

Exhibit A

**CONFLICT OF INTEREST CODE
OF
COLLEGE PREPARATORY MIDDLE SCHOOL**

The Political Reform Act (Government Code section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for **College Preparatory Middle School ("College Prep")**.

Therefore, College Prep officials holding designated positions shall prepare FPPC Form 700 in accordance with the disclosure categories identified in this conflict-of-interest code, and file with the County of San Diego in the manner required by the County.

Approved and/or authorized by the Board of Supervisors of the County of San Diego.	
Meeting Date: <u>12/15/2015</u>	Minute Order No. <u>24</u>
By: <u>[Signature]</u>	Date: <u>12/21/2015</u>
Deputy Clerk of the Board Supervisors	

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Co-Executive Directors	1.2
Members of the Board of Directors	1,2
Consultants / New Positions	3

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Co-Executive Directors or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Co-Executive Directors or designee's determination is a public record and shall be retained for public inspection in the same manner and locations as this conflict-of-interest code. (Gov. Code, §81008.)

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interest in real property located in whole or in part within two (2) miles of any facility utilized by College Prep's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by College Prep.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the consultants or new positions.

Descriptions of Positions and Offices with Explanation of Reasons for Employees and Consultants as “Designated Employees”

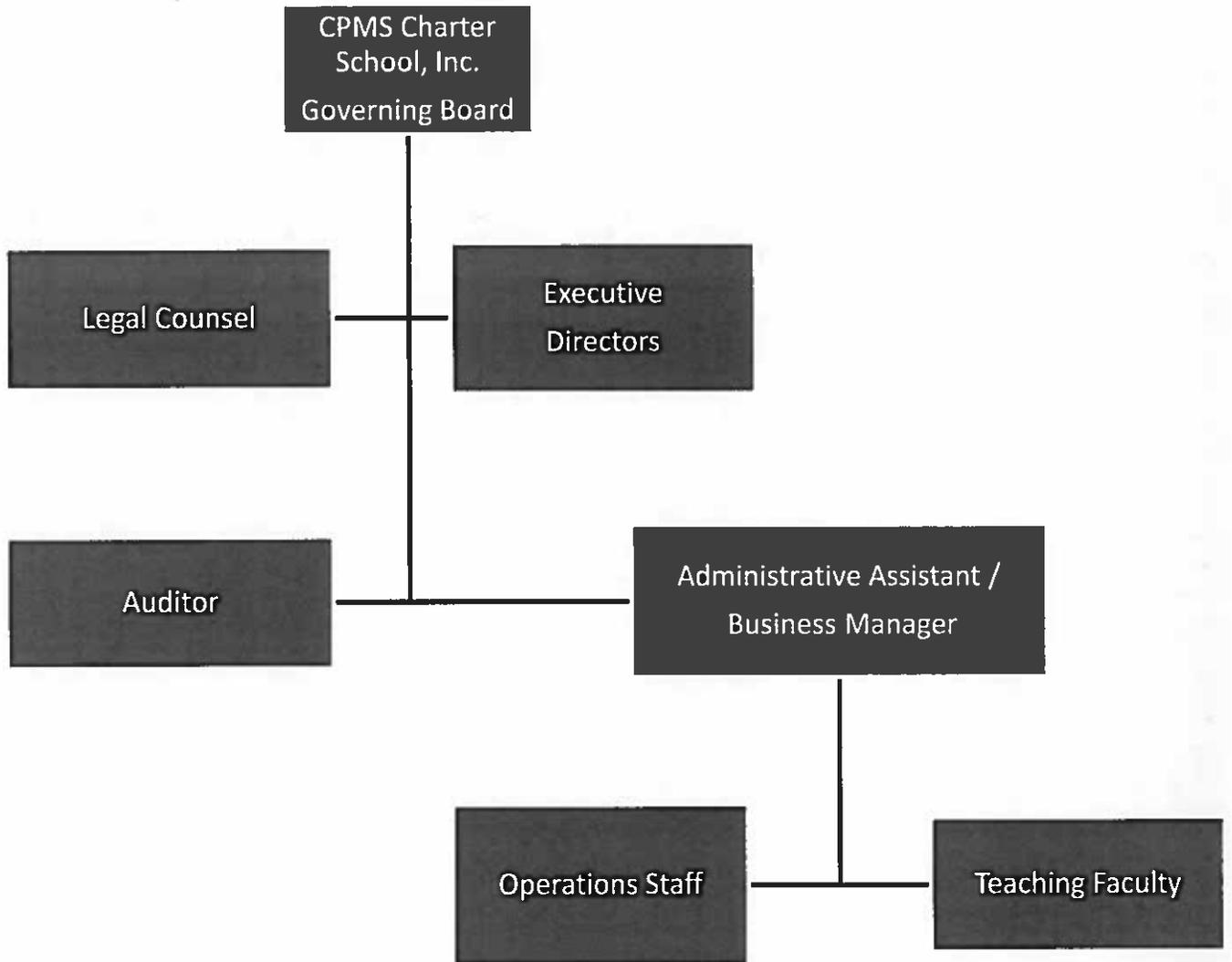
Members of the Board of Directors

The Members of the Board of Directors (“Board”) of College Preparatory Middle School (“Corporation”) formulate general policy and programs of the Corporation and hire the Co-Executive Directors. The Board is responsible for assuring that all aspects of the financial and programmatic accountability systems are consistent with the Charter. The Board has responsibility to fulfill Corporation’s obligations to its charter authorizer and the California Department of Education. Corporation does not have any surplus or special reserve funds to invest, and the Board does not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, Members of the Board are not “other officials who manage public investments” within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Members are instead designated under Corporation’s Conflict of Interest Code and required to disclose reportable investments and income associated with his/her position with Corporation and positions with any business entity that provides goods and services of a type utilized by Corporation.

Co-Directors

As employees of Corporation, the Co-Directors generally participate in the formulation of the Corporation’s general policy and programs, and implements policy on behalf of the Board. The Co-Directors hire employees and contractors, including those providing management, curriculum, technology and instructional services. The Co-Directors have general supervision, direction and control of the business and affairs of the Corporation. Corporation does not have any surplus or special reserve funds to invest, and the Co-Directors do not direct the investment of public moneys, formulate or approve investment policies, approve or establish guidelines for asset allocations or approve investment transactions. Consequently, the Co-Directors are not officials who manage public investments within the meaning of Government Code section 87200, as defined in California Code of Regulations, Title 2, Section 18701, and the Co-Directors are instead designated under Corporation’s Conflict of Interest Code.

Attachment A: College Preparatory Middle School Organizational Chart:



**DECLARATION OF CO-DIRECTOR OF
COLLEGE PREPARATORY MIDDLE SCHOOL
ADOPTION OF CONFLICT OF INTEREST CODE**

I, Christina M. Callaway, hereby declare:

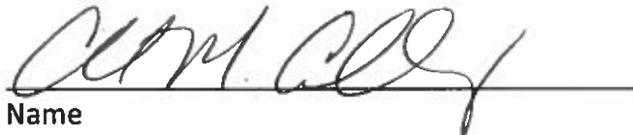
I am a Co-Director of College Preparatory Middle School, a California nonprofit public benefit corporation ("Corporation").

On June 22, 2015, the Board of Directors of Corporation considered the proposed Conflict of Interest Code ("Code"). The proposed Code designates the officers, employees and consultants who make governmental decisions.

The Board of Directors set August 6, 2015, for a public hearing, if requested, and for final adoption of the Code. Thereafter, notice of intent to adopt the Code was (i) mailed on June 23, 2015 to the Board of Supervisors of the County of San Diego and (ii) posted on June 23, 2015, on all Corporation employee bulletin boards or newsletters and on the Corporation's website.

On August 6, 2015, at the time and place set forth in the notice, the Board of Directors adopted the Code and directed that it be submitted to the Board of Supervisors of the County of San Diego as the code-reviewing body

Dated: September 22, 2015



Name

Co-Director

College Preparatory Middle School

AGENDA

**Regular Meeting of the Board of Directors
5150 Jackson Drive, Room 4
La Mesa, CA 91942
(619) 303-2782 FAX (619) 303-3759**

**Monday September 21, 2015
Call to order – 5:30 p.m.
Closed Session – Directly following
Open Session - 6:00 p.m.**

INSTRUCTIONS FOR PUBLIC PARTICIPATION BY PARENTS AND CITIZENS

The College Preparatory Middle School (“CPMS”) welcomes public participation at CPMS Board meetings. The purpose of a CPMS board meeting is to conduct the affairs of CPMS in public. Because the Board has a responsibility to conduct school business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. Agendas and agenda packets are available to all audience members at or near the entrance to the meeting room.
2. Members of the public wishing to speak should fill out a “Request to Speak” form located on the counter/table, stating their name, address (optional), and the agenda item they would like to speak about, or whether they would prefer to address the Board during the “Public Comment” period. Speakers should turn these forms in to the Board Secretary before the Open Session begins.
3. The “Public Comment” period is set aside for members of the public to speak about issues that are not specifically on the agenda. Each person will be given the opportunity to speak for up to three (3) minutes. Please keep in mind that the Board can only listen to your issue, the Board will not respond or take action; because of public meeting laws, the Board is prohibited from taking any action on non-agendized items. The members of the Board may ask a question for clarification, provide a reference to staff or other resources for factual information, request staff to report back at a subsequent meeting on any matter, or direct staff to place a matter of business on a future agenda.
4. Board Members may make brief announcements or briefly report on his/her own activities as they relate to school business during “Board Communications” portion of the meeting.
5. State open meeting laws allow members of the public to lodge public criticism of Board policies, procedures, programs, or services. However, those same laws include specific provisions designed to protect the liberty and reputational interests of public employees by providing for the non-public hearing of complaints or charges against employees of the School. (Gov. Code § 54957(b)(2).) Under these laws, it is the employee subject to complaints or charges who is provided the right to choose whether those complaints or charges will be heard in open or closed session. It is therefore the desire of CPMC that complaints against an employee be put in writing, and that when the Board hears complaints or charges against an employee it do so in closed session unless the employee requests an open session. Consistent with law and the opinion of the State Attorney General’s Office, please submit any complaints against an employee in writing, to the administration, in accordance with the school’s complaint procedure. This procedure is designed to allow the District to address complaints against employees while at the same time respecting their legitimate privacy rights and expectations.

I. PRELIMINARY

A. Call to Order

The meeting was called to order by the President Meitchik at 5:33 p.m.

B. Roll Call

C.

	Present	Absent	Arrived late	Departed early
Corey Meitchik	X			
Alex Brizolis	X			
Lisa Dietrich		X		
Christina Callaway	X			
Mitchell Miller	X			

II. CLOSED SESSION (College Prep Staff Lounge)

A. Public Employee Performance Evaluation (Gov. Code § 54957(b)(1))

Position: Co-Directors

B. Conference with Legal Counsel – Existing Litigation (Gov. Code § 54956.9(d)(1))

La Mesa Spring Valley School District v. Mountain Empire Unified School District & College Preparatory Middle School

San Diego Superior Court, Case No. 37-2015-00019227-CU-MC-CTL

III. RECONVENE TO OPEN SESSION (Estimated start time: 6:00 p.m.)

Depending upon completion of Closed Session items, the Board intends to convene in Open Session at 6:00 p.m. to conduct the remainder of the meeting, reserving the right to return to Closed Session at any time.

A. Call to Order

The meeting was called to order by President Meitchik at 6:26 pm

B. Pledge of Allegiance

C. Report on Potential Action from Closed Session

D. Approval of Agenda

Motion by: Christina Callaway

Seconded by: Alex Brizolis

Vote:

	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	AB		
Christina Callaway	X		
Mitchell Miller	X		

IV. COMMUNICATIONS

A. Public Comment Period

Public comment on items not listed on the Agenda. Maximum time three (3) minutes.

- Brian Marshall spoke regarding item IIB

B. Board Communications/Announcements

Governing Board members make brief announcements or briefly report on his/her own activities as they may relate to school business.

C. Staff Reports

1. Director's Report- See attached report
2. Enrollment Update as of: 09/17/2015

5th : 59 6th : 59 7th : 60 8th : 55

V. INFORMATIONAL/ACTION ITEMS

1. **GENERAL FUNCTIONS- No items at this time**
2. **PUPIL SERVICES- No items at this time**
3. **PERSONNEL SERVICES- No items at this time**
4. **FINANCIAL AND BUSINESS**

(a) Ratify/Approval of Unaudited Actuals for the period 7/1/2014-6/30/2015

Motion by: Alex Brizolis
Seconded by: Corey Meitchik
Vote:

	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	AB		
Christina Callaway	X		
Mitchell Miller	X		

(b) Resolution to adopt Conflict of Interest Policy: Adopt (and send to San Diego Board of Supervisors)

Motion by: Corey Meitchik
Seconded by: Mitchell Miller
Vote:

	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	AB		
Christina Callaway	X		
Mitchell Miller	X		

5. CURRICULUM AND INSTRUCTION

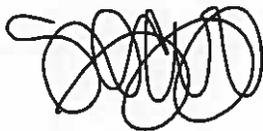
6. POLICY DEVELOPMENT

7. FUTURE PLANNING/ACTION ITEMS

8. FUTURE MEETING: December 14, 2015 at 5:30 p.m.

9. ADJOURNMENT- Meeting adjourned by President Meitchik at 6:41 PM

Notes Completed by



Socorro Redding

College Preparatory Middle School

NOTES

**Regular Meeting of the Board of Directors
5150 Jackson Drive, Room 4
La Mesa, CA 91942
(619) 303-2782 FAX (619) 303-3759**

**Monday, June 22, 2015
Closed Session – 5:30 p.m.
Open Session - 6:00 p.m.**

INSTRUCTIONS FOR PUBLIC PARTICIPATION BY PARENTS AND CITIZENS

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3. The “Public Comment” period is set aside for members of the public to speak about issues that are not specifically on the agenda. Each person will be given the opportunity to speak for up to three (3) minutes. Please keep in mind that the Board can only listen to your issue, the Board will not respond or take action; because of public meeting laws, the Board is prohibited from taking any action on non-agendized items. The members of the Board may ask a question for clarification, provide a reference to staff or other resources for factual information, request staff to report back at a subsequent meeting on any matter, or direct staff to place a matter of business on a future agenda.
4. Board Members may make brief announcements or briefly report on his/her own activities as they relate to school business during “Board Communications” portion of the meeting.
5. State open meeting laws allow members of the public to lodge public criticism of Board policies, procedures, programs, or services. However, those same laws include specific provisions designed to protect the liberty and reputational interests of public employees by providing for the non-public hearing of complaints or charges against employees of the School. (Gov. Code § 54957(b)(2).) Under these laws, it is the employee subject to complaints or charges who is provided the right to choose whether those complaints or charges will be heard in open or closed session. It is therefore the desire of CPMC that complaints against an employee be put in writing, and that when the Board hears complaints or charges against an employee it do so in closed session unless the employee requests an open session. Consistent with law and the opinion of the State Attorney General’s Office, please submit any complaints against an employee in writing, to the administration, in accordance with the school’s complaint procedure. This procedure is designed to allow the District to address complaints against employees while at the same time respecting their legitimate privacy rights and expectations.

I. PRELIMINARY

A. Call to Order

The meeting was called to order by the President Meitchik at 6:07 p.m.

B. Roll Call

C.

	Present	Absent	Arrived late	Departed early
Corey Meitchik	X			
Alex Brizolis	Via Phone			
Lisa Dietrich	X			
Christina Callaway	X			
Mitchell Miller	X			

II. CLOSED SESSION (College Prep Staff Lounge)

A. Public Employee Performance Evaluation (Gov. Code § 54957(b)(1))

Position: Co-Directors

B. Conference with Legal Counsel – Existing Litigation (Gov. Code § 54956.9(d)(1))

La Mesa Spring Valley School District v. Mountain Empire Unified School District & College Preparatory Middle School

San Diego Superior Court, Case No. 37-2015-00019227-CU-MC-CTL

III. RECONVENE TO OPEN SESSION (Estimated start time: 6:00 p.m.)

Depending upon completion of Closed Session items, the Board intends to convene in Open Session at 6:00 p.m. to conduct the remainder of the meeting, reserving the right to return to Closed Session at any time.

A. Pledge of Allegiance

B. Report on Potential Action from Closed Session

C. Approval of Agenda

Motion by: Mitch Miller

Seconded by: Lisa Dietrich

Vote:

	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

IV. COMMUNICATIONS

A. Public Comment Period

Public comment on items not listed on the Agenda. Maximum time three (3) minutes.

B. Board Communications/Announcements

Governing Board members make brief announcements or briefly report on his/her own activities as they may relate to school business.

C. Staff Reports

1. Director's Report
2. Enrollment Update

5th : 48 6th : 60 7th : 59 8th : 58

V. INFORMATIONAL/ACTION ITEMS

1. FINANCIAL AND BUSINESS

(a) Resolution for Approval of Prop 30, EPA

Motion by: Lisa Dietrich

Seconded by: Mitch Miller

Vote:

	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(b) Approve contract with La Mesa Spring Valley to continue lunch services 2015-2016

Motion by: _____

Seconded by: _____

Vote:

**Tabled Item for
September 2015
Meeting**

2. Yes/Aye No/Nay Abstain

Corey Meitchik			
Alex Brizolis			
Lisa Dietrich			
Christina Callaway			
Mitchell Miller			

(c) Approve a 3 year contract, July 1, 2015 – June 30, 2018, with Hosaka Rotherham to continue auditing and accounting services

Motion by: Mitch Miller

Seconded by: Lisa Dietrich

Vote:

3.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(d) Approve contract with SDCOE Outdoor School for 6th Grade Camp 2015-2016

Motion by: Corey Meitchik

Seconded by: Lisa Dietrich

Vote:

4.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(e) Amendment to the current lease agreement with La Mesa Church of Christ

Motion by: Corey Meitchik

Seconded by: Lisa Dietrich

Vote:

5.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(f) LCAPP approval for 2015-2016

Motion by: Lisa Dietrich

Seconded by: Corey Meitchik

Vote:

6.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(g) Tentative adoption of Conflict of Interest Code

If no public comment by August 6, 2015 then approved

Motion by: Corey Meitchik

Seconded by: Lisa Dietrich

Vote:

7.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(h) Approval of CBO Professional Development/Training

Motion by: Lisa Dietrich

Seconded by: Corey Meitchik

Vote:

8.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(i) Approval of Board Meeting dates for 2015-2016

Dates will be: 9/21/15, 12/14/15, 03/14/16 & 6/27/16

Motion by: Corey Meitchik

Seconded by: Mitch Miller

Vote:

9.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

(j) Approval of 2015-2016 Budget

Motion by: Corey Meitchik

Seconded by: Lisa Dietrich

Vote:

10.	Yes/Aye	No/Nay	Abstain
Corey Meitchik	X		
Alex Brizolis	X		
Lisa Dietrich	X		
Christina Callaway	X		
Mitchell Miller	X		

11. CURRICULUM AND INSTRUCTION

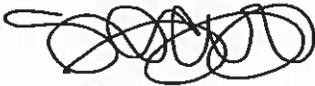
12. POLICY DEVELOPMENT

13. FUTURE PLANNING/ACTION ITEMS

14. FUTURE MEETING: 09/21/15 @5:30 pm

15. ADJOURNMENT- Meeting adjourned by President Meitchik at 6:55 pm

Notes completed by



Socorro Redding

College Preparatory Middle School

**A CHARTER SCHOOL PROPOSAL AND PETITION
FOR RENEWAL**

OCTOBER 6, 2014

**For Presentation to
Trustees
of the
Mountain Empire School District**

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MISSION

The mission of College Preparatory Middle School is: "To create a nurturing community for the college bound middle school learner."

SUMMARY

The following charter is presented to facilitate the 5 year renewal of College Preparatory Middle School (CPMS). CPMS opened in September of 2010. It is located in the Eastern Region of San Diego County. CPMS currently serves approximately 240 students in grades 5 through 8, with a student-teacher ratio of 25:1. CPMS follows a "traditional" school calendar. The School is operated by the existing College Preparatory Middle School non-profit corporation ("College Preparatory Middle School"). (See Organization Chart - Attachment A.) CPMS is directly funded by the State, operating under a separate charter with its own CDS code. College Preparatory Middle School Incorporated acts as the employer of all staff. The school currently utilizes certain District services: Special Education, and pupil accounting.

BACKGROUND

Nationwide testing data demonstrates a marked decline in the reading and writing skills of adolescent learners. It has been noted that early grade student gains in reading achievement often dissipate as students move through the middle grades. As a result, many young people struggle with the mastery of basic curriculum. This struggle often ends with students dropping out of high school. Of those students who have dropped out, 45% reported that a, "...lack of preparation for the rigors of high school academics..."¹ contributed in their decision to end their educational career.

At CPMS, we intend to create **a nurturing community for the college bound middle school learner.**

College Preparatory Middle believes that we can decrease high school dropout rates by preparing students for college, well before they step foot on a high school campus. By building a middle school that provides a rigorous, state standards based, educational program, along with appropriate supports to ensure middle school learner success; we will prepare our graduates for a successful "college bound" transition to high school. Towards this end, students will be provided opportunities for articulation with the high school and will be afforded a yearly opportunity to review their progress toward high school matriculation. It is our goal to promote students who are prepared for the rigors of high school (and beyond), who do not require remediation, and are able to choose from the highest level of core course offerings and electives available to them. This level of preparation will ensure that our students are more than able to meet the A-G requirements necessary for admission to the University of California system.

College Preparatory Middle School students will encounter an educational environment that not only offers the best in research based, state of the art curriculum and instructional approaches but provides a campus which genuinely cares about them and supports them on their path to becoming positive, healthy young adults. We realize it takes the work of the entire community to reach our goals of high achievement for all; therefore, CPMS will provide meaningful opportunities for parental involvement, as outlined in our school Local Control Accountability Plans, and will establish supportive

¹ Alliance for Excellent Education, - High School Dropouts in America. (Washington, DC: Author, 2009).

relationships with community agencies. Out of this community of caring and support, we will strive to meet the objective of producing students who are self-motivated, competent, and prepared for success in the 21st century.

In keeping with the “measures of success” goals of the San Diego County Superintendents Achievement Gap Task Force, CPMS will strive to:

- Prepare our middle school learners with the foundational skills necessary for them to successfully pass both sections (ELA and Math) of the California High School Exit Exam on their first attempt in their 10th grade year.
- Promote 8th grade students who are at “Proficient” level in both Language Arts and Mathematics.
- Contribute (by adequate preparation) to an increased High School Graduation rate in San Diego County.

STUDENT POPULATION

College Preparatory Middle School believes its student body population reflects the current demography of the surrounding area: Approximately 20% of our current enrollment are Hispanic, 3.8% are African-American, and 65% White (not Hispanic). 2% are designated as English Learners. 30% qualify for free and reduced lunch. CPMS draw most of its students from the Cajon Valley, Jamul-Dulzura, Lemon Grove, Dehesa and La Mesa/Spring Valley School Districts.

AFFIRMATIONS AND ASSURANCES

As authorized petitioners, We, **Christina M. Callaway and Mitchell S. Miller**, hereby certify that the information submitted in this petition for renewal of a California public charter school named **College Preparatory Middle School**, located in the Eastern portion of San Diego County, is true to the best of our knowledge and belief; We also certify that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, agree that the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the COLLEGE PREPARATORY MIDDLE SCHOOL for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend College Preparatory Middle School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to College Preparatory Middle School including but not limited to:
 - College Preparatory Middle School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

- College Preparatory Middle School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- College Preparatory Middle School shall comply with any jurisdictional limitations to locations of its facilities.
- College Preparatory Middle School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- College Preparatory Middle School shall comply with all applicable portions of the No Child Left Behind Act.
- College Preparatory Middle School shall comply with the Public Records Act.
- College Preparatory Middle School shall comply with the Family Educational Rights and Privacy Act.
- College Preparatory Middle School shall comply with the Ralph M. Brown Act.
- College Preparatory Middle School shall meet or exceed the legally required minimum of school days.

Christina M. Callaway, Lead Petitioner

Date

Mitchell S. Miller, Petitioner

Date

Element One (A) – Educational Program

Overview

As previously mentioned, nationwide testing data shows a steep decline in the reading and writing skills of middle grades learners. It has been noted that early grade student gains in reading achievement often dissipate as students move through the middle grades.² As a result, many young people struggle with basic curriculum and end up dropping out of high school or performing at such minimal levels that they end up graduating without the basic skills that they need to do college-level work, get a well-paying job or act as informed citizens.

In San Diego County, 2012 graduation statistics revealed that 4,049 of our high school students dropped out of school. In an economy that increasingly relies on educated workers, students who are not properly educated are falling by the wayside, greatly impacting every sector of our local economy.

“Research is now clear that the high school dropout problem is rooted far earlier - as early as sixth grade - than some education policy leaders had thought. Although many states have made good progress in early grades achievement, when students reach the middle grades, they begin to lose momentum and often reach the ninth grade unprepared. Too many students then begin to disengage from their studies and miss valuable opportunities to stay on the path to success in high school and beyond.”³

The faculty and staff of College Preparatory Middle School will be committed to and focused on improving middle grades educational offerings so that all grade 5-8 students will have the access and support necessary to engage in innovative and challenging educational experiences, successfully transition to high school and graduate from high school prepared for college and ready to be a positive member of the 21st century.

At CPMS, it is our sincere goal to “promote” positive, healthy eighth grade students who are prepared for the rigors of high school (and beyond), who do not require remediation and are able to choose from the highest level of core course offerings and electives available to them. This will be accomplished because of our uncompromising commitment to the individual student, the assessment of their needs and the targeted response to address those needs through intervention or enrichment.

Curriculum and Instructional Program

Overview

Achievement of strong literacy skills will be the highest priority at CPMS. It is the firm belief of CPMS staff that students’ literacy skills are the key to their success across all content areas. Literacy is the foundation upon which all the educational goals of College Preparatory Middle School will be achieved.

² *Carnegie Council on Advancing Adolescent Literacy. (2010). Time to act: An agenda for advancing adolescent literacy for college and career success. New York, NY: Carnegie Corporation of New York.*

³ Southern Regional Education Board. Keeping Middle Grades Students on the Path to Success in High School . New York: The Edna McConnell Clark Foundation, 2009.

At CPMS, a Literacy Leadership Team will be established with the intent of reviewing individual student progress and implementing the specific aspects of the overall school literacy plan. In this way, the responsibility of meeting all of our literacy goals will be a shared endeavor amongst all staff. The director(s) of the school will chair this team and will work with staff to identify those students who are struggling and in need of more support. Those students who do not respond to enriched or intensified instruction will be given diagnostic assessments to pinpoint specific reading deficiencies and then will be provided with more specific and targeted interventions. The director(s) will be actively involved in the formative assessment of students and will meet regularly with teachers regarding student data.

Faculty meetings will serve as forums for discussing ways to increase student achievement. This activity puts the focus on student needs, as well as revealing the additional professional development required to support student learning objectives. Armed with data, the CPMS staff will take a proactive approach to meeting students' literacy requirements.

It is well documented that vocabulary grows as a consequence of independent reading and increasing reading volume, at CPMS students will have reading assessment goals for each quarter of study. We recognize that merely increasing reading volume is not enough, students must be taught how to "read to learn" as their texts become more lengthy and concepts more complex. CPMS will be a campus where reading is a supported endeavor with teachers clarifying text structures and key features, as well as educating students in methods to exploit context and other reading comprehension techniques.

Instructional Framework

CPMS will utilize best practices, research based methods of instruction, and standards-based programs and approaches. Common assessments will be constructed to assess student progress and program effectiveness. Educators will maintain and improve the content, form, and methods of standard-based instruction in order to ensure excellence and quality in teaching and to maximize student connectedness and engagement. Each teacher will be equipped with the skills, technology and resources that they need to bring out the best in every student.

In addition to our school-wide vocabulary development program, staff will incorporate a variety of instructional strategies to meet the needs of all students and engage them in their learning. These methods may include, but are not limited to: AVID methodologies, guided reading and writing, Socratic seminar, SDAIE strategies, technology resources (i.e.: PowerPoint, video, online tutorials) and pre-teaching.

The School will follow the State of California Framework/Common Core Content Standards in all subjects including Language Arts, Math, Science, Social Studies, Physical Education, and Art. The school will implement the instructional materials and the scope and sequence of skills to be taught as outlined in the various standards aligned curricula. The curricula will be central in refining professional development and instructional methods. Additional resources such as research based intervention programs, and ancillary universal access tools shall be employed as necessary to support student progress towards meeting state standards.

Curriculum

At present, we are researching curriculum that is research based and aligned with California framework and Common Core Content standards. We are currently working with the McDougall/Littel adoptions for Language Arts, Math and Social Studies and Science. These are high quality adoptions with excellent ancillary materials including “universal access” pieces for struggling readers and English Learners as well as materials for extending learning for those students working above grade level. However, we are examining what other successful schools are utilizing and relying on the capability of curriculum consultants and content specialists at the County Office of Education for their expertise in these areas. As we go through this adoption process, we will be keeping the needs of our students as our primary decision making tool.

The ultimate focus of the College Preparatory Middle School Educational Plan is student achievement. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets California Common Core Content Standards and will be prepared to excel on the California State assessments. Students will also be given opportunities for enrichment in visual and performing arts, technology and physical education.

The College Preparatory Middle School curriculum and instructional programs will include:

- **An emphasis on core subjects:** College Preparatory Middle School students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies. We fully recognize that a student’s literacy skills are the key to success across all content areas; to this end, literacy achievement will be the highest academic priority within the school.
- **An emphasis on learning skills:** College Preparatory Middle School students will develop the essential skills required for lifelong, continuous learning, such as communication, information acquisition, problem solving, and self-directional skills. Study skills will be integrated across the curriculum with a spiraling curriculum (grades 5-8) that emphasizes setting priorities, educational/career goals, organizational skills and effective study strategies.
- **An emphasis on technological skills:** College Preparatory Middle School students will develop proficiency in an array of digital information and communication tools. Students will become well versed in utilizing technology for a variety of purposes and audiences. By their promotion from CPMS, they will have mastered the full complement of tools in the Microsoft office suite, including word processing, power point and spreadsheet development. Students will learn appropriate use of the internet as a research tool. In the classroom, teachers will utilize an array of technological tools to enhance instruction including student survey technology, smart boards, and multimedia projection technology. Teachers will utilize web based resources to support and reinforce their instruction. Parents and teachers will utilize a web based communication tool to keep parents informed as to daily lesson plans and activities, course requirements and student performance. CPMS will maintain a school website and blog to keep families and the community informed of the activities of the campus and to provide another venue of communication between the school and its stakeholders.

- **An emphasis on the arts:** College Preparatory Middle School students will develop an understanding of the arts and the role it plays in culture, society and as a form of individual expression. Curriculum standards and Art 21 will be utilized to develop a spiraling curriculum for grades 5-8. CPMS will partner with the local arts community to bring artists to the campus to create art with students which will be integrated with the unit of study.
- **An emphasis on academic vocabulary across disciplines:** College Preparatory Middle School students will engage in various educational activities that will give them the tools necessary to independently employ word learning strategies and foster word consciousness. At CPMS, we fully understand the pivotal role of vocabulary in literacy and learning and the reciprocal relationship between vocabulary knowledge and reading comprehension. For English Learners, the level of vocabulary knowledge is the most reliable predictor of academic achievement across subject areas.
- **An emphasis on high school readiness:** College Preparatory Middle School is committed to its' students having the skills necessary to avoid remediation in high school and thus, have the option to choose from the most advanced course offerings; enabling them to meet the A-G requirements for admission to the UC system. College Preparatory Middle School will use both standardized testing and ongoing, curriculum-based assessments of student work and supplemental assessment activities to allow for sophisticated instructional decision-making by parents, students, and school staff. These "benchmarks" will be administered and examined at quarterly intervals to support timely decision making as to student mastery of the standards and programmatic effectiveness. Struggling students will be identified and a plan for support will be developed and put into action. Continuous formative assessment to inform instructional approaches for these students will assist in our goal of proficiency for all students. CPMS will work closely with the local high school to articulate with regard to curriculum and instruction. We will also establish a relationship with high school guidance staff to schedule yearly "matriculation" meetings for grade 8 students so that they may track their progress towards their goals of higher education. It is our desire to collaborate with high school staff to determine areas for high school credit and matriculation while students are still in middle school.

College Preparatory Middle School will facilitate, encourage and support the development of self-direction and personal responsibility among its students. At CPMS, students will encounter an educational environment that not only provides the best in research based, state of the art curriculum and instructional approaches but provides a campus which genuinely cares about them and supports them on their path of becoming positive, healthy young adults in the world. In this way, College Preparatory Middle School will meet the objective of producing students who are self-motivated, competent, and prepared for success in the 21st century.

Scope and Sequence of Coursework

The content of the curriculum emphasizes the core academic subjects and are based on the California State Standards. They include:

- Mathematics:** Math 5(Common Core General Math)
 Math 6 (Common Core General Math, ADV Pre-Algebra)
 Math 7 (Common Core Pre-Algebra, ADV Algebra)
 Math 8 (Common Core Pre-Algebra, Algebra, ADV Geometry)

Language Arts: Common Core English Language Arts 5-8

Science: Science 5 (NGS Grade 5 Science)
Science 6 (NGS Grade 6 Science)
Science 7 (NGS Grade 7 Science)
Science 8 (NGS Grade 8 Science)

Social Studies: Humanities 5 (US History)
Humanities 6 (Ancient Civilizations)
Humanities 7 (The Medieval World)
Humanities 8 (US History)

Physical/Health Education: P.E. Grades 5-8

Foreign Language: T.B.D.

Visual and Performing Arts: Guitar, Art 1-2, Dramatic Arts, Creative Writing

Study Skills: Tigers Den

Intervention and Enrichment: As indicated

Learning Outcomes by Curricular Area:

English Language Arts:

Students will:

- Write effectively for a variety of purposes, addressing different audiences;
- Read critically and extensively for both pleasure and information gathering;
- Speak clearly and with confidence in formal and informal settings; and
- Listen actively and attentively to comprehend information and others' point of view.

Mathematics:

Students will:

- Demonstrate their knowledge of mathematical skills, conceptual understanding, and problem solving in:
 - Number sense and operations;
 - Pre-Algebra and Algebraic functions;
 - Problem formulation, implementation and conclusion.

Social Sciences:

Students will:

- Demonstrate appreciation for differing viewpoints and beliefs;
- Compare and contrast past and present events and situations, anticipating the future by drawing conclusions and applying lessons of the past;
- Apply physical and cultural geography to understand societies;

- Understand economic principles at the personal, national and international level;
- Understand the structure, operations and relationships of the federal, state and local governments;
- Understand the political processes and recognize the benefits of participating as informed citizens.

Science:

Students will:

- Observe, order, compare and categorize characteristics and behaviors;
- Recognize the practical application of the sciences and technology on one another and the environment;
- Explore the four themes of science: energy, interactions, patterns and change;
- Relate information and scientific theories to make inferences about unknown or unseen processes.

Physical Education and Health Sciences:

Students will:

- Develop physical, mental, and emotional life-long health skills emphasizing wellness and fitness;
- Set individual goals and implement a plan for attainment;
- Gain the social benefits that leadership and teamwork provides.

Research Basis

CPMS will implement those identified “best practices” common amongst the highest achieving middle schools as succinctly outlined in the report of the Southern Regional Education Board, *What the research tells us*:⁴

- Providing an accelerated and rich core curriculum consisting of topics in algebra and geometry, laboratory-based science, weekly writing in all classes, and extensive reading of all types of materials in *all* classes for *all* students;
- Setting high academic expectations and creating a supportive climate of encouragement and extra time and help for students who need it;
- Engaging students in challenging, hands-on assignments that require them to practice new skills, that incorporate their interests, and that relate to life outside the school;
- Providing families with information about school and their student’s progress, and encouraging discussions between parents and students about educational and career goals;
- Grouping students to help them connect what they are learning across the curriculum and linking them to a caring adult within the school;
- Coordinating curriculum, sharing data among schools that send and receive students, and preparing students for success in high school;
- Assigning highly qualified teachers to every classroom.

⁴ Southern Regional Education Board. *Academic Achievement in the Middle Grades: What does the research tell us*. New York: The Edna McConnell Clark Foundation, 2002.

Professional Development

One of the keys to improving adolescent literacy is adequate teacher preparation and support. Content area teachers must be prepared to support the literacy skills of students who have mastered basic reading skills but who struggle with the more sophisticated demands of reading within the content areas.

Professional development for CPMS teachers will be based on the needs of our students. It will be focused on the challenges teachers are facing and be designed to improve their work and re-emphasize the importance of literacy skills to content area learning. It will be continuous throughout the school year and will be job embedded.

Specifically, CPMS staff will participate in the following professional development activities (at a minimum):

- A two-day teacher preparation session in August before the opening of school.
- Weekly faculty collaborations and/or professional development seminars focused on student performance and improved instructional practice and strategies.
- Monthly vertical and grade level team meetings.
- Working with colleagues and coaches in observing, describing, and analyzing instructional practice.
- Various professional development workshops throughout the year including instructional methodology as related to the Common Core, Language Learners, Special Needs students, differentiated instruction, data-analysis, and collaboration for success.

As previously stated, CPMS will place an emphasis on literacy skills and academic vocabulary development across the disciplines. To this end, each content area teacher will seek out and obtain professional development relevant to his or her own disciplines' specific literacy challenges. Additionally, teachers will be trained in a vocabulary instructional scheme based on the research of Dr. Kevin Feldman and Dr. Kate Kinsella.⁵ This instruction is designed to prepare students for the increased vocabulary demands of middle school curricula. Through explicit, planned instruction and meaningful contextualized activities, students will learn essential lesson terms and high utility academic vocabulary.

What It Means to Be an Educated Person in the 21st Century

The truly educated person of the 21st century will be one who has "learned how to learn." The challenge for students will be to find, filter and apply appropriately from the vast universe of information that surrounds them. Students will need to have the ability to move from "information acquisition" to "knowledge application." An educated person will interact with information and make sense of it. The educator of the 21st century will provide the mentorship and guidance to hone and develop that process.

⁵ Kinsella and Feldman (2007). *Components of a Strong School-Wide Vocabulary Development Program: The Larger School-Wide Context for a Coherent School Literacy Plan*. San Fransisco.

At the middle school level, we will assist our students in the acquisition of the foundational skills that will prepare them to meet those information challenges. These will include:

- A solid grounding in the core curriculum: English, Math, Science, Social Science, with an emphasis on vocabulary building, reading comprehension and writing skills in every curricular area;
- The need to be technologically and globally savvy through computer literacy, and the opportunity to explore other cultures;
- The need to develop excellent communication skills, both verbal and written, and the ability to listen, share with, and respect others;
- The need to develop the foundations of good citizenship; hard work, fairness and justice.

How Learning Best Occurs

We believe that learning best occurs in a fair, safe and healthy school environment. Building positive relationships is at the heart of creating and sustaining such an environment, it will be the basis of everything we do.

High performing schools and organizations share a common trait of relational trust; that is, a deep sense of trust in one another built on meaningful and productive relationships. This trait will permeate the way we do business at CPMS. It will apply to all who interface with CPMS including staff, students, families and community members.

While we address the goal of increased student achievement we cannot over look the importance of educating the whole child as an integral part of the process. Middle school is a time of tremendous growth and change for young people. It is important for adults who work with middle school students to understand all aspects of adolescent development in order to create a safe and caring classroom environment that enhances engagement and learning. College Preparatory Middle School will be staffed by adults who understand the importance of being a positive, caring role model for all students every day.

Data Driven Continuous Improvement

High performing schools are dedicated to the achievement of results. At CPMS, we will be committed to those management practices that get student data into the hands of teachers, so that they may make the professional instructional decisions necessary to positively impact their students' achievement.

College Preparatory Middle School will use both standardized testing and ongoing, curriculum-based assessments including reviews of student work and supplemental assessment activities to allow for sophisticated instructional decision-making by parents, students, and school staff. These "benchmarks" will be administered and examined at quarterly intervals to support timely decision making as to student mastery of the standards and programmatic effectiveness.

CPMS staff will:

Expand Data Driven Decision Making By Staff to Raise Academic Achievement School-Wide

- Systemize the analysis of benchmark data and review of student produced work;
- Modify curricula and adopt appropriate research-based instructional strategies based on student assessment data.

Close the Achievement Gap in Areas of Literacy for Students

- Support underperforming students in a concurrent Literacy Development program;
- Include explicit academic vocabulary instruction for all students;
- As necessary, create a reading class for those reading below grade level standards;

Close the Achievement Gap in the Areas of Numeracy for Students

- Support underperforming students in a concurrent Math Support program.
- Articulate with high schools to support student needs for enrichment.

Meeting the needs of all Learners

College Preparatory Middle School will provide rigorous academic programs and innovative approaches that meet the needs of all students. Meeting the diverse needs of the modern classroom will be achieved through the collaborative differentiation of the core curriculum. All teachers will be trained in the multiple techniques and modes of differentiated instruction appropriate for the honors-level achievers as well as the students at the lower end of achievement. SDAIE and AVID methods and theory will be applied so that all students will be challenged. Tutoring, inter-dependent grouping, and collaboration will be integrated into lesson creation. For students achieving above grade level, additional enrichment and small group opportunities may be provided. All CPMS students will have access to a well prepared, quality learning environment every day.

Low Achieving:

Students who are achieving substantially below grade level will be identified by teachers through standardized testing and/or multiple measure assessments and will be referred to the Student Study Team (“SST”) process. Additional diagnostic assessments will be utilized to inform educators regarding a student’s specific areas of need. For students achieving substantially below grade level (2 years or more below), curriculum that provides review and programs designed for re-teaching will be selected. Individualized support and tutoring will be available to students who are not achieving at grade levels. Student daily schedules may be restructured to accommodate appropriate intervention programs and strategies.

High Achieving:

Teachers will identify those students who are achieving beyond grade level utilizing their classroom observations, multiple assessment measures, and standardized test scores. These students will be provided with challenging opportunities for extension and enhancement of the core curriculum. The adopted core curricular materials designed for the high achieving learner will be utilized to assist in providing higher levels of inquiry for these students. As possible, the school will work in partnership with the local high school to supply advanced courses and honors level materials for our students ready to proceed beyond their current grade level.

English Language Learners:

College Preparatory Middle School will utilize required criteria and procedures to identify Limited English Proficient (LEP) students. All incoming CPMS students will be required to fill out the California Home Language Survey. Based on the information in this form, CPMS will comply with the state mandated CELDT assessments. Students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement will occur in coordination with programs already in place for public school students.

CPMS anticipates that a portion of its LEP students will be effectively served by the basic CPMS program; however, more time and support will be provided for those with less English speaking proficiency. Utilizing research-based programs, SDAIE methodologies, appropriate technological resources, as well as the core adopted materials; staff will work with students so that they will meet/exceed the targets of annual growth on CELDT (language acquisition) and proficiency in all core areas.

CPMS will conduct the required ongoing assessments of progress and improvements in English proficiency for its LEP students. All mandated state tests for LEP students will be administered as required by law, as well as testing for students as a result of the home language survey (e.g. CELDT).

Frequent benchmark assessments will track individual student progress and will inform instructional needs. All CPMS staff will be Cross-Cultural Language Acquisition Design (“CLAD”) certified or trained and certified in Strategically Designed Academic Instruction in English (SDAIE) and will apply those strategies in their classes.

Special Education:

College Preparatory Middle School supports all Special Education students in compliance with State and Federal laws. No student shall be denied admission to College Preparatory Middle School because he/she is in need of Special Education Services. College Preparatory Middle School staff will collaborate with families to ensure appropriate support services and placement is provided to support student academic success.

It is the belief of the College Preparatory Middle School’s Special Education Department that all students should have the opportunity to maximize their skills and abilities regardless of their personal challenges. CPMS is a full inclusion program whereby students participate in the general education classroom while being provided with the support necessary for success. It is our vision and intent to incorporate the “least restrictive” educational environment throughout our programs and across the disciplines. The School will develop a Student Success/Assistance Team (SST), comprised of parents, teachers, administrators, and other school professionals. This team follows a traditional format in screening all children with behavioral and academic difficulties before a referral for special education evaluation is made.

The IEP team shall have primary responsibility for determining the most appropriate placements and services for students with exceptional needs in accord with all applicable laws. All services shall be delivered in the least restrictive environment and shall be consistent with College Preparatory Middle School’s philosophy and full inclusion program.

The RSP teacher and classroom teachers will work together to provide special education students instruction that meets their needs and insures that Individualized Educational Plans (IEP) are compliant. Additionally, the school may serve its special education students by:

- Implementing small class sizes;
- Innovative scheduling to allow for additional tutoring;
- Technology assisted learning;
- Resource teacher available on-site with a “push-in/pull –out” schedule;
- Accommodations provided in regular education classes;
- Providing ongoing monitoring and assessment for all students receiving special education services to ensure appropriate setting and supports;
- Providing an annual in-service for teachers regarding the identification of students with disabilities and methods of providing education in the general classroom.

College Preparatory Middle School shall be deemed, at least initially, a district public school for the purposes of special education. The District will provide special education funding and services for the School's special education pupils to the extent required by law. Specifically, the District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and (B) provide funds in the same manner as it provides funds to its other schools [IDEA §1413 (a)(5)]. The School will pay the District an agreed upon special education encroachment for each student. The District may provide the School, by mutual agreement, funding instead of services in those cases where the School has the capacity to appropriately meet the needs of its special education students and the District finds it in the best interest of students to do so.

The School reserves the right to act in the future as its own LEA (Local Education Agency) for the purposes of special education. The School also reserves the right to become an LEA for the purposes of special education in another SELPA as provided by law. The School will notify the District by October 1 if it intends to elect either of these options prior to the school year when they would take effect. The School will work with District staff if and when the School decides to exercise its right to change the vehicle for delivery of special education services.

To the extent the School negotiates for District delivery of special education services, it will support the District's implementation of these services in a manner consistent with the District's need to provide services to all special education students.

The School will participate in federal and state IDEA regulations and laws pertaining to child find. The School will participate in testing to identify children with suspected disabilities, provide an SST process to exhaust general education modifications and accommodations prior to special education testing referral, and conduct yearly staff in-service training regarding the identification of children with disabilities.

The School recognizes its responsibility for compliance with Section 504 disability obligations.

While CPMS envisions itself as a school of daily attendance, this charter also sanctions the possibility of independent study as a conceivable adjunct to its regular program. If independent study is provided, the School will comply with state laws relating to independent study as set forth in Education Code § 47612.5.

The school reserves the right to refine its master calendar at any time in interests of its student population.

Element Two (B)– Measurable Pupil Outcomes

College Preparatory Middle School students will meet all academic standards as adopted by the State Board of Education applicable to charter schools.

College Preparatory Middle School intends to graduate its students with:

- A transcript of completed coursework from College Preparatory Middle School;
- A well developed transition plan for High School

The School will demonstrate student improvement on standardized tests that compare favorably with District schools that have similar student demographics. In terms of the School's instructional program, standardized test scores will serve as an indicator of the School's commitment to improvement in academic achievement.

College Preparatory Middle School will aim to achieve scores on the Academic Performance Index (API) at or above those targeted by the State and Federal No Child Left Behind (federal) Adequate Yearly Progress (AYP) programs and above the sponsoring district schools' API as comparison (see definition below).

The School will have higher student attendance rates than similar District schools. This will measure student and family commitment to, and involvement in, the School's instructional program.

The School will have higher staff attendance rates than similar District schools. This will measure staff commitment to, and involvement in, the School's instructional program and staff development initiatives.

College Preparatory Middle School considers MEUSD 5-8 grade student data when we apply the “Similar District Schools” metric.

Element Three (C) – Method of Measuring of Pupil Progress

College Preparatory Middle School will comply with all state assessment and accountability requirements applicable to charter schools.

The newly developed Local Control Accountability Plan will be reviewed annually to determine progress on the 4 Broad Goals:

- Student achievement, progress and performance as demonstrated on state mandated assessments;

- Increased opportunities for Parent and Student Engagement through re-designed parent conferencing for each student, creation of a “home room” and assigning of a teacher advocate/point of contact for each student and family.
- Student Access to the State Standards through appropriately designed, research based curriculum and instructional methodologies.
- Increase parent input, communications and contact with school as evidenced by positive trends in yearly parent participation at parent and school community events, and subscription sign ups on the School Blog.

The School will implement a standards management system to perform regular formative assessments of all students’ mastery of state standards. Additionally, further local assessment systems may be developed to measure student progress. The results of these assessments will drive professional development, instructional practice and the informing of stakeholders.

In assessing progress, the school will use data from its first year of operation (2010) to set specific metric targets with regards to API, AYP, student discipline, and dropout rates. The measureable objectives will be based on state and federal guidance and high standard as compared to demographically similar schools.

The School will make a traditional transcript for each student available in order to ease transfer of grades/credits to other schools, to facilitate admissions to other educational programs, and to better communicate with parents. Students will earn traditional grades for classes.

College Preparatory Middle School will maintain contemporaneous written records that document pupil attendance and shall make these records available for audit and inspection.

Element Four (D) - Governance

Corporate Structure

While CPMS intends to collaborate with the Mountain Empire School District, the School shall be operated by a separate legal entity, independent of the Mountain Empire District. CPMS will operate as a subdivision of College Preparatory Middle School Inc., a duly constituted California non-profit public benefit corporation, governed in accordance with applicable California Corporations Code Sections. As provided for in the California Corporations Code, CPMS will be governed by its corporate Board of Trustees (“Board”), whose members have a legal fiduciary responsibility for the well-being of the School. (See Attachment C, Board of Trustees.) The Corporation will be managed by its Governing Board, with duties and responsibilities as delegated by the Board.

The CPMS Public School Board will have at least three members. Board members have been selected to represent the community-at-large, the business community and educators. All future board members will be selected - with skills and experience to match their board responsibilities - by a majority vote of the then current board.

CPMS Public School agrees to be bound by applicable law, has a conflict of interest code, and complies with applicable open meeting and public records act laws.

The CPMS board will be responsible for:

- Hiring and evaluating the Educational Director (s) of the school;
- Approving and monitoring the implementation of general policies of the school. These will include effective human resource policies for career growth and compensation of the staff;
- Developing and monitoring an operational business plan that focuses on student achievement;
- Approving and monitoring the school's annual budget;
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices and certifying the audit prior to submission to the District;
- Contracting with an educational management organization, if deemed appropriate;
- Regularly measuring progress of both student and staff performance;
- Involving parents and the community in the support of school programs;
- Executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.
- College Preparatory Middle School Board shall comply with all provisions of the Ralph M. Brown Act.

Parent and Community Involvement

At CPMS, we believe it takes the work of all stakeholders working together to make our educational outcomes possible. It is the intent of College Preparatory Middle School to encourage and provide meaningful opportunities for parent leadership and involvement in their child's education and in the school community. We will actively engage and establish relationships with families, community agencies and organizations of higher education that can assist us to support our students, staff and families in reaching our goal of high achievement for all.

We intend to work closely with our families to ensure that the work of CPMS is a reflection of the community's aspirations for its youth. CPMS will be a community centered school; one where the work is a shared process as we continually strive for excellence for all our students.

Parent Involvement at CPMS will include the following site based planning and oversight groups, as well as planned activities for meaningful parent involvement:

- LCAP Parent Group
- Parent Teacher Student Association (PTSA), which is main vehicle for student/family activities, and the coordination of parent volunteer programs.

CPMS will collaborate with the following organizations/agencies to enhance and promote activities and functions that will offer needed services and educational opportunities to address the needs and enhance the lives of our community members:

San Diego County Office of Education: Providing training and support to establish our Parent Involvement Plan which includes:

- Helping parents become involved in their children's education as academic coaches;
- Improving child-parent relationships;
- Providing study aids to help children's learning at home;

- Offering a variety of resources and classes for parents to increase their ability to support their children's learning;
- Building staff capacity to work with parents as partners;
- Providing technical assistance to schools to increase parent involvement at school and at home.

San Diego Youth Services: a nationally recognized, comprehensive non-profit organization that has helped stabilize the lives of more than a half-million “at risk” young people and their families since 1970. San Diego Youth Services provides personalized, family-oriented support and home-based services for families with high-risk youth living throughout the vast East County Region of San Diego. Family assessments, counseling, case management and the Cool Bed respite are offered. Their approach is based on practices that have proven to be effective -- focusing on long-term solutions. San Diego Youth Services will provide on campus student support groups focusing on areas of need (ie: anger management, teen issues, boys and girls support groups). San Diego Youth Services has committed to assist CPMS directors by providing program design and staff development geared to inform staff of the developmental issues of the middle school learner, as well as the services that are available for families. San Diego Youth Services will be the designated “Early Periodic Screening Diagnosis and Treatment” (EPSDT) provider for CPMS.

Grossmont Adult School: Provides a wide array of courses for adults including those that enhance job skills, parenting skills, and English as a Second Language.

Element Five (E) – Employee Qualifications

To the extent required by law, teachers in the school will be required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory course. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

The School will comply with the “Highly Qualified” provisions of the No Child Left Behind Act (NCLB). Teachers will meet the requirements of NCLB for any core academic subject. Paraprofessionals will also comply with the Highly Qualified provisions of NCLB pursuant to section 1119(c)-(e) of the No Child Left Behind Act. The School will maintain a highly qualified plan for all applicable staff.

CPMS may employ qualified adults to assist credentialed teachers in student instruction. A teacher may supervise another teacher when mutually agreed to by the teachers and CPMS.

Within the provisions of the law, CPMS reserves the right to recruit, interview and hire anyone at anytime who has the best qualifications to fill any of its position vacancies so long as the provisions of NCLB are followed. Also within the provisions of law, the School reserves the right to evaluate the expertise of each teacher and accordingly assign that teacher classrooms, curriculum subjects or mentoring assignments as it deems in the best interest of students so long as the provisions of NCLB are followed. The School will seek particularly well qualified teachers that also demonstrate high

interest in Language Arts, Math, Science, Physical Education, Computers and the Visual and Performing Arts as well as facility with Foreign Languages.

The School will avail itself of any and all credentialing methods approved by the State of California, as needed. This includes the development of or participation in a charter intern and/or induction program consistent with standards established by the California Commission on Teacher Credentialing.

The School will maintain a current copy of teacher certificates on file and ready for inspection.

The Director, or any other administrator (including potential Vice Principals) at CPMS, must have leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Director should possess skills in hiring and supervising and motivating excellent teachers, technological and data-analysis experience, and if possible, business experience.

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

The Director will design a staff development plan for each school year which is data driven, consistent with measurable student goals, enhances the California framework/content standards, strives to meet API, AYP targets, and enhances the cultural mission of CPMS.

CPMS will not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, sexual orientation, or other basis prohibited by law.

Element Six (F) – Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, CPMS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of College Preparatory Middle School:

Procedures for Background Checks

Employees and contractors of CPMS will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the

School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision, Scoliosis Screenings

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

Emergency Preparedness

CPMS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior 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 CPMS.

Blood Borne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

CPMS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills on a monthly basis.

Comprehensive Sexual Harassment Policies and Procedures

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

Element Seven (G) – Achieving Racial and Ethnic Balance

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

- Staff will dedicate time in community and regional outreach efforts, including presence at public meetings, to recruit applicants of diverse backgrounds as well as , announcements and information in community newspapers and local business venues;
- Annually print and electronic media, flyers and direct mail to recruit applicants of diverse backgrounds.

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

The School will maintain auditable records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School. Recruitment materials will include the following information about the admission requirements as specified in Element Eight (H).

Element Eight (H) – Admission Requirements

CPMS will endeavor to accommodate all students who apply for admission. For applicants to apply for admission:

- The student and a parent or guardian will be encouraged to attend one complete CPMS orientation session. These sessions will be held at convenient times. They will detail the program and policies of CPMS.

- A parent or guardian will be asked to complete a simple, non-discriminatory application by a published deadline ending the open enrollment period.

If more students apply (at a specific grade level) than can be admitted, priority for admissions shall be assigned in the following order:

- Current students;
- Siblings of current students;
- Children of teachers and founders of the School. The total of students in this preference is not to exceed ten percent of the total enrollment admission slots available per year;
- All other students permitted by law;
- District Preference.

All applicants from the open enrollment period become members of the School's applicant pool. If more people apply for admission to a specific grade level than can be admitted to that grade level, a lottery shall be held for all applicants. Applicants will be admitted via public random lottery in the order their names are drawn from the applicant pool. After capacity has been reached for that grade level, names shall be placed on a waiting list, again in the order they are drawn from the applicant pool.

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

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

The School will maintain auditable records of the above activities.

CPMS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*

The School certifies that all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. The School and its parent corporation shall defend, indemnify and hold harmless the District from any and all challenges alleging that the School's admission procedures do not comport with applicable laws.

Element Nine (I) – Annual Audits

CPMS will contract with an independent auditor qualified to conduct an annual financial audit that will be produced according to state audit guidelines for charter schools accounting principles and Generally Accepted Accounting Principals (“GAAP”). CPMS will transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education - by December 15 of each year.

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

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.

The School will:

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

Element Ten (J) - Student Suspensions and Expulsions

(J) The procedures by which pupils can be suspended or expelled.

General Policy

CPMS shall provide due process for all students, including adequate notice to parents/guardians and students regarding suspension and expulsion, including rights to appeal as applicable. CPMS shall comply with the Charter and all applicable state and federal law in that regard.

CPMS has developed a comprehensive set of student discipline policies in the form of a Student/Parent Policies and Procedures Handbook (Handbook) with the participation of parents, students and teachers. The Handbook will be reviewed and evaluated every year. The Handbook will be printed and distributed at the beginning of each school year and posted on the website. It may be revised from time to time throughout the year. Each student and parent will be required to verify that they have reviewed the Handbook prior to enrollment.

Expectations regarding student attendance, mutual respect, substance abuse, violence, bullying, and safety are addressed as part of Handbook. Any student who repeatedly violates behavioral expectations will be required to attend a meeting with school staff and the student's parent or guardian. Remediating agreements outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations may be utilized in cases of students who fail to comply with the Handbook.

Charter law requires the petition to describe the procedures by which pupils can be suspended or expelled. Other important discipline policies, such as non-expulsionary dismissals, if utilized by CPMS, will be included in the Handbook.

This Pupil Suspension and Expulsion Policy (described below) has been established in order to promote learning and protect the safety and well-being of all students at CPMS. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction, or take other disciplinary measures. This policy shall serve as CPMS' 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. CPMS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

CPMS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Handbook and will clearly describe behavioral expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the safety of the employee, students, staff or other persons, or to prevent significant 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. CPMS will develop a progressive discipline policy to ensure that staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students due process.

CPMS shall ensure the appropriate interim placement of students during and pending the completion of the school's student expulsion process.

CPMS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. CPMS shall also ensure staff is knowledgeable about and complies with the school's policies with regard to special education.

Within 30 days of expulsion, CPMS shall notify the superintendent of the school district for the student's last known address that the student was expelled.

Readmission

The CPMS governing board may adopt rules establishing a procedure for filing and processing requests for readmission and the process for the required review of an expelled pupil for readmission. Upon completion of the readmission process, the CPMS governing board may readmit the pupil.

Gun Free Schools Act

CPMS shall comply with the federal Gun Free Schools Act.

Suspension and Expulsion Policy and Procedure

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. Suspensions and expulsions are recommended by either of CPMS' school directors acting in his or her capacity as Discipline Officer.

B. Enumerated Offenses

1. Students may be suspended or expelled when a Discipline Officer (defined below) determines that the pupil failed to comply with the school's policies or expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, or safety. Offenses that could lead to suspension or expulsion include but are not limited to:

- a) Any of the acts listed in Education Code section 48900.
- b) Any other act or conduct that a Discipline Officer determines is inconsistent with the school's policies or behavioral expectations.

2. Students may be expelled when a Discipline Officer determines that the pupil failed to comply with the school's policies or expectations regarding attendance, mutual respect, sexual harassment, substance abuse, violence, or safety. Offenses that could lead to expulsion include but are not limited to:

- a) Any of the acts listed in Education Code section 48915.
- b) Any multiple or relatively serious instances of the acts listed in Education Code section 48900.
- c) Any other act or conduct that a Discipline Officer determines is inconsistent with the school's policies or behavioral expectations and should lead to expulsion.

3. Non -Discretionary Expellable Offenses: Students shall be suspended and recommended for expulsion when a Discipline Officer determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension may be preceded, at a Discipline Officer's discretion, by a Suspension Conference conducted by a Discipline Officer or designee with the student and his or her parent/guardian. If a student is suspended without a Suspension Conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a Conference.

At the Suspension Conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The Discipline Officer shall make the final suspension determination.

2. Notice to Parents/Guardians

At the time of the suspension, a Discipline Officer or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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. Upon a recommendation of expulsion by a Discipline Officer, the pupil and the pupil's guardian or representative will be invited to a Suspension Conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by a Discipline Officer 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 a Discipline Officer. Unless an appeal hearing is timely requested by the student's parent, a Discipline Officer's determination is final.

E. Expulsion Procedures

1. Notice to Parents/Guardian.

The parent(s) or guardian of a student shall have ten days from issuance of a written notice of a Discipline Officer's recommendation for expulsion to file a written request for an appeal hearing to be presided over by the other school director or Board designee (the "Hearing Officer"). If no appeal is requested, the expulsion becomes final as of the 11th day following a Discipline Officer's recommendation for expulsion.

2. Hearing.

The Hearing Officer shall hold an appeal hearing within 15 days of receipt of a timely request for an appeal of a Discipline Officer's recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question CPMS representatives.

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

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer's designee shall attend and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support a Discipline Officer's recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

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

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

4. Record of Hearing

A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer's designee.

5. 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 a Discipline Officer to expel must be supported by substantial evidence that the student committed an expellable offense. The Hearing Officer's findings and determination 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 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.

The final decision by the Hearing Officer shall be made within ten school days following the conclusion of the hearing. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

6. Written Notice to Expel

Following a decision of the Hearing Officer to expel, CPMS shall send written notice of the determination to expel, including the Hearing Officer's findings of fact, to the student and parent/guardian. This notice shall also include the following: notice of the specific offense committed by the student; and notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the school.

CPMS shall send a copy of the written notice of the determination to expel to the school district of the student's last known residence.

7. No Right to Appeal Hearing Officer Determination

The Hearing Officer's determination after the expulsion appeal hearing is final and unappealable.

8. 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. CPMS 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.

9. Disciplinary Records

CPMS shall maintain records of all student suspensions and expulsions. Such records shall be made available to the authorizer upon request.

Special Education Students

A student identified as an individual with disabilities or for whom the campus has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Prior to recommending expulsion in such cases, the school shall conduct a manifestation determination meeting. CPMS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten 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 deemed 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 (Including, but not limited to an offer of Independent Study).

3. Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation behavioral rules and expectations as set forth in the Handbook, CPMS, 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, 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 CPMS, 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 CPMS, 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 CPMS 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 CPMS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CPMS, 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 CPMS 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 CPMS' belief 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.

Element Eleven (K) – STRS, PERS and Other Retirement Coverage

The School may elect to participate in the State Teachers Retirement System (certificated staff) and/or Public Employees Retirement System (classified staff) for all eligible employees and coordinate such participation, as appropriate, with the social security system or other reciprocal system.

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

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b) or 401(k) plans.

Element Twelve (L) – Attendance Alternatives

CPMS is a school of choice. No student is required to attend. Students choosing not to attend CPMS may attend other public schools within their home school district. The School will provide information about attendance alternatives to inquiring parents or students. Transportation is the parental responsibility for families who choose to attend CPMS, unless such transportation is provided by the School at its sole discretion.

CPMS will inform each parent or guardian that their student has no right to admission in a particular school as a result of charter enrollment, except to the extent the right is extended by the local educational agency.

Element Thirteen (M) – Employee Return Rights

CPMS may employ staff, on-loan or permanently, from other entities including other districts and the San Diego County Office of Education.

Any current Mountain Empire School District (MEUSD) employee who resigns his/her position with the MEUSD to become an employee of College Preparatory Middle School shall have any rights to return as granted by the District and/or originating organization collective bargaining agreement and as provided in California Education Code 44931. CPMS shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence. All employees of CPMS will be considered the exclusive employees of CPMS and not MEUSD unless otherwise mutually agreed in writing.

The School will be the employer for collective bargaining purposes.

Element Fourteen (N) – Dispute Resolution with School District:

Both Mountain Empire School District and CPMS will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. In the event of a dispute between the School and the District regarding the terms of this charter or other issue regarding the School's and the District's relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts. Matters within the Board's authority under Education Code section 47607 (c) and/or (d) are not subject to this dispute resolution process.

For all other disputes, they shall be specifically noted in the written dispute statement the District provides the School. Within 30 business days, or longer if both parties agree, of sending written correspondence, a School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, a School representative and a District representative shall meet again within 10 business days or longer if both parties agree, to identify a neutral, third-party participant to assist in dispute resolution. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding

or recommendation of any arbiter shall be non-binding, unless the governing boards of the School and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The School and the District shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

The dispute resolution process permits oral notice, followed immediately by written notice.

If the substance of a dispute is a matter that could result in the taking of appropriate action, under the terms of Ed Code 47607, including, but not limited to, revocation of the charter, the matter will be addressed at the chartering district's discretion in accordance with that provision of law and any regulations pertaining thereto.

Complaints to the District relating to the operation of the School and not to the terms of this charter or other issue regarding the School's and the District's relationship will be resolved as set forth below, Element 21- Internal Dispute Resolution.

Element Fifteen (O) – Public School Employer

CPMS declares that through its' corporation, it shall be the exclusive public school employer of the employees at the School for the purposes of the Educational Employment Relations Act. Further, the CPMS shall retain the right to establish its own lawful procedures for discipline and dismissal.

CPMS will select all school staff. No employee of the Mountain Empire School District, or any other district, shall be required to work at CPMS. Those selected for employment shall enter into a contractual agreement with the School's corporation to make their services available to CPMS. CPMS shall have the authority to terminate the position in accordance with the terms of that agreement.

Employees shall have the option to join, or not to join, an exclusive representative of their choice. The fact that an employee chooses to become a member of a particular exclusive representative shall not make any collective bargaining agreement applicable to the School. The School's Board of Directors must expressly agree, consistent with legal requirements for the recognition of exclusive representatives and the negotiation of collective bargaining agreements, to be bound by the provisions of a collective bargaining agreement in order for its provisions to apply to any employee of the School.

Element Sixteen (P) – School Closure

If the School ceases operation, and the Board determines that there is no successor charter school which can carry out the mission of the School, then the School shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure (“Closure Date”), the party to contact for information related to the closure, the pupil’s districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The School shall complete an independent final audit within six months of the School’s closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies;
- 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;
- An assessment of the disposition of any restricted funds received by or due to the School.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the School, the Authorized Closer shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property)) received by the School or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the School or the School Corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the School or the School Corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the School or dissolution of the School Corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The School shall use, but is not limited to, School reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The School is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the School Corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the School Corporation. Any net assets remaining after all debts and liabilities of the School Corporation (i) have been paid to the extent of the School Corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the School Corporation's Articles of Incorporation.

OTHER CHARTER ELEMENTS

17. Legal Status and Liability

CPMS will be operated by a non-profit public benefit corporation. As such, Mountain Empire School District shall not be liable for the debts or obligations of the School.

The School and its' corporation shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the school, its officers, employees, agents, or students. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

The School will purchase General Liability and Auto Liability in the amount of at least \$2,000,000 per occurrence, \$5,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the School.

18. Funding

The School elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the State's block grant program for charter schools. The School through its corporation will act as its own fiscal agent. The District agrees it will comply with law in its ability to transfer funds from the School's Treasury Account.

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

The District agrees to forward the School's full share of local aid to the School's account at the County Treasurer each month when due and to send separate notice to the School of each deposit amount without delay.

19. District Services

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

The School does not anticipate purchasing any optional services from the District other than services for Special Education, food service, student pupil accounting and testing.

The district shall charge for the cost of supervisory oversight in conformity with Education Code section 47613.

20. Information Exchange

School and District – Records, Reports and Visits

CPMS agrees that the School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records, from its chartering authority, or the County Office of Education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction, and shall consult with the chartering authority, the County Office of Education, or the Superintendent of Public Instruction regarding any inquiries. (Ed Code section 47604.3)

The records of the School are public records under the California Public Records Act. However, a record differs meaningfully from a report that must be newly prepared. If the District requests a special report of the School that is neither an existing record nor a record required by applicable law, by this charter or by the School's annual MOU, then the District agrees to pay to the School the School's actual cost of producing such a report.

The District may inspect or observe any part of CPMS at any time. The District agrees it will not do so unreasonably or by causing a disruption of student instruction or School operations except in the case of an emergency.

The School shall provide the District reports as required by current law:

- CBEDS;
- ADA reports J18/19;
- Budget J210 - preliminary and final;
- A school accountability report card using a state approved format;
- Copies of the annual, independent financial audit.

And, as an accommodation to the District, the School shall further supply the District:

- Reconciliation of the annual audit with the J210;

Copies of all state mandated test results including:

- STAR/CAASPP
- CELDT
- SABE/2

Finally, on or before September 15, the School will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the School for the preceding fiscal year and will file a copy of that statement with the District.

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the School mutually update their MOU (See Funding, Element 19, District Services).

The Charter School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records. The charter school shall promptly comply with all such reasonable written requests. The records of the Charter School are public records under the Public Records Act (Government Code section 6520 et seq.). Pursuant to Education Code 47607, the District shall have the right to inspect or observe any part of the Charter School at any time, upon reasonable notice.

21. Internal Dispute Resolution

The CPMS Public Schools Board of Directors will adopt policies and processes for airing and resolving disputes (other than those between Mountain Empire School District and CPMS relating to provisions of this charter or the relationship between them, which are covered in Element Fourteen (N), above).

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

22. Mandated Cost Recovery

The School will be responsible for recovering from the State all eligible mandated costs applicable to the School.

23. Administrative Services

CPMS will contract with an appropriate vendor for the provision of back office and compliance services for the School. This vendor will assist the School with all accounting, fiscal, attendance, audit related, and compliance issues including but not limited to payroll, purchasing, grants, categorical funding, contributions, inventory, employee contributions, and mandated fiscal reports. In addition, it has created and implemented fiscal and operating procedures used by the organization.

The School will use templates provided by the MEUSD financial operations office to complete required financial records.

The School will annually prepare and submit the following reports to the District and the County Superintendent of the schools as prescribed in education code section 47604.33:

- On or before July 1, a preliminary budget, a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.
- 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 unaudited report for the full prior year.

CPMS will adhere to the District's reporting requirement and provide the following reports as required by law:

- CBEDS (California Basic Educational Data System);
- ADA (Average Daily Attendance) Reports J18/19;
- SARC (School Accountability Report Card).

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

24. Charter Term

Upon approval of this renewal petition by the District, the Charter shall be deemed immediately granted and petitioners are authorized to continue school operations for a period of 5 school years. (Renewal will be granted Through June 30, 2020)

25. Charter Revisions

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

26. Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and CPMS. The Mountain Empire School District and CPMS agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

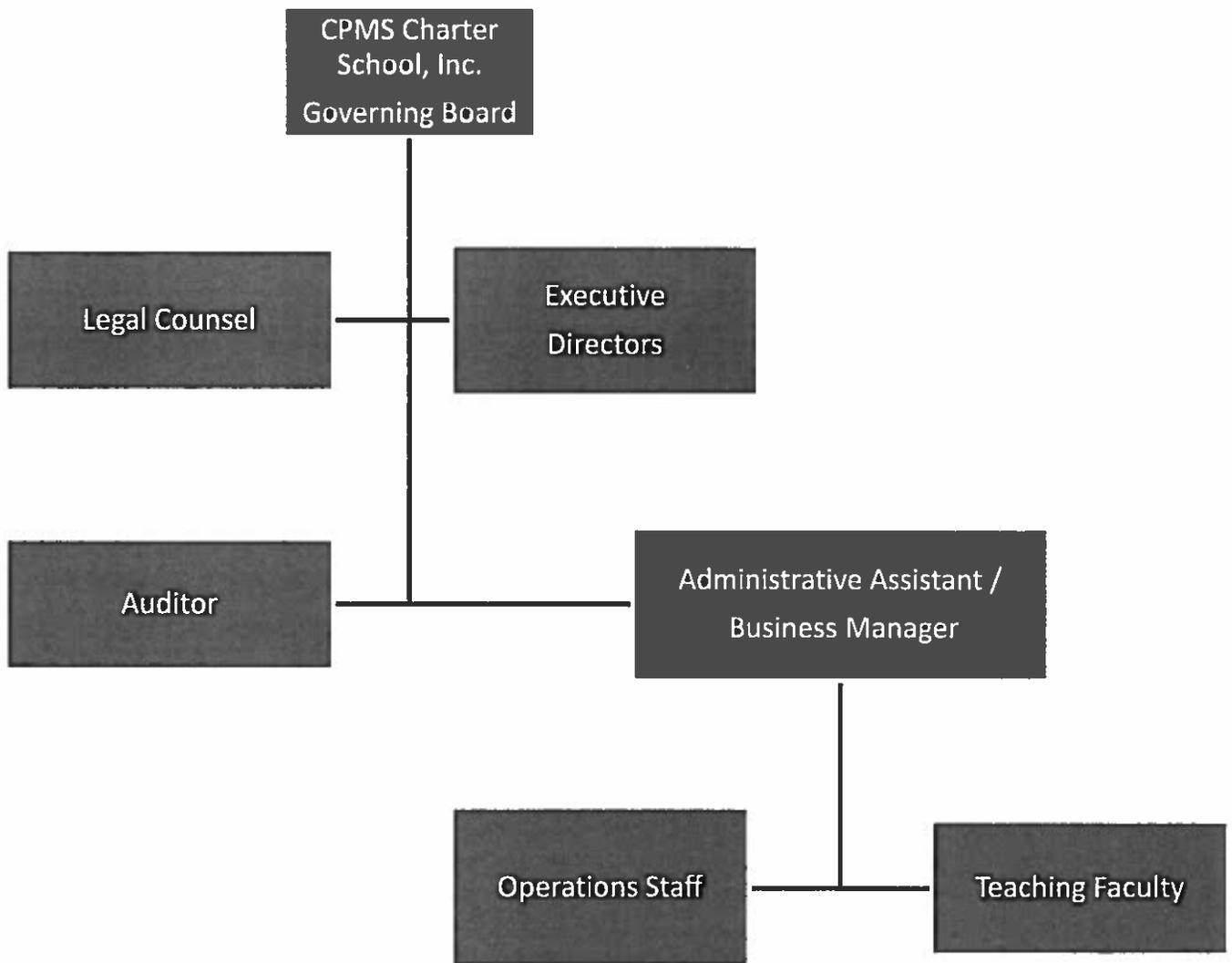
27. Signatures

Not Applicable for Renewal

28. Renaming Rights

CPMS reserves the right, upon reasonable notice to those affected, to rename the School.

Attachment A: College Preparatory Middle School Organizational Chart:



Attachment B – BOARD OF DIRECTORS:

Mr. Corey, Meitchik, CPMS Board President

Corey Meitchik is the CEO of Corporate Decision Making, a leading consulting firm to corporations focused on operational effectiveness, increasing revenue and M&A activity.

Mr. Meitchik is the former Executive Vice-President of Anacomp Inc., a leading technology and services company in the document management industry. Mr. Meitchik was in charge of worldwide sales and marketing of the company's products and services. Additionally, Mr. Meitchik was involved in all acquisitions, litigation, real estate and human resources as it related to sales, marketing or the companies offerings.

Prior to joining Anacomp, he was an Executive Vice President at Océ, a \$3 billion company focused on digital document services and equipment. Prior to Océ, Mr. Meitchik held jobs of increasing responsibility at Kodak Polychrome Graphics, a \$1.2 billion joint venture between Sun Chemical and Eastman Kodak.

Mr. Meitchik is on the Board of Directors of Performance Indicator, D3 Services, What Would Buddha Wear and JCoSD. Mr. Meitchik serves as an advisor to the Board of Directors for ASA Sales Systems.

Mr. Meitchik earned his A.As and B.Sc. from Rochester Institute of Technology, and an M.B.A. from Fairleigh Dickinson University. Mr. Meitchik also holds a certificate in International Business from Wroxton College, Banbury, England.

Corey and his wife, Gwen, reside in Carlsbad, CA and have two daughters, Annie and Katie.

Alex Brizolis, CPMS Board Member

Alex Brizolis was born in Orange County, California and raised in San Diego. Alex attended La Jolla Country Day School from preschool through high school. Alex received a Bachelor's Degree in political science from UCLA and his Law Degree from the University of San Diego. After working for the Escondido City Attorney's Office as a Deputy City Attorney for three and half years, Alex now practices law at a litigation firm in Orange County.

In his free time, Alex enjoys playing golf, exercising and rooting for UCLA athletics.

Lisa Dietrich, CPMS Board Member

Lisa Dietrich earned her Ph.D. in Anthropology from University of California, San Diego (1996), where she taught in an adjunct capacity at both UC San Diego and Palomar College. In 1998 she relocated to Santiago, Chile with her husband and children where she worked as an Education Consultant at Universidad Santo Tomás and volunteered her services with several charitable organizations.

Upon returning to the United States in 2001, she taught at California State University, Long Beach and University of California, San Diego.

Lisa has been an active volunteer in the local school community, participating in a wide variety of committees and boards at various elementary, middle and high schools. She joined the Governing Board of College Prep Middle School in 2009.

Mitchell S. Miller, Chairman (619) 303-2782

Mitchell Miller is one of the Directors of College Preparatory Middle School, a public charter school located in San Diego. Mr. Miller is a founding Board member and developed the charter along with his Co-Director, Ms. Christina Callaway. Mr. Miller continues to serve on the Board of Directors of College Prep.

Mr. Miller is the former District School Psychologist for the Jamul - Dulzura Union School District, a small school district located in East San Diego County. Mr. Miller was in charge of coordinating and maintaining the assessments for all the students receiving special educational services within the district. He worked closely with the Director of Special Education and special education staff to maintain compliance with the delivery of special educational services within the district.

Prior to becoming District School Psychologist, he was Vice Principal of Oak Grove Middle School located within Jamul - Dulzura Union School District. As administrator, he was responsible for the total school program including the direction of daily operations and the educational activities of the school.

Christina M. Callaway, Secretary (619) 303-2782

Christina Callaway is one of the Directors of College Preparatory Middle School, a small charter school serving grades 5 -8 located in San Diego County. In addition to being responsible for the daily operations of College Prep, she is also the charter developer and a founding board member. Ms. Callaway obtained a \$600,000.00 start up and implementation grant from the State of California to open CPMS.

College Prep, now in its 5th year of operation, is the 3rd highest performing middle school in San Diego County, a fact that Ms. Callaway is endlessly proud of.

Prior to the writing of the CPMS charter, Ms. Callaway was Principal of Oak Grove Middle School in the Jamul -Dulzura School District. As Principal, she was responsible for the educational program provided by the middle school staff. During her tenure as administrator, school academic performance improved by 65 points.

Ms. Callaway began her career in education as a Biology Teacher at Santana High School. She then obtained her Master's Degree in Educational Counseling and became a Guidance Counselor at El Cajon Valley High School.

Before going in to the education field, Ms. Callaway was Co-Owner/Operator of a small, family owned construction company,

Ms. Callaway earned her B.A. and Master's Degrees from National University, where she graduated "Cum Laude." She holds a Single Subject Teaching Credential in Science, a Pupil/Personnel Services Credential, and an Administrative Services Credential.

Christina has two grown daughters, Trista and Emily and a 3 year old Grandson, Asher.

**NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE FOR COLLEGE
PREPARATORY MIDDLE SCHOOL**

NOTICE IS HEREBY GIVEN that College Preparatory Middle School ("Corporation"), a California nonprofit public benefit corporation, tentatively approved a Conflict of Interest Code ("Code") pursuant to Government Code section 87300 at its meeting on June 22, 2015, and intends to finally adopt the Code. Pursuant to Government Code sections 87200 and 87302, the Code will designate public officials, employees and consultants of Corporation who make governmental decisions, manage Corporation's investments, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests

A public comment period has been established commencing on June 22, 2015, and terminating on August 6, 2015, (a 45-day period). Any interested person may present written comments concerning the proposed code no later than August 6, 2015, to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation representative at the address listed below, and are also available at the Clerk of San Diego County Board of Supervisors' offices. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation representative listed below.

Christina Callaway
Co-Director
College Preparatory Middle School
5150 Jackson Drive, Suite A
La Mesa, CA 91942
Phone: (619) 303-2782
Fax: (619) 303-3759
ccallaway@mycpms.net

COUNTY OF SAN DIEGO
JUN 25 PM 2:00
CLERK OF THE BOARD
OF SUPERVISORS

**RESOLUTION OF THE BOARD OF DIRECTORS OF COLLEGE PREPARATORY MIDDLE SCHOOL A
California Nonprofit Public Benefit Corporation**

Conflict of Interest Code

WHEREAS, College Preparatory Middle School ("Corporation"), as a California charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code section 87,300.

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, Statement of Economic Interests.

WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference

RESOLVED, that the proposed Conflict of Interest Code attached to this resolution as Exhibit A be, and hereby is, tentatively adopted as the Corporation's Conflict of Interest Code

RESOLVED FURTHER, that either Co-Director is hereby directed to open a 45-day public comment period to begin on June 22, 2015, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, on the Corporation's website, and concurrently mailing notice to the Clerk of the Board of Supervisors of the County of San Diego.

RESOLVED FURTHER, that the Conflict of Interest Code shall become effective immediately upon:

- a. Its final approval by this Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on , 2015.
- b. Its approval by the Board of Supervisors of the County of San Diego as the code-reviewing body.

RESOLVED FURTHER, that upon its final approval by the Board of Directors of the Corporation, either Co-Director is hereby directed and authorized to submit a certified copy thereof to the Board of Supervisors of the County of San Diego for approval.

Exhibit A

CONFLICT OF INTEREST CODE OF COLLEGE PREPARATORY MIDDLE SCHOOL

The Political Reform Act (Government Code section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for **College Preparatory Middle School ("College Prep")**.

Therefore, College Prep officials holding designated positions shall prepare FPPC Form 700 in accordance with the disclosure categories identified in this conflict-of-interest code, and file with the County of San Diego in the manner required by the County.

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Co-Executive Directors	1,2
Members of the Board of Directors	1,2
Consultants / New Positions	3

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Co-Executive Directors or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Co-Executive Directors or designee’s determination is a public record and shall be retained for public inspection in the same manner and locations as this conflict-of-interest code. (Gov. Code, §81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interest in real property located in whole or in part within two (2) miles of any facility utilized by College Prep's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by College Prep.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sale, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the consultants or new positions.



College Preparatory Middle School

5150 Jackson Drive, La Mesa, CA 91942
Telephone (619) 303-2782 / Fax (619) 303-3759

October 1, 2015

Clerk of the Board
County of San Diego
1600 Pacific Highway, Room 402
San Diego, Ca 92101

RE: Conflict of Interest Policy

To Whom It May Concern:

Please find in the attached documentation the Conflict of Interest Policy adopted by the College Preparatory Middle School Board of Directors at their regular Board meeting held September 21, 2015.

We respectfully submit this policy for approval by the San Diego County Board of Supervisors.

If you should have any questions or concerns, please do not hesitate to contact me.

Thank you for your kind attention to this matter.

Sincerely,

Christina M. Callaway, Director
College Preparatory Middle School

**RESOLUTION OF THE BOARD OF DIRECTORS OF COLLEGE PREPARATORY MIDDLE SCHOOL A
California Nonprofit Public Benefit Corporation**

Conflict of Interest Code

WHEREAS, College Preparatory Middle School ("Corporation"), as a California charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code section 87,300.

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, Statement of Economic Interests.

WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference

RESOLVED, that the proposed Conflict of Interest Code attached to this resolution as Exhibit A be, and hereby is, tentatively adopted as the Corporation's Conflict of Interest Code

RESOLVED FURTHER, that either Co-Director is hereby directed to open a 45-day public comment period to begin on June 22, 2015, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, on the Corporation's website, and concurrently mailing notice to the Clerk of the Board of Supervisors of the County of San Diego.

RESOLVED FURTHER, that the Conflict of Interest Code shall become effective immediately upon:

- a. Its final approval by this Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on , 2015.
- b. Its approval by the Board of Supervisors of the County of San Diego as the code-reviewing body.

RESOLVED FURTHER, that upon its final approval by the Board of Directors of the Corporation, either Co-Director is hereby directed and authorized to submit a certified copy thereof to the Board of Supervisors of the County of San Diego for approval.

SECRETARY'S CERTIFICATE

I, Christina M. Callaway, Secretary of the Board of Directors of COLLEGE PREPARATORY MIDDLE SCHOOL, a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the Board of Directors of COLLEGE PREPARATORY MIDDLE SCHOOL, which was duly and regularly held on the 21st day of September, 2015, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES: 4

NOES:

ABSTAIN:

ABSENT: 1

COUNTY OF SAN DIEGO
2015 SEP 28 AM 10:42
CLERK OF THE BOARD
OF SUPERVISORS

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 22 day of September, 2015.


Secretary
College Preparatory Middle School