22	8:10-8:32	Advisory	Advisory	22	8:10-8:32	Advisory	Advisory	8:10-8:15	5	Homeroom
50	8:37-9:27	Spanish	Science	50	8:37-9:27	Math	English	50	8:37-9:27	Design(M/Th)/PE(T/F)	Design(T/F)/PE(M/Th)	8:17-9:07	50	Subject Block*
50	9:32-10:22	English	Math	50	9:32-10:22	Spanish	Science	50	9:32-10:22	Social Studies (M/Th)/Study (T/F)	Social Studies(T/F)/Study (M/Th)	9:11-10:11	50	Subject Block*
53	10:27-11:20	Science	Spanish	53	10:27-11:20	PE(M/Th)/Social Studies (T/F)	PE(T/F)/Social Studies (M/Th)	53	10:27-11:20	Hebrew	Hebrew	10:15-10:50	35	Global Studies/Community Service
50	11:25-12:15	PE(M/Th)/Social Studies (T/F)	PE(T/F)/Social Studies (M/Th)	50	11:25-12:15	study (M/Th) Design (T/F)	study(T/F) Design (M/Th)	50	11:25-12:15	English	Math	10:54-11:44	50	Subject Block*
lunch	12:15-12:40	lunch	lunch	lunch	12:15-12:40	lunch	lunch	lunch	12:15-12:40	lunch	lunch	11:48-12:38	50	Subject Block*
50	12:42-1:32	study (M/Th) Design (T/F)	study(T/F) Design (M/Th)	50	12:42-1:32	Science	Spanish	50	12:42-1:32	Math	English			
50	1:35-2:25	Math	English	50	1:35-2:25	Hebrew	Hebrew	50	1:35-2:25	Spanish	Science			
50	2:30-3:20	Hebrew	Hebrew	50	2:30-3:20	English	Math	50	2:30-3:20	Science	Spanish			

*music in a double block on Wed

*art in a double block on Wed

*Theater in a double block on Wed

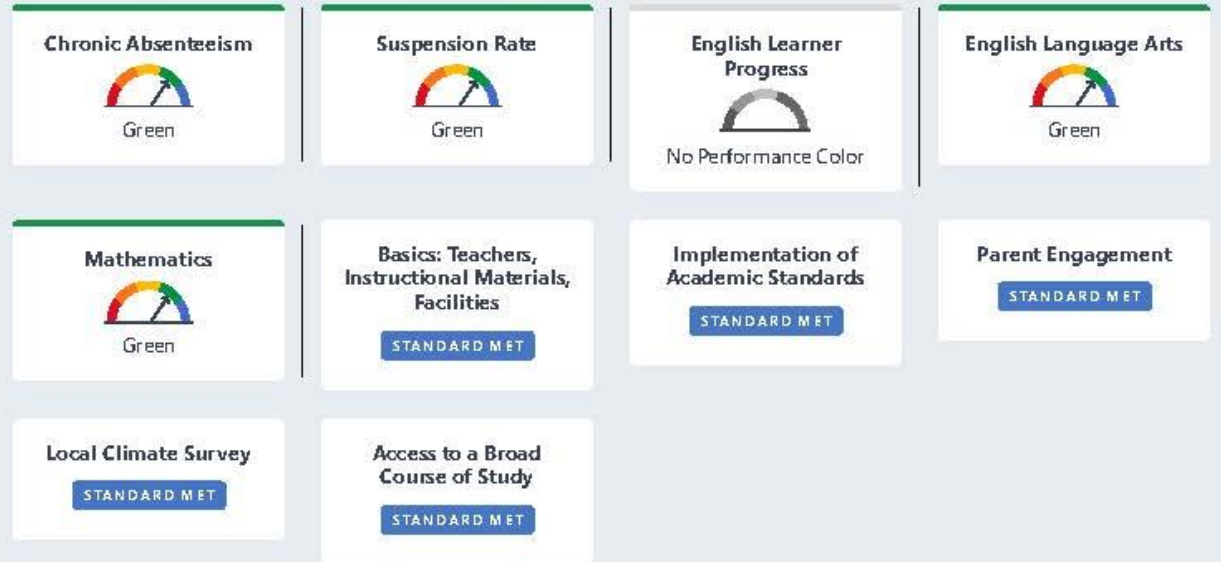
APPENDIX C: DASHBOARD RESULTS

[Generate PDF Report](#)

[View Additional Reports](#)

Kavod Elementary Charter

Explore the performance of Kavod Elementary Charter under California's Accountability System.



School Details

Optional Narrative Summary

Completed By Kavod Elementary Charter

Kavod creates a community of respectful, globally conscious citizens who strive for academic excellence through perseverance. Kavod's focus on dual-language and implementation of a globally diverse curriculum supports students in appreciating diversity and other cultures. Kavod students are explorers who explore new concepts, challenging ideas, and various ways to positively contribute to their communities.

NAME

Kavod Elementary Charter

ADDRESS

6991 Balboa Avenue
San Diego, CA 92111-3447

WEBSITE

<http://www.kavodeleme...>

GRADES SERVED

K-5

Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

177

View More Information ✓

LEARN MORE

Socioeconomically Disadvantaged

32.2%

LEARN MORE

English Learners

19.8%

LEARN MORE

Foster Youth

0%

KAVOD ELEMENTARY CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students State



Green

26.8 points above standard

Declined -9.6 Points

EQUITY REPORT

Number of Student Groups in Each Color



View More Details ✓

LEARN MORE

Mathematics

All Students State



Green

7.6 points above standard

Increased 3.8 Points

EQUITY REPORT

Number of Student Groups in Each Color



View More Details ✓

LEARN MORE

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

55.6%

Level 3 - Moderately Developed

38.9%

Level 2 - Somewhat Developed

5.6%

Level 1 - Beginning Stage

0%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

View More Details ✓


Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

[All Students](#) [State](#)



Green

6.4% chronically absent

Declined Significantly
-3.9%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	0 Blue	

[View More Details](#) ✓

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

[View More Details](#) ✓

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students State



Green

0.5% suspended at least once

Increased 0.5%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
0 Green	2 Blue	

View More Details ✓

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details ✓

LEARN MORE

Parent Engagement

STANDARD MET

View More Details ✓

LEARN MORE

Local Climate Survey

STANDARD MET

View More Details ✓

APPENDIX D: ARTICLES OF INCORPORATION

10/10

A0821249

3371243

RESTATED ARTICLES OF INCORPORATION
OF
KAVOD ELEMENTARY CHARTER SCHOOL

FILED *LN*
Secretary of State
State of California
NOV 16 2018 *[Signature]*

ice

The undersigned certify that:

1. They are the President and the Secretary of Kavod Elementary Charter School, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Kavod Charter School.

II.

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 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 one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and 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.

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 nonprofit public benefit provisions of the Nonprofit 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.

IV.

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.

V.

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 nonprofit 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.

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: October 24, 2018


Jeremy Van Frank, President


Harriet Herman, Secretary



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

NOV 27 2018

Date: _____

Handwritten signature of Alex Padilla in cursive.

ALEX PADILLA, Secretary of State

APPENDIX E: BYLAWS

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Amended & Restated
BYLAWS
OF
KAVOD CHARTER SCHOOL
(Approved July 9th, 2019)

ARTICLE I
NAME

Section 1. NAME.

The name of this corporation is Kavod Charter School (the "Corporation").
(Formerly, Kavod Elementary Charter School)

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION.

The principal office for the transaction of the activities and affairs of this Corporation shall be located in the City and County of San Diego, State of California, currently at 6991 Balboa Ave, San Diego CA 92111. 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. OTHER OFFICES OF THE CORPORATION.

The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 3. GENERAL AND SPECIFIC PURPOSES.

The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including

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ARTICLE I
NAME

Section 1. NAME.

The name of this corporation is Kavod Charter School (the "Corporation").
(Formerly, Kavod Elementary Charter School)

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION.

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Section 2. OTHER OFFICES OF THE CORPORATION.

The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 3. GENERAL AND SPECIFIC PURPOSES.

The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including

the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS.

Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neutral, the singular includes the plural, and the plural includes the singular and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEFINITION OF ASSETS.

This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, or all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS.

This corporation shall have no members within the meaning of the Nonprofit Corporation Law, Corporation Code Section 5056. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of non-voting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable law, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS.

Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a) Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b) Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency or country; conduct its activities in or outside California.
- c) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledge, hypothecations, and other evidences of debt and securities.
- d) Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS.

The number of directors shall be no less than five (5), and no more than nine (9), unless changed by amendments to these bylaws, provided that one (1) seat shall be reserved for a parent or guardian representative. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All Directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws. The

current size of the Board of Directors is set at 9 members.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Director has been designated and qualified.

Terms for the initial board list and of the current Board of Directors and their respective terms of office shall be kept in the books and records of the Corporation and shall be updated at least annually. The terms of the Directors are staggered; any replacement Director shall serve the remainder of the departing Director's term. The Directors at the time of these amended and restated Bylaws is as follows, with the expiration date of their term:

Name:	Term	Term Expires
Jeremy van Frank	2018-2020	July 1, 2020
Avi Frohlichman	2019-2021	July 1, 2021
Harriet Herman	2018-2020	July 1, 2020
Tamar Caspi	2018-2020	July 1, 2020
Svetlana Sowers (Parent Representative)	2019-2021	July 1, 2021
John Milikowsky	2019-2021	July 1, 2021
Brian Elswick	2019-2021	July 1, 2021
Michelle Anderson	2018-2020	July 1, 2020
Vacant	2019-2021	July 1, 2021

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTOR'S TERM.

Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE.

The President will identify qualified candidate(s), or appoint a committee to designate qualified candidate(s), for election to the Board of Directors at least

seven (7) days before the date of any election of directors and shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates identified.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.

If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD.

A vacancy or vacancies on the board of directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of the director who has been convicted of a felony, declared of unsound mind by court order, or found by final order or judgment of any court who have breached a duty under California nonprofit public benefit Corporation Law, Chapter 2 Article 3; (c) the increase of authorized number of directors; or (d) the failure of the parent or guardian representative to have at least one child attending Kavod Charter School.

Section 9. RESIGNATION OF DIRECTORS.

Except as provided below, any director may resign by giving written notice to the President, or the Secretary, or to 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. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS.

Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in section 12.

Section 12. VACANCIES FILLED BY THE BOARD.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of the majority of the directors then in office at a regular or special meeting of the Board or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.

Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS.

Meeting shall be held at the principal office of Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code section 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS.

All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with section 54950) of Division 2 of Title 5 of the Government Code. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the board of directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS.

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time-to-time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or designee should post an agenda containing a brief General description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETING.

Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors she'll also receive at least twenty-four (24) hours' notice of the special meeting, in this manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for the purpose of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted, by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will probably communicated to the receiver.
- c. The notice of a special meeting shall State the time of the meeting, and the place if the place is other than the principal office of Corporation, and the general nature of the business supposed to be transacted at the meeting. No business, other than the business of the general nature of which was set forth in the notice of the meeting, may be transacted at the special meeting.

Section 19. QUORUM.

If an odd number of seats are filled, a majority of the directors then in office shall constitute a quorum; if an even number of seats are filled, fifty percent of the directors will constitute quorum. Every act or decision done or made by a majority of the directors present at a meeting duly held at which quorum is present is an act of the Board. A meeting at which quorum is initially present may continue to transact business notwithstanding the withdrawal of director(s), so long as any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS.

Members of the board of directors may participate in teleconference meeting so long as all of the following requirements in the brown act are complied with:

- a) At the minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from the location within the boundaries of the school district in which the charter school operates;
- b) All votes taken during a teleconference meeting shall be by roll call;
- c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT.

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT.

Unless determined by a Board resolution or as identified in the bylaws otherwise, directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES.

The Board, by resolution adopted by a majority of the directors then in office, may create one or more Committees of the Board, each consisting of two or more directors and no

¹ This means that members of the Board of Director who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibit requiring members of the public to provide their names as a condition of attendance at the meeting.

one who is not a director, to serve at the pleasure of the board. Appointments to Committees of the Board of Directors shall be by majority vote of authorized number of directors. The Board of Directors may appoint one or more directors as an alternate member of any such committee, who may replace any absent number at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a) Any final action on any matter that, under the California Nonprofit Public Benefit Corporation law, also requires approval of the members or approval of the majority of all members;
- b) Fill vacancies on the Board of Directors or any committee of the Board
- c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d) Amend or repeal bylaws or adopt new bylaws;
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f) Create any other committees of the board of directors or appoint the members of committees of the Board;
- g) Expend corporate funds to support a nominee for director if more people have been nominated for director that can be elected; or
- h) Approve any contract or transaction to which the corporation is party and in which one or more of its directors has material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meeting. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES.

Meetings and actions of Committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, Other Board of Directors' actions, and the Brown Act, if applicable except that the time for general meetings of such committees and the calling of special meetings of such committees maybe set either by Board of Directors' resolution or, if none, by resolution committee. minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON LIABILITY OF DIRECTORS.

No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

The charter school in the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD.

The offices of this Corporation shall be a President, a Secretary, and a Chief Financial Officer who should be referred to as Treasurer, and a Community Advocate. The officers, in addition to the corporate duties set forth and this article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS.

Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President of the Board.

Section 3. ELECTION OF OFFICERS.

The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS

Without prejudice to the right of any officer under an employment contract the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS.

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

Section 6. VACANCIES IN OFFICE.

A vacancy in any office because of death, resignation, removal, disqualification, or other causes shall be filled in a manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. PRESIDENT.

The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described and any applicable employment contract, agreement, or job specification. The President shall have such other powers and duty as the Board of Directors or the bylaws may require. The President shall also preside at the Board of Directors' meetings.

Section 8. SECRETARY.

The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board of directors made direct, a book of minutes of all meetings, proceedings, and actions of the board and of committees of the board. The minutes of each meeting shall include the time and place of the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at a board of directors and committee meetings

The secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of the board and of Committees of the board of directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in a safe custody and shall have such other powers and perform such other duties as the board of directors or the bylaws may require.

Section 9. TREASURER.

The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and counts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to director such financial statements and reports as a required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at any reasonable times.

The Treasurer shall or cause to (a) deposit or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors designate; (b) distribute the corporation's funds as a Board of Directors may order; (c) render to the President, and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have

such other powers and perform such other duties as the Board, contract, job specification, or bylaws may require.

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

Section 10. COMMUNITY ADVOCATE.

The Community Advocate is responsible for advocating for the charter school in the community and to support the charter development, growth, and presence in the community. This position requires the director to perform duties beyond the scope of other directors and therefore may be eligible for a stipend as approved by the Board of Directors.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS.

The corporation shall not enter into a contract or transaction in which a director directly or indirectly as a material financial interest nor any other Corporation, firm, Association, or other entity in which one or more of this Corporation directors have a material financial interest.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g. officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI
LOANS TO DIRECTORS & OFFICERS.

Section 1. LOANS TO DIRECTORS & OFFICERS.

This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may Advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his

or her duties if that director or officer would be entitled to reimbursement for such expenses of corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION.

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

On written request to the board of directors by any person seeking indemnification under Corporation Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporation Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met, if so, the board of directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE.

This Corporation shall have the right to purchase and maintain Insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, you cover any liability asserted against or incurred by any directors, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS.

This Corporation shall keep:

- a) Adequate and correct books and records of account;
- b) Written minutes of the proceedings of the board and Committees of the board; and
- c) Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS RIGHT TO INSPECT.

Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make tracks of documents as permitted by California and federal law. This right to inspect maybe circumscribed in instances where the right to inspect conflicts with California or federal law. (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES.

On written demand of the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the board of directors and Committees of the Board of Directors at any reasonable time for a purpose reasonably related director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BY-LAWS.

This Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and bylaws, as amended to the current state, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS.

The Board of Directors shall cause and annual reports to be sent to itself the members of the Board of Directors within a hundred and twenty days after the end of the corporation's fiscal year. That report shall contain the following information inappropriate to detail:

- a) the assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year,
- b) principal changes in assets and liabilities, including trust funds;
- c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- d) the corporation's expenses or disbursement for both general and restricted purposes;
- e) any information required under these bylaws; and
- f) an independent accountants report or, if none, their certificate of an authorized officer of the corporation that such statements were prepared without on it from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

As part of the annual reports to all directors, or as a separate document if no annual report is issued, the corporation shall within a hundred and twenty days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or individual indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an interested person had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interest person involving, in aggregate, more than \$50,000. For this purpose an interested person is either:

1. Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
2. Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need to be stated.

**ARTICLE XVII
BY LAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS.

The Board of Directors may adopt, amend or repeal any of these bylaws by majority of the director is present at a meeting duly held at which aquarium is present, except that no amendment shall change any provisions of the charter that created Kavod Elementary Charter School now Kavod Charter School or make any provisions of these bylaws and consistent with the charter, the corporation's Articles of Corporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION.

The fiscal year of the corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Kavod Charter School, a California nonprofit public benefit corporation; that these bylaws are the bylaws of this Corporation as adopted by the Board of Directors on June 25, 2019; and that these bylaws have not been amended or modified since that date.

Executed on July 9th, 2019 at San Diego, California.


Harriet Herman, Secretary 7/9/19

APPENDIX F: CONFLICT OF INTEREST



Title: Conflict of Interest
Type: Organizational Policies
Strand: Board Governance
Number: BP 1011

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KAVOD CHARTER SCHOOL
CONFLICT OF INTEREST CODE

I. Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100 *et seq.*, Kavod Charter School, a California Nonprofit Public School, hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Kavod Charter School ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "Designated Employees." The Designated Employees' positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Form 700 Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Original Statements shall be filed with the Charter School.

V. DISQUALIFICATION

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

Kavod Charter School, a California Public Charter School



Title: Conflict of Interest
Type: Organizational Policies
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VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Kavod Charter School, a California Public Charter School



Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1,2, and 3).

- A. Members of the Governing Board and their alternates (if applicable)
- B. Candidates for Member of the Governing Board
- C. Officers (Chair, Vice-Chair, Treasurer, Secretary, if not already included in Category A above)
- D. Executive Director of Charter School
- E. Consultants¹

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category I of "Exhibit B."



Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of San Diego County ("County") or (2) within two miles of the boundaries of the County, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, in directly, or beneficially, a 10% interest or greater.)

- A. Investments in or income from persons or business entities which are contractors or sub-contractor which are or have been within the previous two-year period engaged in the performance of building construction or design within County.

- B. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the County.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Director. Investments include the interests described in Category 1.

¹ The Charter School Director may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.



Title: Conflict of Interest
Type: Organizational Policies
Strand: Board Governance
Number: BP 1011

Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100 et seq., Kavod Charter School, a California Nonprofit Public School, hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Kavod Charter School ("Charter School"), as specifically required by California Government Code Section 87300. As the Charter School has agreed to comply with Government Code Section 1090, in addition to the Political Reform Act, this Code also conforms with the requirements of Section 1090.

Certification of Secretary

I certify that I am the duly elected and acting secretary of Kavod Charter School, a California Nonprofit Public School. That is the Conflict of Interest Code of this organization as adopted by the Board of Directors on 9/13/18.

Executed on 9/20/18 at 6991 Balboa Ave
SAN DIEGO California.


Signature of Secretary

APPENDIX G: BOARD ROSTER

Kavod Board Roster

Board Member	Position	Term	Phone	Email
Jeremy van Frank	President	2018-2020	858.386.0887	President@kavodcharter.org
Avi Frohlichman	Treasurer	2019-2021	858.386.0887	Board@kavodcharter.org
Harriet Herman	Secretary	2018-2020	858.386.0887	Board@kavodcharter.org
Tamar Caspi	Community Advocate	2018-2020	858.386.0887	Tamar@kavodcharter.org
Svetlana Sowers	Parent Representative	2019-2021	858.386.0887	ParentRep@Kavodcharter.org
Michelle Anderson	Member	2018-2020	858.386.0887	Board@kavodcharter.org
John Milikowsky	Member	2019-2021	858.386.0887	Board@kavodcharter.org
Brian Elswick	Member	2019-2021	858.386.0887	Board@kavodcharter.org

APPENDIX H: PUBLIC SAFETY PLAN

A Comprehensive Safety Plan is on file at Kavod.

Site Emergency Response Plan

Kavod Elementary

6991 Balboa Ave, San Diego CA 92111

PUBLIC DOCUMENT

PUBLIC DOCUMENT
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Emergency Startup Procedures

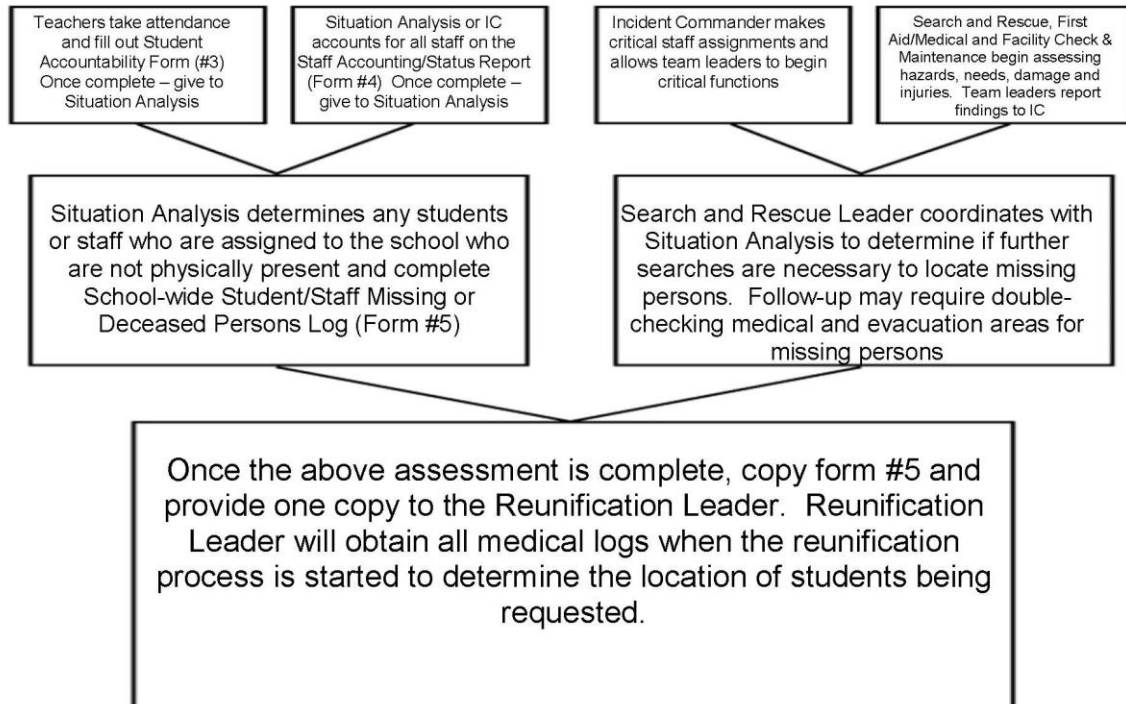


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SECTION FOUR – Site Incident Command Forms

Site Forms #01 - #14

SECTION FIVE – Sate Hazard Assessment Key (6 Pages)

SECTION SIX – Executive Summary

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SECTION ONE - Site Facility Information

Location

Site Name: Kavod
Site Address: 6991 Balboa Ave San Diego CA 92111

Site Direct Phone Number: 8584299254
Site Fax Number: 8587779197

Site Public Phone Number: 8583860887



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Site Emergency Resource Information

Emergency Disaster Kit

This site maintains 1 kits.

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Emergency Response Box, which is carried out of the site to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. Further assistance can be found in District Emergency Procedure #16. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie talkies)
- Flashlights – recommend one per Site Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately in Section Five)
- Walkie Talkies – recommend a minimum of five (Site Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Note Pads – recommend one per Site Incident Command Team member (17)
- Pencils & Pens - recommend one each per Site Incident Command Team member (34)
- Copies of Forms – (See Section Five for all Forms)
- Chalk - recommend twenty-five sticks
- 3x5 Cards – recommend one hundred
- Medical Team Supplies –Form #6
- Search and Rescue Team Supplies –Form #8
- Vests for Key Personnel – recommend a total of 17 for Site Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Five)

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections at the beginning of the year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

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September 3 , 2018

Emergency Response Boxes

This site maintains Emergency Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

The Emergency Response Boxes are a file folder type boxes. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). Further assistance can be found in District Administrative Procedure 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Response Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of site or school layout. Map must show **all** buildings, classroom numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos.
- Telephone numbers for each classroom/building.

Maintenance of the Emergency Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will work with School Police Services on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

SECTION TWO - Emergency Procedures

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "**Area of Rescue Assistance.**" Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

Site Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in District Emergency Procedure 04.

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Shelter-In-Place is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students or adults to the office by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" notification is given.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

Site Lockdown Procedure

A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site. Additional information pertaining to Lockdown is available in District Emergency Procedure 09.

Notification

The Site Incident Commander is responsible to notify the Site Incident Command Team when a Lockdown is necessary. School Police Services, in coordination with the Site Incident Commander is responsible for activating the Lockdown notification procedures for site-level personnel.

If the primary emergency notification system fails to activate, the school has a series of backup notifications processes, including two-way radios and bull horn.

Activation & Deactivation

Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows, be quiet. Take attendance and quietly radio, telephone, or e-mail information pertaining to missing or extra students or adults to the office. If safe to do so, monitor e-mail for updates. If you hear gunfire or if someone tries to enter your room, have everyone "Duck, Cover, and Hold" under desks. Do not open doors or windows. Remain in lockdown until the "All Clear" notification is given.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

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September 3 , 2018

APPENDIX I: UNIFORM COMPLAINT POLICY

KAVOD UNIFORM COMPLAINT POLICY AND PROCEDURES

The Board of Directors (“Board”) of Kavod Charter School (“Charter School”) is committed to compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally, and the Board encourages the early resolution of complaints at the school level whenever possible. If you have a concern, you can always come and talk to one of us. If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out below.

The Charter School will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with the Charter School’s uniform complaint procedures set out below.

Scope

The Charter School is primarily responsible for compliance with federal and state laws and regulations. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in California Education Code Sections 200 and 220 and Government Code Section 11135 (on the basis of the person’s actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, mental disability, physical disability, medical condition, pregnancy, genetic information, marital status, or any others characteristic that is considered a hate crime under Penal Code Section 422.55, including immigration status) or a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints regarding the Charter School’s failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities; the requirements for the development and adoption of a school safety plan; the Local Control and Accountability Plan, Annual Updates or other Plan compliance requirements; the rights of foster and homeless youth or former Juvenile Court pupils now enrolled in a school district; or violations of state or federal law and regulations governing Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects the confidentiality of the parties, as appropriate, and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, or as otherwise permitted or required by law, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process. Participation shall not in any way affect the status, grades or work assignments of any student.

Compliance Officers

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

Alexa Greenland
Executive Director
PO Box 22044
San Diego, CA 92192
858.386.0887

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

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Kavod Board or its designee.

Notifications

The compliance officer or designee shall annually provide notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, any applicable advisory committees, school officials and other interested parties via the website and in the school handbook.

The notice shall be in English, and when necessary (i.e., when fifteen percent (15%) or more of the pupils enrolled in the Charter School speak a single primary language other than English) the notice shall translated into that other primary language pursuant to Education Code Section 48985.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall:

1. Identify the person(s), position(s), or unit(s) designated to receive complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Section 1, Article 5.5., of Title 2 of the Education Code;
3. Include information about complaints related to the Local Control and Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code Section 52075;
4. Advise the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable;
5. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies; and,
6. Include statements that:
 - a) The Charter School is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;
 - b) The complaint review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - c) A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six (6) months from the date it occurred or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying;
 - d) The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within fifteen (15) calendar days of receiving the Charter School's decision;
 - e) The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision; and
 - f) Copies of the Charter School's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within sixty (60) calendar days of the Charter School's receipt of the complaint. The compliance officer or designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with California Code of Regulations, Title 5, Sections 4631 and 4633.

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

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. Upon written request by the complainant, the compliance officer or designee may choose to extend the filing period for up to ninety (90) calendar days.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the school's Principal, if that person is not the compliance officer. Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code Sections 49010 *et seq.*

Complaints related to Local Control and Accountability Plan compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Article 4.5 of Title 2 of the Education Code.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within ten (10) days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make arrangements for this process.

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

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

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

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint, but the meeting shall occur no later than fifteen (15) days of receiving the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The compliance officer shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the Charter School to the extent possible without participation by the complainant.

In accordance with law, the Charter School shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five (5) days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) calendar day of the Charter School initially received the complaint or within the time period that has been specified in a written agreement with the complainant.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted;
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal; and
7. Procedures to be followed for initiating an appeal to CDE, which include submitting a copy of the original complaint and copy of Charter School's Decision to CDE.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying arising under state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law, such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee or student is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee or student was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

In the case of complaints regarding the rights of foster and homeless youth or former Juvenile Court pupils now enrolled in a school district, the remedy shall go to the affected pupil. In the case of complaints regarding pupil fees, the development and adoption of a school safety plan and the LCAP, the remedy shall go to all affected pupils and parents/guardians. For complaints regarding pupil fees, Charter School shall in good faith attempt to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid an inappropriate pupil fee under the applicable law within one (1) year prior to the filing of the complaint.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the compliance officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision;
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator;
5. A report of any action taken to resolve the complaint;
6. A copy of the Charter School's complaint procedures; and
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in California Code of Regulations, Title 5, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the Charter has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with California Code of Regulations, Title 5, Section 4622. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with California Code of Regulations, Title 5, Section 4622.

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: _____

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"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---------------------------------|--|---|
| Age | Gender / Gender Expression / Gender Identity | Sex (Actual or Perceived) |
| Ancestry | National Origin | Sexual Orientation (Actual or Perceived) |
| Color | Race | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Religion | |
| Ethnic Group Identification | Immigration Status | |

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 Charter 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: _____

Mail complaint and any relevant documents to:

Alexa Greenland
Executive Director
PO Box 22044
San Diego, CA 92192
858.386.0887

APPENDIX J: BUDGET AND CASH FLOW PROJECTIONS

**Kavod Charter School
Unaudited Budget
Fiscal Year 2019-20**

	Initial			
	Fiscal Year 2019-20	Fiscal Year 2020-21	Fiscal Year 2021-22	
Assumptions				
Charter Funding Rates				
Grades TK-3	9,013.00	9,180.00	9,394.00	
Grades 4-5	9,013.00	9,180.00	9,394.00	
Grades 7-8	9,013.00	9,180.00	9,394.00	
Property Tax	6,143.52	6,143.52	6,143.52	
Facility Grant				
Mandated Cost Block Grant	16.86	16.90	16.90	
One Time Discretionary Grant-PY ADA	-	-	-	
Lottery-Unrestricted	151.00	151.00	151.00	
Lottery-Restricted	53.00	53.00	53.00	
Special Ed-Federal (prior yr ADA)	125.00	125.00	125.00	
Special Ed-State	543.00	545.00	545.00	
Special Ed-Mental Health	25.00	25.00	25.00	
District Oversight Fee	3%	3%	3%	
El Dorado Admin Fee of Fed & State SPED Rev	4%	4%	4%	
Enrollment				
Grades TK-3	234	230	230	
Grades 4-5	86	112	138	
Grades 7-8	-	30	62	
	235	320	430	
ADA				
Grades TK-3	95.5%	223.47	219.65	219.65
Grades 4-5		82.13	106.96	131.79
Grades 7-8		0.00	28.65	59.21
		305.60	355.26	410.65
Prior Year Enrollment		235.00	320	372
Prior Year ADA		219.00	305.60	355.26
Unduplicated Count	41%	131	153	176
Special Ed Enrollment	10%	32	37	43
Annual Raise-Teachers		\$ 2,000.00	\$ 2,000.00	
Annual Raise-Other			3%	3%
CERTIFICATED				
Teachers				
Number	17.50	20.00	25.00	
Teachers	14.50	17.00	20.00	
Electives	3.00	3.00	5.00	
Support	0.00	0.00	0.00	
Number with Benefits	17.50	20.00	25.00	
Average Salary	54,000.00	56,000.00	58,000.00	
Certificated Bonuses-Percent of Salaries	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	
Certificated Sick Leave Payout-Percent of Salaries	\$ 750.00	\$ 750.00	\$ 750.00	
Substitutes-% of Average Salary Per Teacher	15%	1000	1000	2000
Certificated Teacher Aides				
Number	0	0	0	
Average Salary	-	-	-	
Certificated Administration				
Number	3	3	3	
Average Salary	72,666.67	76,846.67	79,152.07	
Ed Specialist-Special Ed				
Number	2	2	3	
Average Salary	54,000.00	55,620.00	57,288.60	
CLASSIFIED				
Instructional Aides				
Number of Hebrew Language	7	8	8	
Average Salary	5.00	5.00	5.00	
Number of Regular Aides	51,000.00	52,530.00	54,105.90	
Regular Aides w Health	0.00	0.00	0.00	
Average Salary	0.00	0.00	0.00	
Number of Special Ed Aides	-	-	-	
Average Salary	2.00	3.00	3.00	
Average Salary	42,500.00	43,775.00	45,088.25	
Classified Support/BSS				
Number	2	2.0	2	
Average Salary	38,750.00	39,912.50	41,912.50	
Classified Administration				
Number	1	1	1	
Average Salary	78,000.00	80,000.00	82,000.00	
Office Staff				
Number	2	2	2	
Average Salary	54,000.00	55,620.00	57,288.60	
Classified Bonuses-Per Employee	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	
Classified Sick Leave Payout-Per Employee	\$ 700.00	\$ 700.00	\$ 700.00	
Total Certificated Employees	22.50	25.00	31.00	
Total Classified Employees	10.00	11.00	11.00	
	32.50	36.00	42.00	
STRS	16.70%	18.10%	17.80%	
Social Security				
Based on Classified Salaries	6.20%	6.20%	6.20%	
Medicare				
Based on All Salaries	1.45%	1.45%	1.45%	
Number of Employees with Health	34.50	38.00	44.00	
Health Insurance				

Kavod Charter School
Unaudited Budget
Fiscal Year 2019-20

	Initial	Fiscal Year 2019-20	Fiscal Year 2020-21	Fiscal Year 2021-22
Employer Annual Contribution		6,000.00	6,000.00	6,000.00
Unemployment 2.7% on \$7000 base per employee		189.00	189.00	189.00
Workers Comp-based on all salaries		1.30%	1.30%	1.30%

Budget

	Fiscal Year 2019-20	Fiscal Year 2020-21	Fiscal Year 2021-22	
Income				
8011-State Apportionment	2,754,372.80	3,261,286.80	3,857,646.10	
Less: In Lieu of Property Taxes	(1,877,459.71)	(2,182,546.92)	(2,522,836.49)	
Less: Education Protection Act	(61,120.00)	(66,659.00)	(79,838.00)	
Total State Aide	815,793.09	1,012,080.88	1,254,971.61	
8096-in Lieu of Property Taxes	1,877,459.71	2,182,546.92	2,522,836.49	
8012-Education Protection Act	61,120.00	66,659.00	79,838.00	
8019-Prior Year Adjustments	-	-	-	
Total Revenue Limit	2,754,372.80	3,261,286.80	3,857,646.10	
8290-Title I	-	-	-	
8290-PCSGP Grant	-	-	-	
8181-Federal Special Ed	24,664.00	38,200.00	44,407.50	
Total Federal Revenue	24,664.00	38,200.00	44,407.50	
8560-State Lottery-Unrestricted	47,917.03	53,644.26	62,008.15	
8560-State Lottery-Restricted	17,510.84	18,828.78	21,764.45	
8550-Mandated Cost Block Grant	2,803.00	5,164.64	6,003.89	
8590-Facility Grant	-	-	-	
8550-One Time Discretionary	-	-	-	
8737-Other/Mental Health Revenue(NPS)	80,000.00	8,881.50	10,266.25	
8590-State Mental Health	7,640.00	8,881.50	10,266.25	
8792-State Special Ed	165,940.80	193,616.70	223,804.25	
Total State Revenue	321,811.67	280,135.88	323,846.99	
8660-Interest	5,000.00	5,000.00	5,000.00	
8600-Grants	-	-	-	
8985-Fundraising	45,840.00	53,289.00	61,597.50	\$ 150.00 Per ADA
Total Local Income	50,840.00	58,289.00	66,597.50	

Total Income	3,151,688.47	3,637,911.68	4,292,498.09
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Expenses

1100-Teachers Salaries	961,000.00	1,141,000.00	1,450,000.00
1105-Bonuses	3,500.00	4,000.00	5,000.00
1106-Stipends	17,500.00	20,000.00	25,000.00
1110-Sick/PTO Leave Payout	12,250.00	14,000.00	17,500.00
1120-Substitutes	1,000.00	1,000.00	2,000.00
1200-Support Salaries	-	-	-
1300-Certificated Admin	218,000.00	224,540.00	237,456.20
1305-Bonuses	2,100.00	2,100.00	2,100.00
1306-Stipends	2,000.00	2,000.00	2,000.00
1310-Sick/PTO Leave Payout	2,100.00	2,100.00	2,100.00
1900-Certificated Other	105,000.00	108,150.00	171,865.80
1905-Bonuses	600.00	600.00	900.00
1906-Stipends	2,000.00	2,000.00	3,000.00
1910-Sick/PTO Leave Payout	1,400.00	1,400.00	2,100.00
	1,328,450.00	1,522,890.00	1,921,022.00
2100-Instructional Aid	340,000.00	385,200.00	405,794.25
2105-Bonuses	1,400.00	1,600.00	1,600.00
2106-Stipends	6,000.00	6,000.00	6,000.00
2110-Sick/PTO Leave Payout	4,900.00	5,600.00	5,600.00
2200-Classified Support/BSS	77,500.00	79,825.00	83,825.00
2205-Bonuses	2,600.00	2,600.00	2,600.00
2210-Sick/PTO Leave Payout	1,400.00	1,400.00	1,400.00
2300-Classified Admin	78,000.00	80,340.00	82,000.00
2305-Bonuses	1,500.00	1,500.00	1,500.00
2310-Sick/PTO Leave Payout	700.00	700.00	700.00
2400-Office Staff	108,000.00	111,240.00	114,577.20
2405-Bonuses	1,600.00	1,600.00	1,600.00
2410-Sick/PTO Leave Payout	1,400.00	1,400.00	1,400.00
2900-Other Classified	-	-	-
	625,000.00	679,005.00	708,596.45
3101-STRS	219,220.90	271,607.59	341,941.92
3300-Social Security/Medicare	63,632.53	70,480.01	82,062.45
3400-Health & Welfare	168,000.00	192,000.00	240,000.00
3500-Unemployment	7,014.00	7,581.00	8,694.00
3600-Workers Comp	17,581.05	28,624.64	34,185.04
3900-Other Benefits	1,250.00	1,250.00	1,250.00
	476,698.48	571,543.24	708,133.40
Total Employee Compensation	2,490,148.48	2,773,438.24	3,337,751.85

4100-Approved Textbooks	27,200.00	31,620.00	36,550.00	\$ - Per new student	\$ 85.00 Per all Students
4200-Other Books	3,450.00	3,800.00	4,400.00	\$ 100.00 Per employee	(raz kids and books)
4310-Instructional Supplies	19,200.00	22,320.00	25,800.00	\$ 60.00 Per student	(science/social studies/all class supplies)
4320-Office Supplies	4,800.00	5,580.00	6,450.00	\$ 15.00 Per student	
4370-Custodial Supplies	4,800.00	5,580.00	6,450.00	\$ 15.00 Per student	
4390-Other Supplies	9,625.00	11,100.00	12,850.00	\$ 25.00 Per student	\$ 50.00 Per Employee
4420-Furniture & Equipment	19,125.00	11,700.00	13,050.00	\$ 225.00 Per new student	
4420-Furnishing for New Site	-	-	-		
4700-Food	1,800.00	800.00	900.00		
Total Books and Supplies	90,000.00	97,500.00	106,450.00		
5200-Travel & Conference	35,000.00	35,000.00	35,000.00		Clear Credential & IB Training/PD
5300-Dues and Membership	8,000.00	9,300.00	10,750.00	\$ 25.00 Per student	CCSA/WASC /B
5400-Insurance	22,445.00	33,480.00	38,700.00	\$ 90.00 Per student	
5500-Utilities	48,000.00	55,800.00	64,500.00	\$ 150.00 Per student	
5520-Custodial	3,200.00	3,720.00	4,300.00	\$ 10.00 Per student	
5600-Building Rent	-	-	-		
5600-Equipment Rent & Repairs	32,000.00	37,200.00	43,000.00	\$ 100.00 Per student	
5800-Audit & Tax Return	9,720.00	10,497.60	11,337.41		8% Increase per Year
5800-Legal	15,750.00	16,537.50	17,384.38		5% Increase per Year
5800-Advertisement/Recruitment	8,000.00	8,000.00	8,000.00		
5800-Tech Support	12,800.00	14,880.00	17,200.00	\$ 40.00 Per student	

Kavod Charter School
Unaudited Budget
Fiscal Year 2019-20

	Initial			
	Fiscal Year	Fiscal Year	Fiscal Year	
	2019-20	2020-21	2021-22	
5800-Instructional Consultant	13,200.00	13,720.00	14,300.00	\$ 10.00 Per student
5800-Special Ed Consultants	187,000.00	130,200.00	150,500.00	\$ 3,500.00 Per SPED student + \$75,000 for NPS
5800- Student Events	3,200.00	3,720.00	4,300.00	\$ 10.00 Per student
5800-Financial Management	40,000.00	42,800.00	45,796.00	7% Increase per Year
5800-Other - Software Licenses	18,000.00	18,000.00	20,000.00	School Mint, Powerschool, Microsoft, Adobe, Chrome & SPED
5800-Other - Assessments	12,800.00	14,880.00	17,200.00	\$ 40.00 Per student NWEA, CELDT, CASSP & SPED
5800-Misc Operating Exp	11,000.00	11,000.00	11,000.00	\$6000 Architectural Fees
5800-District Oversight Fee	27,543.73	32,612.87	38,576.46	1% State Apportionment
5800-District Oversight Fee-Facilities	55,087.46	65,225.74	77,152.92	2% State Apportionment
5800-El Dorado Admin Fee-SPED	7,624.19	9,272.67	10,728.47	Varies State & Federal SPED Revenue
5900-Communications	12,600.00	13,230.00	13,891.50	5% Increase per Year
6900-Depreciation Expense	-	-	-	
Total Other Expenses	582,970.38	579,076.37	653,597.14	
Total Expenses	3,103,118.85	3,445,014.61	4,097,798.99	
Net Inc (Dec)in Fund Balance	48,569.62	192,897.07	194,699.10	
Beginning of Year Projected Fund Balance	701,954.20	750,523.82	943,420.89	
End of Year Projected Fund Balance	750,523.82	943,420.89	1,138,119.99	
Minimum Ending Fund Balance - Greater of 3% of Expenses or \$50,000	93,093.57	103,350.44	122,933.97	
Shortfall or overage of required fund balance	657,430.25	840,070.45	1,015,186.02	

**Kavod Elementary Charter Sc
Cash Flow
2019-20**

	July Projected	August Projected	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	Check Totals
Beginning Balance													
Cash in Bank	250,000.00	333,907.12	437,899.52	297,200.11	316,769.87	374,406.46	286,006.25	189,851.79	156,626.30	317,217.72	335,530.39	356,946.03	
Cash in Treasury	230,000.00	179,178.55	277,957.05	149,177.54	198,507.52	51,865.99	64,341.69	66,669.66	109,729.38	124,016.38	195,536.95	108,729.38	
Total Cash	480,000.00	513,085.67	715,856.57	446,377.65	515,277.39	426,272.45	350,347.94	256,521.45	266,355.68	441,234.10	531,067.34	465,675.41	
Transfers Between Account													
Cash in Bank	230,000.00	227,849.09	125,927.59	280,733.26	327,063.22	183,426.41	195,902.41	198,230.38	415,610.88	277,951.13	260,277.10	265,670.13	
Cash in Treasury	(230,000.00)	(127,849.09)	(125,927.59)	(280,733.26)	(327,063.22)	(183,426.41)	(195,902.41)	(198,230.38)	(415,610.88)	(277,951.13)	(260,277.10)	(265,670.13)	

	July Projected	August Projected	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	Check Totals
State Special Ed	13,440.00												165,940.80
Prior Year													24,664.00
Federal Special Ed		24,664.00											87,640.00
Prior Year													43,200.00
Capital Health													45,840.00
Other													374,084.80
Fundraising													

	July Projected	August Projected	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	Check Totals
8011-State Appropriation	27,257.05												815,793.09
8012-Education Protection Act													61,120.00
8096-In Lieu of Property Taxes													1,877,459.71
Prior Year													153,940.75
8546-State Lottery													65,427.87
Prior Year													2,803.00
8550-Mandated Cost-Block Grant													5,000.00
8599-Other Discretionary													1,250.00
Other-State													1,250.00
Interest													2,827,603.57
Prior Year													3,151,688.47

	July Projected	August Projected	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	Check Totals
1100-Teachers Salaries	48,050.00												46,050.00
1105-Certified Bonuses													1,750.00
1106-Sipends													8,750.00
1110-Sick Leave Payout													12,250.00
1120-Substitutes													100.00
1300-Certified Admin	9,083.33												19,983.33
1305-Bonuses													1,050.00
1306-Sipends													1,000.00
1310-Sick/PTO Leave Payout													2,100.00
1900-Certificated Other													5,200.00
1905-Sipends													1,000.00
1910-Sick/PTO Leave Payout													1,400.00
2100-Instructional Aid	14,155.67												17,149.12
2105-Bonuses													1,000.00
2106-Sipends													6,000.00
2200-Other Support/SES													3,750.00
2205-Bonuses													7,500.00
2210-Sick/PTO Leave Payout													2,600.00
2300-Classified Admin	6,500.00												1,400.00
2305-Bonuses													750.00
2400-Other Staff													9,363.64
2405-Bonuses													800.00
2410-Sick/PTO Leave Payout													1,400.00
2900-Other Classified													210,230.00
3101-ETS	4,557.10												63,612.53
3300-Social Security/Medicaid	1,325.58												16,000.00
3400-Health & Welfare	14,000.00												7,014.00
3500-Unemployment	1,000.00												108,000.00
3600-Workers Comp	4,395.26												17,581.05

**Kavod Elementary Charter Sc
Cash Flow
2019-20**

	7/1/2019	8/1/2019	9/1/2019	10/1/2019	11/1/2019	12/1/2019	1/1/2020	2/1/2020	3/1/2020	4/1/2020	5/1/2020	6/1/2020	Year End	Check
	to	to	to	to	to	to	to	to	to	to	to	to	to	Totals
	7/31/2019	8/31/2019	9/30/2019	10/31/2019	11/30/2019	12/31/2019	1/31/2020	2/28/2020	3/31/2020	4/30/2020	5/31/2020	6/30/2020	6/30/2020	
3900-Other Benefits													1,250.00	
Total Employee Compensation													1,800.00	
4100-Approved Textbooks	13,000.00	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	1,236.36	12,363.36	2,430,148.48
4200-Other Books	287.50	287.50	287.50	287.50	287.50	287.50	287.50	287.50	287.50	287.50	287.50	287.50	2,875.00	27,200.00
4310-Instructional Supplies	4,800.00	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	1,309.09	13,090.90	3,450.00
4350-Office Supplies	1,700.00	327.27	327.27	327.27	327.27	327.27	327.27	327.27	327.27	327.27	327.27	327.27	3,272.73	19,400.00
4400-Computer Supplies	4,800.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	6,800.00	4,800.00
4420-Furniture & Equipment	2,662.50	666.25	666.25	666.25	666.25	666.25	666.25	666.25	666.25	666.25	666.25	666.25	6,662.50	8,125.00
4420-Furniture & Equipment	19,125.00												19,125.00	19,125.00
4425-Furnishing for New Site													1,800.00	
4700-Food													30,000.00	
Total Books and Supplies													33,000.00	
5700-Travel & Conference	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	29,166.67	35,000.00
5300-Dues and Membership	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	6,666.67	8,000.00
5800-Insurance	5,611.25	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	1,683.38	16,833.38	22,485.00
5900-Utilities	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	40,000.00	45,000.00
5900-Utilities	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	26,666.67	37,000.00
5900-Utilities	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	26,666.67	37,000.00
5900-Utilities	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	8,100.00	9,720.00
5900-Utilities	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	1,312.50	13,125.00	15,750.00
5900-Utilities	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	6,666.67	8,000.00
5900-Utilities	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	1,066.67	10,666.67	13,000.00
5900-Utilities	13,200.00												13,200.00	17,000.00
5900-Utilities	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	33,333.33	40,000.00
5900-Utilities	16,700.00	163.64	163.64	163.64	163.64	163.64	163.64	163.64	163.64	163.64	163.64	163.64	1,636.40	18,000.00
5900-Utilities	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	9,166.67	11,000.00
5900-Utilities	3,919.67	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	27,543.73	33,000.00
5900-Utilities	7,838.34												7,838.34	9,500.00
5900-Utilities	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	10,500.00	12,500.00
5900-Utilities	159,532.88	154,386.69	172,267.00	271,513.50	279,776.62	302,116.62	382,406.67	382,406.67	279,776.62	279,776.62	279,776.62	254,160.70	582,270.38	3,103,118.85
5900-Utilities														48,569.62

Ending Cash Balance	333,807.12	437,789.52	397,700.11	316,769.87	374,406.46	286,006.25	189,851.79	156,025.30	317,217.72	338,930.39	356,965.03	431,456.62	Year End	Check
Cash in Bank	179,178.55	77,857.05	108,177.54	198,502.50	51,865.69	64,341.69	56,669.66	108,779.38	124,010.38	176,336.35	108,779.38	124,010.38	124,010.38	
Cash in Treasury	485,085.67	465,065.57	446,372.57	512,272.37	428,271.15	330,347.94	256,531.45	245,754.88	441,228.10	462,286.74	465,698.41	555,466.01	555,466.01	
Total Cash														

Advance funding for 6th Grade Expansion Not included to stay on the Conservative Side. Net effect to Year End Number Equals \$0

**Kavod Elementary Charter Sc
Cash Flow
2020-21**

	7/1/2020	8/1/2020	9/1/2020	10/1/2020	11/1/2020	12/1/2020	1/1/2021	2/1/2021	3/1/2021	4/1/2021	5/1/2021	6/1/2021	Year End	Check
	to	to	to	to	to	to	to	to	to	to	to	to	to	Totals
	7/31/2020	8/31/2020	9/30/2020	10/31/2020	11/30/2020	12/31/2020	1/31/2021	2/28/2021	3/31/2021	4/30/2021	5/31/2021	6/30/2021	6/30/2021	
Beginning Balance	431,556.62	402,045.40	594,038.54	456,401.34	488,220.89	398,551.21	312,638.59	257,383.20	264,831.32	414,610.62	464,343.86	486,730.62	486,730.62	
Cash in Bank	124,009.38	212,337.37	407,899.65	345,534.33	52,828.97	78,586.02	90,886.13	92,789.64	127,958.69	144,624.44	147,236.95	127,958.69	127,958.69	
Cash in Treasury	595,466.01	614,382.77	635,138.20	629,935.67	541,049.86	477,137.23	407,752.47	350,177.84	332,790.01	559,234.06	601,670.81	624,739.31	624,739.31	
Total Cash														
Transfer Between Account	124,009.38	324,988.95	153,637.24	314,731.11	208,025.74	228,762.79	240,282.90	242,966.41	492,498.78	326,588.49	329,597.00	310,238.74	310,238.74	
Cash in Treasury	(124,009.38)	(324,988.95)	(153,637.24)	(314,731.11)	(208,025.74)	(228,762.79)	(240,282.90)	(242,966.41)	(492,498.78)	(326,588.49)	(329,597.00)	(310,238.74)	(310,238.74)	
Strat Special Ed	8,297.04	8,297.04	8,297.04	14,934.67	14,934.67	14,934.67	14,934.67	14,934.67	14,934.67	14,934.67	14,934.67	14,934.67	14,934.67	
Prior Year	20,538.15												20,469.85	20,469.85
Strat Special Ed													20,469.85	20,469.85
Prior Year													20,469.85	20,469.85

**Kavod Elementary Charter Sc
Cash Flow
2019-20**

	7/1/2019	8/31/2019	9/30/2019	10/31/2019	11/30/2019	12/31/2019	1/31/2020	2/28/2020	3/31/2020	4/30/2020	5/31/2020	6/30/2020	Year End 6/30/2020	Check Totals
5200-Travel & Conference	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000.00
5300-Dues and Membership	775.00	775.00	775.00	775.00	775.00	775.00	775.00	775.00	775.00	775.00	775.00	775.00	775.00	9,300.00
5400-Utilities	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000.00
5500-Insurance	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	53,400.00
5200-Custodial	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	310.00	3,720.00
5600-Building Rent	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	3,100.00	37,200.00
5500-Equipment, Rent & Repairs	874.80	874.80	874.80	874.80	874.80	874.80	874.80	874.80	874.80	874.80	874.80	874.80	874.80	10,497.60
5800-Audit & Tax Return	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	1,900.00	22,800.00
5800-Advertising/Recruitment	4,000.00	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	3,833.64	45,600.00
5800-Non Instructional Consultant	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	14,880.00
5800-Instructional Consultant	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	1,372.00	13,720.00
5800-Student Events	372.00	372.00	372.00	372.00	372.00	372.00	372.00	372.00	372.00	372.00	372.00	372.00	372.00	4,464.00
5800-Student Activities	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	3,166.67	38,000.00
5800-Other - Software Licenses	838.18	838.18	838.18	838.18	838.18	838.18	838.18	838.18	838.18	838.18	838.18	838.18	838.18	10,058.16
5800-Other - Assessments	676.36	676.36	676.36	676.36	676.36	676.36	676.36	676.36	676.36	676.36	676.36	676.36	676.36	8,116.32
5800-Other	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	11,000.00
5800-District Oversight Fee	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	2,754.37	32,432.87
5800-District Oversight Fee-Health Insurance	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	5,538.75	65,275.74
5800-Depreciation Expense	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	1,102.50	13,230.00
Balance Sheet Changes	173,958.77	209,402.85	299,741.48	297,246.23	307,650.09	329,650.09	310,472.97	310,472.97	307,630.09	307,630.09	307,630.09	307,630.09	279,927.41	589,076.32
Funding Cash Balance	402,045.40	584,408.54	456,401.34	488,220.89	398,551.21	312,618.59	277,383.20	204,831.32	414,610.62	451,343.85	496,780.62	600,840.80	600,840.80	1,445,014.37
Cash in Treasury	212,337.37	40,788.95	169,539.33	52,828.97	78,358.02	90,866.11	92,889.64	137,958.89	144,633.41	137,958.89	137,958.89	137,958.89	137,958.89	181,823.41
Total Cash	614,382.77	653,188.20	626,940.67	541,049.86	477,122.23	403,724.72	380,724.84	342,763.01	559,244.06	603,978.81	624,738.91	725,644.23	725,644.23	1,326,857.07

Advance Funding for 7th Grade Expansion Not included to stay on the Conservative Side. Net effect to Year End Number Equals \$0

**Kavod Elementary Charter Sc
Cash Flow
2021-22**

	7/1/2021	8/31/2021	9/30/2021	10/31/2021	11/30/2021	12/31/2021	1/31/2022	2/28/2022	3/31/2022	4/30/2022	5/31/2022	6/30/2022	Year End 6/30/2022
Beginning Balance	600,240.80	568,762.31	750,916.87	583,224.05	695,630.06	478,600.65	374,071.38	305,507.78	252,205.64	489,636.71	536,834.07	586,765.08	586,765.08
Cash in Bank	745,164.23	814,925.24	801,520.85	769,958.37	654,331.50	575,771.03	465,468.16	451,865.53	414,517.17	671,607.75	721,015.76	748,476.62	748,476.62
Total Cash	1,345,405.03	1,383,687.55	1,552,437.72	1,353,182.42	1,350,361.56	1,054,371.68	840,539.54	757,373.31	666,722.81	1,161,244.46	1,257,850.83	1,335,241.70	1,335,241.70

Transfer Between Account

	7/1/2021	8/31/2021	9/30/2021	10/31/2021	11/30/2021	12/31/2021	1/31/2022	2/28/2022	3/31/2022	4/30/2022	5/31/2022	6/30/2022	Year End 6/30/2022
Cash in Bank	144,823.44	377,155.75	181,556.85	360,738.07	223,154.59	271,694.93	285,650.53	299,953.02	580,991.56	591,484.25	593,697.90	593,697.90	593,697.90
Cash in Treasury	(144,823.44)	(377,155.75)	(181,556.85)	(360,738.07)	(223,154.59)	(271,694.93)	(285,650.53)	(299,953.02)	(580,991.56)	(591,484.25)	(593,697.90)	(593,697.90)	(593,697.90)

Cash Receipts:

	7/1/2021	8/31/2021	9/30/2021	10/31/2021	11/30/2021	12/31/2021	1/31/2022	2/28/2022	3/31/2022	4/30/2022	5/31/2022	6/30/2022	Year End 6/30/2022
HSC:													
State Special Ed	20,465.85	9,680.84	9,680.84	17,425.50	17,425.50	17,425.50	17,425.50	17,425.50	23,463.01	23,463.01	23,463.01	23,463.01	23,463.01
Prior Year													
Professional Ld	38,200.00												44,407.50
Mental Health													10,786.25
Prior Year													
Other	4,440.75												
Fundraising													
Total	63,106.60	9,680.84	9,680.84	17,425.50	17,425.50	17,425.50	17,425.50	17,425.50	23,463.01	23,463.01	23,463.01	23,463.01	68,659.76
Balance Sheet Changes	20,465.85	52,311.59	6,800.84	17,425.50	17,425.50	17,425.50	17,425.50	17,425.50	23,463.01	23,463.01	23,463.01	23,463.01	68,659.76

8011-State Apportionment

	7/1/2021	8/31/2021	9/30/2021	10/31/2021	11/30/2021	12/31/2021	1/31/2022	2/28/2022	3/31/2022	4/30/2022	5/31/2022	6/30/2022	Year End 6/30/2022
8011-State Apportionment	50,604.04	50,604.04	50,604.04	35,272.00	35,272.00	91,087.78	162,011.54	162,011.54	162,011.54	162,011.54	162,011.54	162,011.54	1,254,971.61
8012-Education Procurement Acc	130,952.81	130,952.81	261,905.63	174,603.75	174,603.75	174,603.75	174,603.75	174,603.75	174,603.75	174,603.75	174,603.75	174,603.75	19,859.50
8013-Property Taxes	182,170.05	182,170.05	209,493.21	209,493.21	209,493.21	209,493.21	209,493.21	209,493.21	209,493.21	209,493.21	209,493.21	209,493.21	2,522,836.49
8550-State Lottery													83,772.60

**Kavod Elementary Charter Sc
Cash Flow
2019-20**

Prct Year	7/1/2019 to 7/31/2019	Projected 8/1/2019 to 8/31/2019	Projected 9/1/2019 to 9/30/2019	Projected 10/1/2019 to 10/31/2019	Projected 11/1/2019 to 11/30/2019	Projected 12/1/2019 to 12/31/2019	Projected 1/1/2020 to 1/31/2020	Projected 2/1/2020 to 2/28/2020	Projected 3/1/2020 to 3/31/2020	Projected 4/1/2020 to 4/30/2020	Projected 5/1/2020 to 5/31/2020	Projected 6/1/2020 to 6/30/2020	Year End Accrual	Check Totals
8550-Municipal Cost Block Grant					6,000.89									6,000.89
8599-Other Discriminatory														
8598-Other State														
Insect	1,250.00			1,250.00			1,250.00			1,250.00			1,250.00	
Prct Year	246,202.83	381,536.86	317,087.13	272,134.59	271,694.59	285,650.33	299,983.02	316,632.29	600,057.46	393,697.50	373,300.75	391,664.25	252,629.51	4,797,488.09
														4,292,488.09

Cash Disbursements:

Prct Year	7/1/2019 to 7/31/2019	Projected 8/1/2019 to 8/31/2019	Projected 9/1/2019 to 9/30/2019	Projected 10/1/2019 to 10/31/2019	Projected 11/1/2019 to 11/30/2019	Projected 12/1/2019 to 12/31/2019	Projected 1/1/2020 to 1/31/2020	Projected 2/1/2020 to 2/28/2020	Projected 3/1/2020 to 3/31/2020	Projected 4/1/2020 to 4/30/2020	Projected 5/1/2020 to 5/31/2020	Projected 6/1/2020 to 6/30/2020	Year End Accrual	Check Totals
1100-Teachers Salaries		72,500.00	145,000.00	145,000.00	145,000.00	145,000.00	145,000.00	145,000.00	145,000.00	145,000.00	145,000.00	145,000.00	72,500.00	1,450,000.00
1105-Certificated Bonuses						2,500.00							2,500.00	5,000.00
1110-Contractor						17,500.00							17,500.00	17,500.00
1110-56k/PTO Payout														2,000.00
1120-Substitutes		200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	2,000.00
1180-Support Salaries		19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	19,788.02	237,455.20
1300-Certificated Admin						1,050.00							1,050.00	2,100.00
1305-Bonuses						1,000.00							1,000.00	2,000.00
1310-56k/PTO Leave Payout														2,000.00
1900-Certificated Other		8,593.29	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	17,186.58	171,865.80
1905-Bonuses						450.00							450.00	900.00
1906-Stipends						1,500.00							1,500.00	3,000.00
1910-56k/PTO Leave Payout														2,000.00
2100-Instructional Aid		20,289.71	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	40,579.43	405,794.30
2105-Bonuses						3,000.00							3,000.00	6,000.00
2166-Stipends														5,000.00
2110-56k/PTO Leave Payout														8,825.00
2200-Class Support (SES)		6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	6,985.42	69,854.20
2205-Bonuses						1,300.00							1,300.00	2,600.00
2300-Other Leave Payout														2,000.00
2300-Chartered Admin		6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	6,833.33	68,333.30
2305-Bonuses						750.00							750.00	1,500.00
2310-56k/PTO Leave Payout														700.00
2400-Office Staff		9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	9,548.10	114,777.20
2405-Bonuses						300.00							300.00	600.00
2405-Other Leave Payout														1,800.00
2900-Other Classified														1,400.00
3101-STRS	14,417.58	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	29,790.39	341,941.92
3100-Social Security/Medicare	3,410.27	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	7,140.38	87,082.45
3100-Health Insurance	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	200,000.00
3100-Workers Comp	8,546.25	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	2,563.88	34,855.04
3900-Other Benefits		125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	1,250.00
Total Employee Compensation	18,775.00	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	1,661.36	3,337,751.85
4100-Approved Textbooks	366.67	366.67	366.67	366.67	366.67	366.67	366.67	366.67	366.67	366.67	366.67	366.67	366.67	3,666.70
4200-Other Books														4,400.00
4310-Instructional Supplies	12,900.00	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	1,172.73	25,800.00
4320-Office Supplies	3,537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	5,375.00
4370-Other Supplies	5,375.00	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	5,375.00
4390-Other Supplies	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	1,070.83	10,708.30
4420-Furniture & Equipment	6,525.00	593.18	593.18	593.18	593.18	593.18	593.18	593.18	593.18	593.18	593.18	593.18	593.18	12,550.00
4425-Furnishing for New Site														13,050.00
4700-Food														900.00
Total Books and Supplies														105,050.00
5700-Travel & Conference	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000.00
5300-Dues and Membership	895.83	895.83	895.83	895.83	895.83	895.83	895.83	895.83	895.83	895.83	895.83	895.83	895.83	10,750.00
5600-Insurance	9,075.00	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	2,902.50	38,700.00
5600-Health Insurance	5,375.00	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	537.50	5,375.00
5700-Carfare	358.33	358.33	358.33	358.33	358.33	358.33	358.33	358.33	358.33	358.33	358.33	358.33	358.33	3,583.30
5600-Building Rent														4,900.00
5600-Equipment Rent & Repairs	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	43,000.00
5600-Audit & Tax Return	944.78	944.78	944.78	944.78	944.78	944.78	944.78	944.78	944.78	944.78	944.78	944.78	944.78	11,337.41
5600-Legal	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	1,447.03	17,364.38
5600-Professional Services (Miscellaneous)	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	14,333.30
5600-Non-Instructional Consultant	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	1,433.33	14,333.30
5600-Instructional Consultant														14,300.00
5600-Special Ed Consultants														15,050.00

Kavod Elementary Charter 5c
Cash Flow
2019-20

	7/1/2018	8/1/2018	9/1/2018	10/1/2018	11/1/2018	12/1/2018	1/1/2019	2/1/2019	3/1/2019	4/1/2019	5/1/2019	6/30/2019	Year-nd	Bank
	to	to	to	to	to	to	to	to	to	to	to	to	Actual	Month
5800-Student Salaries	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	3,816,233	46,796,050
5800-Foundal Management	1,000,000	200,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	20,000,000
5800-Char - Scholastic	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000
5800-OTSM	218,677	218,677	218,677	218,677	218,677	218,677	218,677	218,677	218,677	218,677	218,677	218,677	218,677	11,000,000
5800-Non-Comptrol Exp. Enroll	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	5,123,277	20,000,000
5800-Non-Comptrol Exp. Enroll														20,000,000
5800-Operational Expense	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	1,157,803	10,738,477
														13,881,350
Subtotal Direct Charges	13,317,736	34,722,322	38,833,866	38,635,586	42,729,806	43,799,615	43,799,615	43,799,615	43,799,615	43,799,615	43,799,615	43,799,615	43,799,615	653,527,614
Inving Cash Balance														4,037,788,397
Cash in Treasury	668,729,835	78,616,482	68,833,856	65,838,856	63,889,886	63,889,886	63,889,886	63,889,886	63,889,886	63,889,886	63,889,886	63,889,886	63,889,886	2,000,000
Total Cash	814,905,234	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	201,432,038	2,000,000

7/1/2018	8/1/2018	9/1/2018	10/1/2018	11/1/2018	12/1/2018	1/1/2019	2/1/2019	3/1/2019	4/1/2019	5/1/2019	6/30/2019	
653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614	653,527,614

Advanced Funding for Risk-Grade Depreciation Not Included to Stay on the General Fund. See Note 1 to Year End Number 19448-52

APPENDIX K: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kavod Charter School

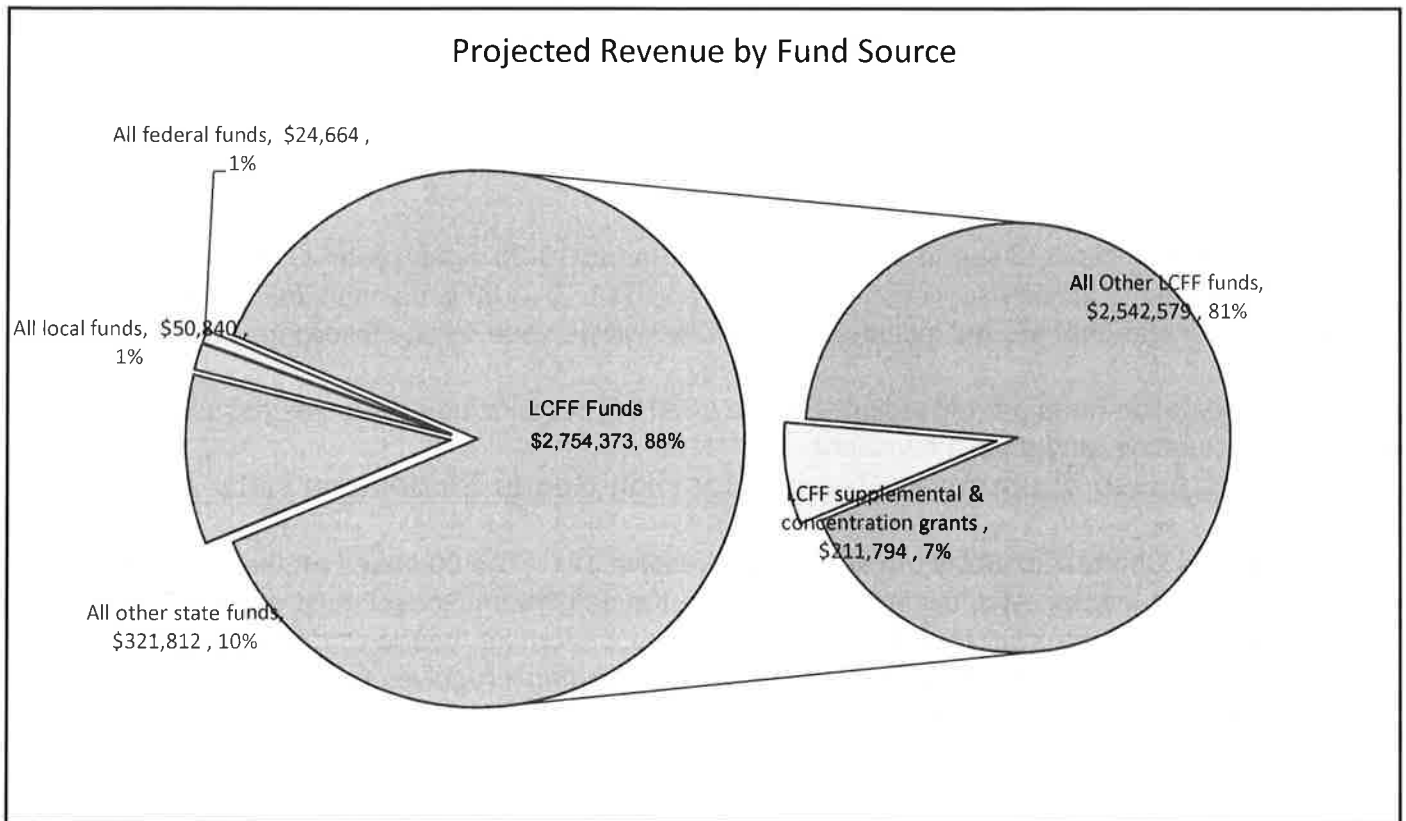
CDS Code: 37-68338-0126730

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Alexa Greenland, (858)429-9254, alexa.greenland@kavodcharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

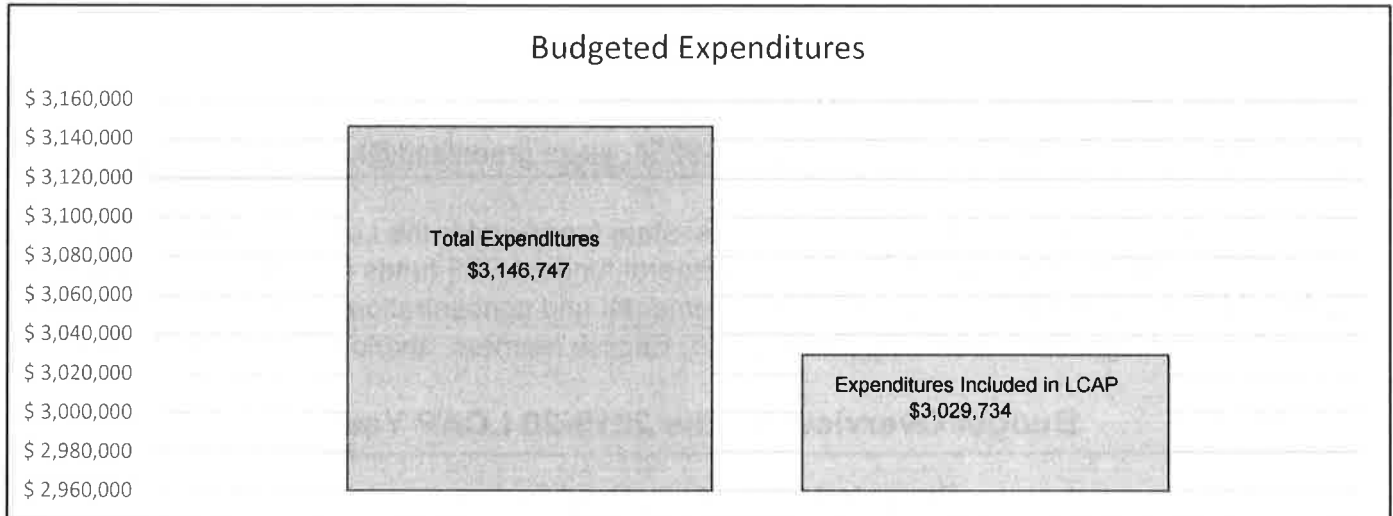


This chart shows the total general purpose revenue Kavod Charter School expects to receive in the coming year from all sources.

The total revenue projected for Kavod Charter School is \$3,151,689.00, of which \$2,754,373.00 is Local Control Funding Formula (LCFF), \$321,812.00 is other state funds, \$50,840.00 is local funds, and \$24,664.00 is federal funds. Of the \$2,754,373.00 in LCFF Funds, \$211,794.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kavod Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Kavod Charter School plans to spend \$3,146,747.00 for the 2019-20 school year. Of that amount, \$3,029,734.00 is tied to actions/services in the LCAP and \$117,013.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

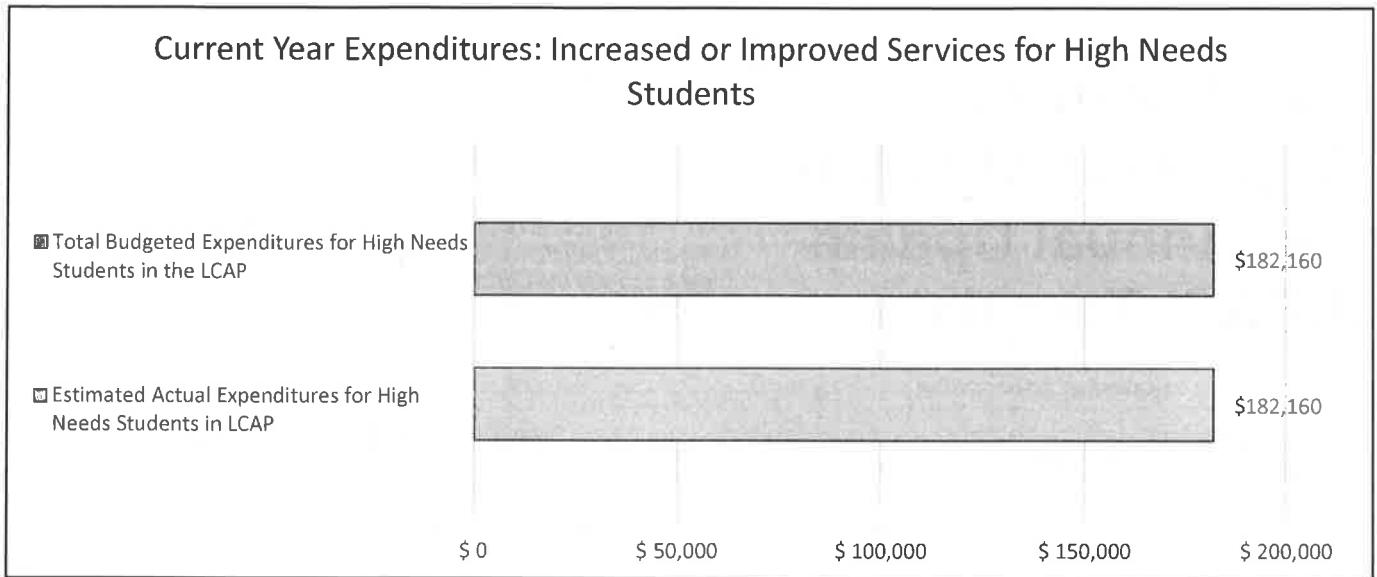
General Administration Fees are not included in the LCAP. These include expenses associated with audit, legal, accounting, and district oversight.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Kavod Charter School is projecting it will receive \$211,794.00 based on the enrollment of foster youth, English learner, and low-income students. Kavod Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kavod Charter School plans to spend \$211,794.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Kavod Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kavod Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Kavod Charter School's LCAP budgeted \$182,160.00 for planned actions to increase or improve services for high needs students. Kavod Charter School estimates that it will actually spend \$182,160.00 for actions to increase or improve services for high needs students in 2018-19.

LCAP Year 2019–20 2020–21 2021–22

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Kavod Charter School		
Contact Name and Title	Alexa Greenland, Executive Director	Email and Phone	alexa.greenland@kavodcharter.org 858.429.9254

2019-22 Plan Summary

THE STORY

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

Kavod Charter School is located in San Diego, CA in the Clairemont neighborhood currently serving TK-5th. The majority of families reside throughout San Diego county and commute daily coming from a wide range of ethnic and socioeconomic backgrounds. Among the languages spoken by students are Spanish, Russian, Tigrinya, Vietnamese, Farsi, English and Hebrew.

This diverse population is composed of Hispanic 22%, White 52%, Black or African American 12%, Chinese 1%, Filipino, 1%, Korean 1%, Vietnamese 1%, Japanese and Hmong 1% and Multi-ethnic 9%. Currently it serves an EL population of 25%; 10% of which are immigrants. In addition, 11% of students have special needs and 12% are FRLP. 49% of students are Female and 51% are male and 12% of families are in the armed forces.

Kavod serves students by providing academic excellence through rigorous and differentiated instruction, Hebrew language using a partial immersion model, social responsibility by required student-led/driven service-learning projects and global awareness through a varied multicultural curriculum. Kavod has a significant focus on utilizing growth mindset strategies and mindfulness to help students persevere through challenges.

The total student body is steadily growing. In 2018-2019 the student population was roughly 235. Though Kavod provides percentages to support our progress and goals, we recognize that our population does lend to limited statistically relevant data when reviewing very small sub populations.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

- Kavod has been able to meet all academic proficiency and growth goals
- Kavod has increased student activities
- Kavod has increased academic courses
- Kavod has strong parent involvement

- Kavod continues to grow enrollment
- Kavod has received a 6 year WASC approval
- Kavod received IB candidacy for middle school
- Kavod moved to a site independent of another school, allowing for program enhancements and has received approval of funding to support facilities growth

REVIEW OF PERFORMANCE

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

- Kavod has been able to meet all academic proficiency and growth goals and has exceed state progress
- Hired Director of School Culture and Instructional Coach
- Continued to incorporate Spanish as a program elective
- More extra-curricular/elective options
- Parent involvement
- Increase student enrollment
- Established an English Learner Advisory Committee (ELAC)
- Established a student council

In order to continue exceeding Kavod's proficiency and growth goals, the school continues to research best practices and attend/deliver professional development regarding relevant strategies to assist our demographic. Kavod has identified and utilized numerous programs designed to monitor student progress and achievement. These programs are designed to highlight areas of student proficiency and expose areas in which students need assistance and/or differentiation. Kavod has found these assessments to reliably align to the results of state testing. This information will be used to guide instruction and pedagogical approaches. The school will continue to collect and aggregate this data while remaining abreast of new and successful curriculum and/or methods of assessment.

Kavod continues to increase student activities by collaborating with staff through professional development. This allows all faculty members to present new ideas or ways they can apply their unique talents, interests, or connections to facilitate new activities. The administration of Kavod will continue to encourage staff to pursue grant-writing opportunities to obtain financial assistance to create new programs and/or student opportunities. The Kavod administration continues to give parents and students opportunities to provide feedback regarding programs or electives that they feel should be present at the school.

Kavod continues to encourage parent involvement through meetings, surveys, informal conversations, and special events outside of school hours. The administration will intentionally scaffold the times and days of the week in which these events are scheduled in order to create numerous opportunities for parents to attend and/or participate. Furthermore, Kavod will continue to encourage parent volunteer opportunities in the classroom so they feel familiarity with routines and ownership of the program. The school will continue to send out weekly messages from teachers and monthly messages from the administration to ensure that parents are informed of current and impending information. We are continuing to use Parent Square, an

GREATEST PROGRESS

online communication program that allows us to contact parents in their own home language to allow for more involvement.

Although Kavod serves students from a variety of backgrounds and neighborhoods, the school will continue to pursue unique opportunities such as the Linda Vista Multi Cultural Fair and online marketing campaign to reach a diverse population. Kavod's goal is not solely to expand the size of the student body, but to continue increasing our cultural diversity and giving students opportunities to collaborate with and appreciate students from backgrounds different than their own.

In the 2018-19 school year, Kavod hired a Director of School Culture to continue the work of monitoring consistency in student behaviors and encouraging a culture of respect as well as focus on restorative practices. This allows the school to continue having a low rate of suspension, a non-existent rate of expulsion, and interventions designed around positivity rather than rigid disciplinary consequences.

The Director of Culture has attended professional development to learn more about non-violent crisis prevention intervention and CPI. The Director of Culture is responsible for promoting a school culture in which students engage in individual and collective professional learning that results in their continuous improvement and high performance.

Kavod hired an Expressive Arts Therapist to help students on a social and emotional level.

In the 2018-19 school year, Kavod hired an Instructional Coach to help support staff members with instructional strategies, curriculum planning and development, student support, and various admin duties to support the team. The Instructional Coach has attended professional development to learn more about student support strategies both academically and emotionally as well as CPI.

With the help of staff and Director of School Culture, Kavod was able to start a Student Council in 2018-19 to provide leadership skills to our student body and an outlet to voice how their thoughts and concerns. The successful participation of students has increased student involvement and enhanced the school culture.

In the 2018-19 school year, Kavod continued incorporate Spanish as an elective teacher in the hopes that the development of a Spanish curriculum will further assist with cultural understanding and empathy as well as language development. With the addition of a Spanish teacher, Kavod has been able to offer Spanish extracurricular activities during and after school.

To meet the needs of our ever-growing English Learner population and best be of service to their families, Kavod has established an English Learner Advisory Committee (ELAC). The committee will continue to education and target those EL families so that they are privy to their child's education and have the necessary access to do so.

To expand to middle school, Kavod applied for and was award IB Candidacy and received bond funding to support the enrollment growth.

Kavod was granted WASC approval for a six year period with an impressive review from the committee.

As far as progress, in an study comparison completed by the Educational Results Partnership, which pulls data from the California Department of Education, Kavod ranked number 1 in the state and number 2 in the county of like demographic schools based on socio economic, English language learners and school size.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

-Kavod has successful meet all local indictors for the past two years, but below are some identified areas we've identify that would help support the program and make it more successful:

- Continued analysis of academic performance trends by subgroups

- Kavod is utilizing prop 39. Through the utilization of Prop 39, Kavod has been able to secure proper educational facilities while limiting the fiscal impact of facilities.

However, Prop 39 limits the school's ability to accommodate student growth through the expansion of grade levels and specifically address the need for additional space to provide Special Education services. In addition, much needed upgrades to the facility for security purposes add the additional elements of cost and intricacy as we have to work with district staff timelines. Kavod has received bond funding to support with a facility expansion

-Salary constraints due to STRS and staffing model which provides significant student support.

-Work with families to address truancy.

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

PERFORMANCE GAPS

None

INCREASED OR IMPROVED SERVICES

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

Additional professional development for faculty is always beneficial. The English learners at Kavod have demonstrated success on the ELPAC, SBAC, and in classroom academics. This can be attributed to being a school that specializes in language immersion (as this provides all students with empathy and understanding regarding the difficulty of acquiring proficiency). This could also be attributed to our differentiation teachers and the strategies teachers employ to differentiate lessons in ways that have proven successful in reaching English Learners. The continued development of our Spanish curriculum will further assist with cultural understanding and empathy as well as language development. Furthermore, the staff will continue to pursue and participate in professional development which focuses specifically on English Learners. Kavod will also continue to celebrate diversity and unique differences to ensure these students feel accepted and appreciated rather than “different” from their peers. In 2018-19 Kavod has provided pull out support for EL students to help them more quickly acquire literacy skills to access grade-appropriate content. We will continue to provide pull out service to EL students and establish a more formalized schedule to better support them.

Kavod has always found ways to alleviate financial burdens on families who need assistance. Whether it be paying for field trips, acquiring supplies, buying clothes that adhere to the school dress code, or covering remaining balances from reduced lunch prices, the school is more than willing to use its own funds to help families in need. In addition to continuing these practices, the school plans to pursue research and professional development of how to best serve students who come from families with socioeconomic struggles. The school is aware that financial hardships can leave families displaced from a consistent residence or facing other stresses that impact children. Therefore, the school will find ways to best serve these kids and be abreast of local community services so that, when requested, families can be made aware of them.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,146,747
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,029,734

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

General Administration costs were not included in the LCAP. These consist of Audit fees, Legal fees, Back Office Financial Services, and District Oversight Fees

\$2,754,373	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2018-2019

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

Ensuring a safe, secure program that includes, well-trained staff, a program focused on respect, and a safe and secure well-maintained facility.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Any Safety Evaluation will identify no serious safety concerns.
All faculty will be properly fingerprinted and identify no risk for TB
Less than 5% of students will be suspended and less than 1% of students will be expelled.

ACTUAL

Any Safety Evaluation identified no serious safety concerns.
100% of faculty are properly fingerprinted and are not at risk for TB
Less than 1% of students were suspended and 0% of students were expelled.

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

Renew Prop 39 to ensure we have adequate space to add middle school and make site upgrades to enhance security measures ensuring they adhere to the necessary requirements.

ACTUAL

- Teachers are trained annually on safety protocols and their unique, assigned roles.
- EPI pen, first aid, and CPR training provided.

Actions/Services

<p>Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying.</p> <p>Hire additional custodial staff that will aid in providing school safety throughout the school day.</p> <p>Drills and walk throughs occur and are tracked and reviewed on a monthly basis.</p> <p>Ensure all employees are fingerprinted and not at risk for TB.</p> <p>Ensure surplus items are safely secured.</p> <p>Install camera system that will aid in 24 hour surveillance and make necessary upgrades to enhance safety.</p> <p>Maintain front office staff (Admin Coordinator) to continue securing front office.</p>	<p>-Safety drills and walk through occur monthly</p> <p>-Custodial hired to help keep school clean and safe</p> <p>-Staff member trained and certified to oversee and administer daily student medications.</p> <p>-All staff members are equipped with cell phones that use the Zello "walkie-talkie" application for quick communication.</p> <p>-All visitors to the school are required to show proper identification, sign-in and sign-out, and to visually identify themselves as visitors with badges.</p> <p>-Parent volunteers who will be working individually with students complete background "Live Scan" checks.</p> <p>-The school campus is limited to one entrance/exit that is monitored by staff, all other entrances/exits are locked.</p> <p>-Hired front office staff (Admin Coordinator) to continue securing front office.</p> <p>- a safety committee was assembled when we first moved into the new site to determine what improvements could be made, additionally advice was sought out from the police department</p> <p>- Diligently working to install camera systems, but this requires approval and cooperation with the district</p> <p>- Safety shades have been installed on all door windows</p> <p>- Safety screen has been installed on the outside perimeter of the kindergarten area, and working to extend to remainder of campus</p>
<p>BUDGETED \$288,536</p>	<p>ESTIMATED ACTUAL \$361,295</p>

Expenditures

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.

2

Action

<p>Analyze and adjust discipline plan as necessary.</p> <p>Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary</p>	<p>ACTUAL</p> <p>-Discipline reviewed and revised. Faculty went to trainings on restorative practices and CPI.</p>
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Actions/Services

<p>changes. Additional professional development and support provided as needed for students with behavioral support requirements. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies with the help of the Director of Culture.</p>	<ul style="list-style-type: none"> -Director of Culture hired. -Implement English Language Learner (ELL) support curriculum. -Increased service-learning opportunities provided to students. -Held trainings for parents on discipline approach. -Implemented PBIS blueprint which clearly identifies expectations, opportunities to practice, and trackable data. -Professional development for staff regarding how to best reach students who are statistically at-risk of behavioral concerns. -Implement universal behavioral reflection forms to ensure students understand how they failed to meet expectations, the impact of their actions on others, and how to improve in the future.
<p>BUDGETED \$25,593</p>	<p>ESTIMATED ACTUAL \$25,593</p>

Expenditures

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.

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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

See notes under "Actual Services" above

Regarding Safety: Students and faculty are aware of their roles and the specific routines they are to adhere to in the event of an emergency. Drills are timed to ensure proper protocol and increased efficiency throughout the year. Staff has practiced routines in the absence of students (example: proper use of EpiPens, understanding of bloodborne pathogens, etc.) and have demonstrated readiness. The custodial staff have maintained clean and safe student conditions and the security cameras have allowed the staff the review any necessary incidents. Parents have become aware of all sign-in processes and any

documentation or certification required to be on campus.

Regarding Behavior: Students have demonstrated understanding of expectations that are consistent across campus and grade levels. The staff has developed forms to track behavioral issues so they can be revisited and so data trends can be recognized. Behavioral incidents in major areas of focus have decreased over time.

Regarding Parent Feedback: Participation from parents in school events has maintained and increased. 98% of the parents who completed the parent survey are satisfied with the Kavod program regarding educational outcomes and school climate conditions.

Regarding School Facilities: Kavod will continue to utilize Prop 39 in the 2019-20 school year as this site has fulfilled the needs of the school community. Kavod has found a facility that is geographically, aesthetically, and fiscally appropriate for growth and expansion.

LEA was awarded implementation grant which allowed the purchase of furniture for grade level and program expansion of approximately \$40,000 in excess of original budget. School moved to new site at which utilities doubled, increasing expenditures by approximately \$30,000. School purchased additional safety protocol items for approximately \$5,000.

Explain material differences between Budgeted Expenditures and Estimated 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.

Goal 2

Create an engaging learning community that values and encourages diversity and global awareness, where the importance of student attendance and participation is emphasized, and where parent involvement and input is welcome.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

At least 5 events that encourage parent attendance at each grade level or by school
80% overall satisfaction rate on school survey from parents
80% overall satisfaction rate on school survey from students
Kavod Parent Committee will hold at least 8 meetings throughout the year
90% attendance rate for students

ACTUAL

Over 10 events were held that encouraged parent attendance at each grade level or by school
99% overall satisfaction rate on school survey from parents
92% overall satisfaction rate on school survey from students stating they feel proud to be at Kavod
Kavod Parent Committee held 8 meetings throughout the year
97% attendance rate for students as per P2

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**

<p>PLANNED</p> <p>Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to host monthly family events where families can engage together.</p> <p>Establish formal committees so parents can take a greater ownership in curricular, extra-curricular and support services for students.</p>	<p>ACTUAL</p> <p>100% of goal completed</p>
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Actions/Services

BUDGETED \$40,565	ESTIMATED ACTUAL \$48,536
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Expenditures

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.

2

Action

<p>PLANNED</p> <p>Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.</p> <p>Director of Enrollment and Accountability to serve as oversight of student attendance.</p> <p>Practice Restorative Practices to limit out of school discipline measures.</p> <p>Continue to implement practices to involve all stakeholders on truancy matters.</p>	<p>ACTUAL</p> <p>-100% of goal completed</p> <p>-For the third year, we've participated in Assemblymember Webber's 79th District Attendance Challenge. As a result, 59% of students received recognition for the first half of the school year with 20% of those receiving perfect attendance.</p> <p>-Issued letters to parents whose children have demonstrated habitual truancy on a monthly basis. These letters highlighted the communal and academic impact of excessive absences/truancy and encouraged parents to have their students present and punctual.</p> <p>-Establish monthly attendance recognition as opposed to trimester recognition to incentivize student participation and attendance adherence.</p> <p>- start each morning with a greeting team and upbeat music to encourage students to arrive on time</p>
BUDGETED \$18,296	ESTIMATED ACTUAL \$18,296

Actions/Services

Expenditures

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.

<p>PLANNED Focus recruitment on building and maintaining a diverse student population. Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals. Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.</p>	<p>ACTUAL -Broadened recruitment efforts to include the additional multicultural fairs -Curriculum and teaching tools in progress. This curriculum highlights the importance of cultural diversity/awareness and the appreciation and celebration of difference. -Continued implementing a diverse holiday curriculum addressing multiple cultural perspectives. -The continued implementation of the Spanish elective has supported the charter’s vision of global awareness.</p>
<p>BUDGETED \$177,928</p>	<p>ESTIMATED ACTUAL \$178,210</p>

Actions/Services

Expenditures

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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

See notes under “actual” above

Regarding Parent Feedback: Kavod received feedback via anonymous surveys from parents. These surveys expressed a high rate of parent satisfaction in academics and school culture alike. Parents had the opportunity to grant praise to individual educators or programs and to suggest new programs/events they feel would be beneficial in future years (some of which have already been approved and will be implemented this school year and in 2019-20). Attendance at optional events (both during and outside of school hours) continues to increase likely due to the various forms of reminders (in-person, flyers, e-mails, “all-call”), and the intentional variation of dates and times to accommodate different schedules. The Parent Committee continues to meet regularly with opportunities to discuss issues and/or express ideas and concerns to administration.

Regarding Attendance: Kavod has maintained an attendance rate about 95%. Though Kavod is committed to increasing this rate of attendance to an even greater percentage, the success of the current rate can likely be attributed to early presentations to all parents regarding the importance of consistent attendance/timeliness, daily alerts to any parents whose children were marked absent, and letters home to parents whose children are demonstrating habitual truancy.

Regarding Cultural Diversity and Global Awareness: Students are actively engaged in lessons and presentations regarding cultural diversity. They are able to not only give facts regarding different cultures, but the history, importance, and celebration of different cultures. The need for a positive, respectful “global community” is revisited daily via the school’s pledge. Measures are being implemented to see how to make enrichment opportunities even more meaningful and impactful as stress how we can align them to our mission even further.

Implemented new phone and communication systems to better communicate with parents resulting in an increase in monthly charges.

Though the LCFF rubric highlights a need for Kavod to address suspensions, the school will continue implementing current practices. Kavod puts a strong emphasis on early and positive intervention rather than resorting to traditional consequences. When PBIS or Restorative Practices prove unsuccessful, the school has a series of more “traditional” interventions including team meetings, parent meetings, reflections, or community service that is designed to undo damage. Kavod will continue to research and attend professional development regarding best practices in behavior and culture.

Implement Common Core State Standards based curriculum and a program in which all students are taught Hebrew. Additionally, include exposure to various electives and enrichment opportunities, including Spanish. Ensure students are able to gain academic content knowledge through the development of a collaborative highly qualified team of instructors that works to ensure differentiated instruction. The assigned curriculum materials allow students of all sub groups to access the curriculum and to meet the school expected proficiency requirements. Ensure all students are prepared for the 21st century through digital literacy.

Goal 3

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Explain material differences between Budgeted Expenditures and Estimated 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.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Number of General Education teachers with credentials 100% and all teachers are appropriately assigned
- 100% of applicable courses will align to CCSS
- 100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, PE, Hebrew, General Electives including exposure to visual and performing arts and technology
- 70% of all students and sub groups will meet benchmark expectations as determined by CAASPP, MAP or the adopted curriculum standards for ELA and Math or will increase by one grade level/30% as measured by MAP and curriculum assessments
- For Social Studies, Science and General Electives students will have mastered or been exposed to at least 75% of the standards in grades K-5
- A minimum of 70% of students will meet the Hebrew Proficiency expectations as measured by the Oral Proficiency Interview or the STAMP assessment or increase by one grade level if enrolled at Kavod for a minimum of 3 years – assessed in 4th grade
- 80% of EL students will be at least ‘Moderately Developed’ on ELPAC within 3 years upon entering Kavod
- 70% of EL students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.

ACTUAL

- Number of General Education teachers with credentials 100% and all teachers are appropriately assigned
- 100% of applicable courses will align to CCSS
- 100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, PE, Hebrew, General Electives including exposure to visual and performing arts and technology.
- 100% reclassified within 4 years if entering Kavod in Kindergarten or 1st grade.
- Percentage of students met benchmarks in math or increase by 30% as measured by CAASPP and MAP: 86% all students, 73% Hispanic, 74% SPED, 77% F&R and 77% EL
- Percentage of students met benchmarks for ELA based on reading or increased by 30% as measured by CAASPP and MAP and F&P scores: 93% all students, 73% Hispanic, 77% SPED, 94% F&R, 84% ELL
- 75% of students enrolled at Kavod for 2 years scored proficient in the Hebrew MAP assessment – assessed in 4th grade
- 100% of students were at least “Moderately developed (Level 3)” within 4 years at Kavod

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**

Actions/Services

PLANNED

Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and

ACTUAL

-Teachers have structured questions (and encourage student responses) to align to the format of the SBAC. This encourages students not simply to provide an answer, but to defend their answer

<p>performing arts, health, physical education, and Hebrew) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan.</p> <p>Hire appropriate staffing to implement the Hebrew program.</p> <p>Hire an additional Spanish teacher and implement Spanish curriculum and provide translation services.</p> <p>Maintain a P.E. teacher to implement P. E. program.</p> <p>Purchase curriculum as needed to ensure common core alignment and student success and support students.</p> <p>Develop curriculum maps for any new grade that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education.</p> <p>Support students as necessary with the SELPA and Ed Specialist and classroom aides.</p> <p>Hire an International Baccalaureate Coordinator (IB) to serve as lead in middle school expansion and establish our IB MYP program.</p>	<p>with evidence and/or reasoning. The assessments utilized at Kavod have been found to reliably align to the results of last year's testing. Therefore, these assessments were utilized to differentiate pedagogy and areas of focus to best serve students.</p> <ul style="list-style-type: none"> - Faculty attend professional development on restorative practices, ELL support, and SPED support. -Kavod hired an Instructional Coach to help support staff members with instructional strategies, curriculum planning and development, student support, and various admin duties to support the team. The Instructional Coach has attended professional development to learn more about student support strategies both academically and emotionally as well as CPI.
<p>BUDGETED \$428,936</p>	<p>ESTIMATED ACTUAL \$445,399</p>

Expenditures

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

2

<p>PLANNED Establish effective co-teaching teams through the hiring process and professional development opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers. Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.</p>	<p>ACTUAL -Three teaches took advantage of credential reimbursement -Other aspects of planned services all occurred -Teachers had the opportunity to participate in instructional rounds with each teacher having an opportunity to observe at least one different class and to be observed at least once by peers. The teachers reflected as a team after these rounds and determined unique strategies and areas of focus for the school. -Hebrew Team attended the WZO conference in New York where there learned foreign language literacy strategies. -Faculty members had the opportunity to attend charter school conferences in Sacramento. These conferences had a variety of “breakout sessions” from which faculty could choose based on interest and what is applicable to our populace. -Faculty has membership in the CCSA (California Charter School Association) which allows for opportunities to discuss issues and successes with other schools. - Hosted parent information meetings -Staff attended IB Training to implement the IB program in middle school.</p>
<p>BUDGETED \$1,181,946</p>	<p>ESTIMATED ACTUAL \$1,191,490</p>

Actions/Services

Expenditures

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.

3

Action

<p>PLANNED Implement frequent student assessments. Work with design plan for future site to ensure technology infrastructure can support the required devices. Ensure new site location has internet infrastructure to maintain future testing. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and</p>	<p>ACTUAL -100% of planned actions occurred -Teachers in grades 3-5 received training on the proper administration of the CAASPP assessments including the preparation of the testing environment, strategies in pedagogy that align to CAASPP assessments, and utilizing the testing interface. -Teachers issued computer-based practice tests to ensure that students are familiar with the testing interface and have practice with the format</p>
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Actions/Services

work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.	of CAASPP questions/responses. -All students are given consistent exposure to technology and the use of computers to increase familiarity and ensure they have the ability to type efficiently.
BUDGETED \$29,522	ESTIMATED ACTUAL \$77,192

Expenditures

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.

See notes under "Actual Services" above

Regarding Curriculum and Common Core Standards: Teachers have had professional (PD) development regarding the importance of vertical articulation. The goal of this PD was to communicate the importance of building upon concepts and increasing depth/rigor across grade levels. This PD has given teachers the opportunity to plan and develop curriculum accordingly. Success in prior formalized assessments (such as the SBAC) serves as evidence that the curriculum and materials being implemented at Kavod adhere to state learning goals. Despite scoring above average on this formalized assessment, Kavod aspires to continuously improve student performance by finding and implementing pedagogy that engages students and aligns to standards.

Regarding Professional Development: Through instructional rounds, district-facilitated PD, conferences, and weekly school-based PD, teachers are continuously exposed to opportunities to improve upon their craft and

to work cooperatively with their peers. After external school-wide professional development, the staff meets to discuss major “takeaways” and to determine the effectiveness of the PD. If only select faculty members attend a PD, they are asked to present the information they obtained to the staff to ensure that all faculty benefits.

Regarding Assessment: Teachers in grades 3-5 have had personalized PD regarding preparation for state testing. This includes information on preparing the testing environment, methods to prepare students for SBAC questions and the testing interface, school-adopted programs of assessment which will predict student performance, and opportunities to collaborate with colleagues who have experience with the test. Again, previous test scores are a testament to the success of this preparation, but Kavod will remain continuously committed to improving scores and ensuring that all students are prepared.

Explain material differences between Budgeted Expenditures and Estimated 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.

LEA was awarded implementation grant which allowed the purchase of computers/technology for grade level and program expansion of approximately \$45,000 in excess of original budget.

Stakeholder Engagement

LCAP Year 2018–19 2020–21 2021–22

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?

- Parent surveys that help shape the LCAP goals were sent out and collected in Feb 2019
- Faculty reviewed LCAP in November 2018 and January 2019 providing much of the input prior to it being brought for review in public hearings at board meetings. They were provided an additional opportunity for feedback in a survey sent in February 2019.
- The LCAP was then brought to the board during a meeting with open parent participation in June 2019.

IMPACT ON LCAP AND ANNUAL UPDATE

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

- Parents have voiced a desire to develop a more prominent Spanish program as they feel this is an applicable language skill for all students. Kavod has altered it's scheduling to allow more exposure to the language from twice to five times a week depending on grade.
- Kavod parents voiced some confusion and concerns when looking at the student dress code and this will therefore be revisited and addressed (with staff and parent feedback considered) for the following school year.
- Kavod collaborated with staff and reflected upon parent feedback regarding student behavior and discipline policies. The staff will continue to implement positive behavior interventions and restorative practices while simultaneously developing consistent, school-wide routines and consequences for moments when early interventions are ineffective.
- Kavod will continue to use ParentSquare, a communication tool that allows communications to instantly be translatable in the parent's desired language.
- Kavod will assess grades, behavioral data, assessment scores, and attendance records to determine the success of foster youth, English learners, and socioeconomically disadvantaged students at Kavod. This information will be used to develop new processes/curriculum and/or to obtain new materials that will best serve these students.

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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>		
Ensuring a safe, secure program that includes, well trained staff, a program focused on respect, and a safe and secure well-maintained facility.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Through Prop 39, Kavod has moved onto a site that has the necessary blueprint to eventually expand the program TK-8th grade. As this site is one of the older structures, continuous improvements must be made. This means that we have collaborated with district staff to meet their requirements and timelines. State and federal requirements and an influx of violent attacks on schools have driven the faculty to ensure that all staff and students are prepared for natural disasters and the unlikely event of a campus intruder. The analysis of emergency plans of other similar schools have allowed for the preparation of any necessary drills, documents, or procedures. The collection and analysis of data regarding behavioral issues has driven the staff to develop and implement new behavioral procedures to ensure that the majority of students learn from positive and preventative measures. The minority of students who do not respond to these preventative measures will be subject to consistent and escalating due process procedures with the school-wide goal of avoiding suspension or expulsion whenever possible.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
All faculty will be properly fingerprinted and identify no risk for TB	100%	100%	100%	100%

Less than 5% of students will be suspended	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Less than 3% of students will be expelled	0%	0%	0%	0%

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 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

2019-20

2020-21

2021-22

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	2019-20	2020-21	2021-22
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying. Drills and walk throughs occur and are tracked	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying. Drills and walk throughs occur and are tracked and reviewed on a monthly basis.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Ensure site adheres to safety requirements. Train teachers on safety protocols in relation to school facilities. All teachers trained in, at minimum, Mandatory Reporting, General First Aid, Restorative Practices, and Harassment and Bullying. Hire custodial services that will aid in providing school safety.

and reviewed on a monthly basis. Ensure all employees are fingerprinted and not at risk for TB. Installing camera surveillance for 24 monitoring. Working on establishing further parent education on supporting social emotional needs Student and parent volunteer opportunities that are specifically designed to increase a positive and safe environment YY funds approved to expand campus to meet school growth needs environment and install lockers for middle school students	Ensure all employees are fingerprinted and not at risk for TB. Modify and/or add facilities to meet Kavod's growth plan to serve TK-8 th . Incorporating parent education on supporting social emotional needs Student and parent volunteer opportunities that are specifically designed to increase a positive and safe environment Work with District to develop site with YY funds to expand campus to meet growth needs	Drills and walk throughs occur and are tracked and reviewed on a monthly basis. Ensure all employees are fingerprinted and not at risk for TB. Continue to modify and/or add facilities to meet Kavod's growth plan to serve TK-8 th . Incorporating parent education on supporting social emotional needs Student and parent volunteer opportunities that are specifically designed to increase a positive and safe environment Work with District to develop site with YY funds to expand campus to meet growth needs
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BUDGETED EXPENDITURES

2019-20

Amount	\$376,456
Source	LCFF Base, SupplementalConcentration Grants
Budget Reference	1300, 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5400, 5500, 5600, 5800, 5900

2020-21

Amount	\$395,359
Source	LCFF Base, SupplementalConcentration Grants
Budget Reference	1300, 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5400, 5500, 5600, 5800, 5900

2021-22

Amount	\$448,385
Source	LCFF Base, SupplementalConcentration Grants
Budget Reference	1300, 2200, 2300, 2400, 3000, 4300, 4400, 4700, 5200, 5400, 5500, 5600, 5800, 5900

Action **2**

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:

English Learners Foster Youth Low Income
 Limited to Unduplicated Student Group(s)

Scope of Services LEA-wide Schoolwide **OR** Specific Grade spans: _____

Location(s) All schools: Specific Schools: _____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Analyze and adjust discipline plan as necessary. Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes. Additional professional development and support provided as needed for students with behavioral support requirements. Maintain a Director of School Culture to support restorative practice discipline measures. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Analyze and adjust discipline plan as necessary. Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes. Additional professional development and support provided as needed for students with behavioral support requirements. Maintain a Director of School Culture to support restorative practice discipline measures. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Analyze and adjust discipline plan as necessary. Analyze Professional Development opportunities from previous year and implement a Professional Development plan that incorporates any necessary changes. Additional professional development and support provided as needed for students with behavioral support requirements. Maintain a Director of School Culture to support restorative practice discipline measures. Ensure all classrooms create a culture of respect through curriculum, classroom environment (including layout and procedures), and policies.

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount	Amount	Amount
\$25,593	\$25,593	\$25,593
Source	Source	Source
LCFF Base Funds, Supplemental/Concentration Grants	LCFF Base Funds, Supplemental/Concentration Grants	LCFF Base Funds, Supplemental/Concentration Grants
Budget Reference	Budget Reference	Budget Reference
1300, 2300, 3000, 5200	1300, 2300, 3000, 5200	1300, 2300, 3000, 5200

New

Modified

Unchanged

Goal 2

Create an engaging learning community that values and encourages diversity and global awareness, where the importance of student attendance and participation is emphasized, and where parent involvement and input is welcome.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

-Kavod recognizes the correlation between parental involvement and student success and therefore aspires to build partnerships or “teams” with parents/guardians to best serve students.

-Kavod is a school of choice and therefore wants to continuously validate the ongoing decision for parents to entrust their student’s education to Kavod. Parent satisfaction will contribute to the aforementioned goal of developing partnerships for student success and will additionally contribute to the goal of increasing enrollment through word-of-mouth marketing.

-Kavod recognizes that a strong attendance record not only benefits the school financially but is pivotal in ensuring individual student success.

-Kavod’s mission of creating culturally aware and respectful citizens is partially accomplished through diverse recruitment. Students learn to understand and celebrate difference through positive interactions with students different than themselves.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
At least 5 events that encourage parent attendance at each grade level or by school wide	At least 5 events are to be held for each grade level or school-wide	At least 5 will be held for each grade level or school-wide	At least 5 will be held for each grade level or school-wide	At least 5 will be held for each grade level or school-wide
80% overall satisfaction rate on school survey from parents	Above 90%	Above 90%	Above 90%	Above 90%
80% overall satisfaction rate on school survey from students	Above 90%	Above 90%	Above 90%	Above 90%

Kavod Parent Committee will hold at least 8 meetings throughout the year	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year.	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year.	Continue to meet goal of at least 8 Kavod Parent Committee meetings per year.
90% attendance rate for students	Above 90%	Above 90%	Above 90%	Above 90%

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

2020-21

2021-22

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod Parent Committee to	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod	Provide parent surveys and opportunities for parent feedback. Schedule parent conferences twice throughout the year and provide comprehensive progress reports or report cards to parents. Host family days, assemblies and parent events and invite parents into the classroom for student recognition. Host back to school information night. Encourage volunteering in the school. Provide information for parents on the school website including notification of board meetings. Encourage the Kavod Parent Committee to hold meetings for families to provide input. Encourage the Kavod

the Kavod Parent Committee to host monthly family events where families can engage together.	host monthly family events where families can engage together.	Parent Committee to host monthly family events where families can engage together.
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BUDGETED EXPENDITURES

	2019-20	2020-21	2021-22
Amount	\$50,114	\$51,520	\$54,800
Source	LCFF Base Funds, Supplemental/Concentration Grants	LCFF Base Funds, Supplemental/Concentration Grants	LCFF Base Funds, Supplemental/Concentration Grants
Budget Reference	1300, 2300, 2400, 3000, 4300, 5900	1300, 2300, 2400, 3000, 4300, 5900	1300, 2300, 2400, 3000, 4300, 5900

Action 2

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

	2019-20	2020-21	2021-22
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, implement a plan to promote and incentivize students arriving on time.	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.	Evaluate absent rate and tardiness and develop plans as indicated by data. If data warrants it, develop and implement a plan to promote and incentivize students arriving on time.
Director of Enrollment and Accountability to serve as oversight of student attendance.	Director of Enrollment and Accountability to serve as oversight of student attendance.	Director of Enrollment and Accountability to serve as oversight of student attendance.	Director of Enrollment and Accountability to serve as oversight of student attendance.

Practice Restorative Practices to limit out of school discipline measures.	Practice Restorative Practices to limit out of school discipline measures.	Practice Restorative Practices to limit out of school discipline measures.
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BUDGETED EXPENDITURES

2019-20

Amount	\$18,296
Source	LCFF Base
Budget Reference	1300, 2400, 3000, 5200, 5800

2020-21

Amount	\$18,296
Source	LCFF Base
Budget Reference	1300, 2400, 3000, 5200, 5800

2021-22

Amount	\$18,296
Source	LCFF Base
Budget Reference	1300, 2400, 3000, 5200, 5800

Action 3

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

2019-20

New Modified Unchanged

Focus recruitment on building and maintaining a diverse student population.
 Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals.

2020-21

New Modified Unchanged

Focus recruitment on building and maintaining a diverse student population.
 Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals.

2021-22

New Modified Unchanged

Focus recruitment on building and maintaining a diverse student population.
 Establish events and develop curriculum to be implemented at each grade level that connects the values of multiple cultures with a focus on Israel. Develop and implement a curriculum and acquire teaching tools/materials that focuses on diversity in accordance with charter goals.

Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.

goals.
Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.

Ensure classroom libraries have appropriate books to focus on diversity, and positive character traits.

BUDGETED EXPENDITURES

2019-20

Amount	\$184,251
Source	LCFF Base Funds, Supplemental/Concentration Grants, Lottery
Budget Reference	2100, 2300, 2400, 3000, 4100, 5800

2020-21

Amount	\$187,088
Source	LCFF Base Funds, Supplemental/Concentration Grants, Lottery
Budget Reference	2100, 2300, 2400, 3000, 4100, 5800

2021-22

Amount	\$191,762
Source	LCFF Base Funds, Supplemental/Concentration Grants, Lottery
Budget Reference	2100, 2300, 2400, 3000, 4100, 5800

New

Modified

Unchanged

Goal 3

Implement Common Core State Standards based curriculum and a program in which all students are taught Hebrew. Additionally, include exposure to various electives and enrichment opportunities. Ensure students are able to gain academic content knowledge through the development of a collaborative highly qualified team of instructors that works to ensure differentiated instruction. The assigned curriculum materials allow students of all sub groups to access the curriculum and to meet the school expected proficiency requirements. Ensure all students are prepared for the 21st century through digital literacy.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Highly-qualified teachers are more likely to have an understanding of effective pedagogy and a mastery of subject material. An alignment to Common Core standards will ensure students are properly prepared for state testing and will be prepared for subject material in all subjects and grades after leaving Kavod. Ensuring unduplicated students are successful in their classes and on state tests will serve as a testament to their academic understanding and the elimination of an achievement gap when juxtaposed to their peers. The reclassification of EL students will demonstrate the success of the program's goal to assist them in learning academic material while acquiring English proficiency. If unduplicated students are not meeting any

of these goals, Kavod will revisit and restructure practices or materials to ensure these goals are met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Number of Gen Ed teachers with credentials 100% and all teachers are appropriately assigned	100%	100%	100%	100%
100% of applicable courses will align to CCSS	100%	100%	100%	100%
100% of students are all enrolled in Reading, Writing, Math, Science, Social Studies, Hebrew, General Electives	100%	100% (expectation to students enrolled in an NPS)	100% (expectation to students enrolled in an NPS)	100% (expectation to students enrolled in an NPS)
70% of all students and sub groups will meet benchmark expectations as determined by CAASPP, MAP or the adopted curriculum standards for Reading/Writing, Math or will increase by one grade level. For Social Studies, Science and General Electives Students will have mastered or been exposed to at least 75% of the standards in grades K-5 and in grades 6-8 70% will have mastered the	Percentage of students met benchmarks in math or increase by 30% as measured by CAASPP, MAP: 86% all students, 73% Hispanic, 74% SPED, 77% F&R and 77% EL Percentage of students met benchmarks for ELA based on reading or increased by 30% as measured by CAASPP MAP and F&P scores: 93% all students, 73% Hispanic, 77% SPED, 94% F&R, 84% ELL For Social Studies, Science and General Electives Students will have mastered or been exposed to at least 75% of the	Higher than 70% in all areas	Higher than 70% in all areas	Higher than 70% in all areas

standards or shown 30% improvement.	standards in grades K-5 - 6-8 not yet applicable			
A minimum of 70% of students will meet the Hebrew Proficiency expectations as measured by the Oral Proficiency Interview or the STAMP assessment or increase by one grade level if enrolled at Kavod for at least 3 years	75% of students enrolled at Kavod for 2 years scored proficient in the Hebrew MAP assessment	Higher than 70%	Higher than 70%	Higher than 70%
80% of EL students will be at least "Moderately Developed" on ELCAP within 3 years upon entering Kavod	100%	80%	80%	80%
70% of EL students Reclassified within 4 years if entering Kavod in Kindergarten or first grade.	100%	70%	70%	70%

Action **1**

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student

Group(s)

Location(s)

Specific Schools:

Specific Grade spans:

All schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2019-20

2020-21

2021-22

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew for TK-5 and 6 will have all of these subjects as well as Spanish) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan.</p> <p>Hire appropriate staffing to implement the Hebrew program.</p> <p>Maintain a Spanish teacher as an elective for TK-5 and as a core subject for 6 and implement Spanish curriculum and provide translation services.</p> <p>Maintain a P.E. teacher to implement P. E. program.</p> <p>Purchase curriculum as needed to ensure common core alignment and student success and support students. Develop curriculum maps for any new grade that ensures standards are being taught.</p> <p>Acquire applications and programs as necessary to support digital literacy and student education.</p> <p>Complete professional development associated with an IB program and complete unit creations as needed. Hire an IB coordinator to support the implementation of the IB and middle school</p>	<p>Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew for TK-5 and 6-7 will have all of these subjects as well as Spanish) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan.</p> <p>Maintain appropriate staffing to implement the Hebrew program, Spanish and P.E. electives.</p> <p>common core alignment and student success and support students.</p> <p>Complete professional development associated with an IB program and complete unit creations as needed. Acquire applications and programs as necessary to support digital literacy and student education. Complete professional development associated with an IB program and continually create units as needed.</p> <p>Support students as necessary with the SELPA and Ed Specialist and classroom aides.</p>	<p>Ensure all pupils have access to a broad course of study that meet common core and state standards (English, mathematics, social sciences, science, visual and performing arts, health, physical education, and Hebrew for TK-5 and 6-8 will have all of these subjects as well as Spanish) including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. Analyze curriculum for common core alignments and successful implementation in the class. Implement changes necessary and develop and establish curriculum per school's growth plan.</p> <p>Maintain appropriate staffing to implement the Hebrew program, Spanish and P.E. electives.</p> <p>Purchase curriculum as needed to ensure common core alignment and student success and support students. Develop curriculum maps for 8th grade, that ensures standards are being taught. Acquire applications and programs as necessary to support digital literacy and student education. Complete professional development associated with an IB program and create units as needed.</p> <p>Support students as necessary with the SELPA and Ed Specialist and classroom aides.</p>

program. Integrate a music program into the school guaranteed for 4-6 and as possible for TK-3 Support students as necessary with the SELPA and Ed Specialist and classroom aides.	
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BUDGETED EXPENDITURES

	2020-21	2021-22
Amount	\$637,347	\$745,507
Source	LCFF Base, LCFF Supplemental/Concentration, Special Education State & Federal, Lottery	LCFF Base, LCFF Supplemental/Concentration, Special Education State & Federal, Lottery
Budget Reference	1900, 2100, 3000, 4100, 5800	1900, 2100, 3000, 4100, 5800

Action 2

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

	2020-21	2021-22
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Establish effective co-teaching teams through the hiring process and professional development	Establish effective co-teaching teams through the hiring process and professional development	Establish effective co-teaching teams through the hiring process and professional development

opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support credentialing reimbursement to maintain credentialed teachers.	opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers.	opportunities. Review the evaluation process and faculty expectations with faculty. Hire faculty who meet the qualifications set out in the charter; all lead teachers being credentialed. Use of supplemental funds to hire teaching aides who will provide individual tutoring/intervention. Support teachers with credentialing reimbursement to maintain credentialed teachers.
Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.	Provide teachers with additional support materials and professional development and ensure proper family involvement to help close any achievement gap for English Learners. Purchase of materials needed to support students. Provide Professional Development. Host Parent teacher meetings and encourage Parent engagement.

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount	\$1,691,513	\$1,787,604
Source	LCFF Base, LCFF Supplemental, Lottery	LCFF Base, LCFF Supplemental, Lottery
Budget Reference	1100, 1300, 2100, 3000, 4200, 4300, 5200, 5300, 5600	1100, 1300, 2100, 3000, 4200, 4300, 5200, 5300, 5600

Action **3**

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

2019-20	2020-21	2021-22
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement frequent student assessments. Work with design plan for site to ensure technology infrastructure can support the required devices. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.	Implement frequent student assessments. Work with design plan for site to ensure technology infrastructure can support the required devices. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.	Implement frequent student assessments. Work with design plan for site to ensure technology infrastructure can support the required devices. Analyze the CAASPP assessment results and modify instruction accordingly. Analyze NWEA MAP testing. Analyze test results and work collaboratively as a team to make adjustments to teaching approaches and/or curriculum as necessary.

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount	\$46,163	\$52,202
Source	LCFF Base	LCFF Base
Budget Reference	4400, 5800	4400, 5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2019-20 2020-21 2021-22

Estimated Supplemental and Concentration Grant Funds: **\$ 211,974** Percentage to Increase or Improve Services: **8.34 %**

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](#)).

Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

Goal 1 ensure the Director of School Culture has correct training and credentialing to support all unduplicated students.

Goal 2 implements strategies for restorative practices implementation that supports unduplicated student populations and reduces suspensions and expulsions. Faculty are trained in restorative practices and universal design learning that support at-risk learners.

Goal 3 Faculty are being provided specific professional development pertaining to supporting English Language Learners that will help qualitatively support our EL population. Differentiation is provided through additional instructors in Reading and Math in all Grade levels to benefit English Learners, Foster Youth, and Low Income students. Targeted intervention and support is provided for at-risk learners including unduplicated students. Kavod's curricular opportunities and home review as implemented through the designed curriculum supports at-risk populations. Bilingual staff including an additional Spanish teacher, and translation of materials and in communication with the school, will engage our English Learner parents and families. Parent Square integrated for communication to be translated in family's native language.