

Operations Manager Requirements and Qualifications

The Operations Manager is responsible for overall clerical and office activities, as well as other administrative duties to assist with the operation of the school. The Operations Manager will report to the Director, and will work with students, parents, and staff.

- A.A. degree or equivalent work experience
- Three or more years in administrative support position
- Proficiency with Microsoft Office
- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Experience in office management
- Ability to work independently as well as with a team
- Previous independent studies/ home school education experience is desirable, but not mandatory for employment.

Charter School Principal

Summary: The Charter School Principal shall be responsible for the management and day-to-day operations of the Charter School's program. The Principal operates under the policy direction of the Board and in accordance with federal and state laws; provides assistance to the Board in developing, formulating, and revising guidance documents in school finance, school program planning, and educational program review. The Principal must oversee the development and communication of the Charter's school's mission and vision statement. Specific responsibilities and qualifications are as follows:

Responsibilities

- The Principal will be the leader of OGCS.
- The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences.
- The Principal will report directly to the Board of Directors, and s/he is responsible for the orderly operation of OGCS and the supervision of all employees in the Charter School.

In addition to those duties assigned by the Board, the Principal shall be responsible for the following:

- Supervising and evaluating teachers and staff.
- Visits and evaluates all school site locations on a regular basis to oversee site compliance of school's programs, policies and procedures.
- Communicating and reporting to the Board of Directors.
- Oversee school finances and maintain up-to-date financial records, the annual budget and LCFE documents to ensure financial solvency.
- Develop and implement the Olive Grove Charter School LCAP.

- Encourage and support teachers' professional development by participating in and developing professional development opportunities as needed.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and work to secure grants.
- Communicate with parents and recruit new families and students.
- Take steps to ensure the full and regular participation by students and families in the Charter School's program in accordance with policies established by the Board of Directors.
- Complete and submit required documents as requested or required by the Charter and/or Board of Directors and/or the Charter authorizer.
- Ensure that appropriate evaluation and assessment tools are used for both students and staff.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Hire qualified substitute teachers as needed.
- Ensure the security of the Charter School facilities.
- Promote OGCS in the community, promote positive public relations, and interact effectively with media.
- Serve as the Charter school representative and liaison with the District.
- Provide all necessary financial reports as required for proper attendance and reporting.
- Develop the Charter School's annual SARC report.
- Present the Charter School's independent fiscal audit to the Board of Directors and, after review by the Board of Directors, present the audit to the District Board of Education, the County Superintendent of Schools, the State Controller, and the California Department of Education.
- Manage student discipline, and as necessary, participate in the suspension and expulsion process.
- Oversees the implementation of Special Education policies and procedures under the direction of the Special Education Director and the Charter's SELPA.
- Participate in IEP meetings, as necessary.
- Oversees the WASC accreditation process.
- Oversees planning, implementation and evaluation of curriculum and instruction.
- Responsible for the designation and supervision of a school wide testing coordinator.

Qualifications

- Effective communication and community – building skills.
- Demonstrated management and leadership skills.
- Demonstrated understanding of instruction, curriculum and assessment in an independent study setting.
- Working knowledge of special education processes and requirements.
- Working knowledge of budgets.
- Working knowledge of personnel procedures.
- Working knowledge of independent study procedures, regulations and law.
- Bachelors' degree.

- Three or more years teaching experience.
- Three or more years experience in school administration (preferred).
- Demonstrated understanding of student performance assessment and data analysis (preferred).
- Effective communication and community-building skills.
- Curriculum development and independent/home study program development.
- Experience in performance assessment.
- Have a valid California credential issued by the State Board of Education or the Commission for Teacher Preparation.

Olive Grove Charter School Appendices and Attachments

Maria Domingues



Objective	Employment in which I am able to utilize my excellent interpersonal and clerical skills
Experience	<p>Registrar Los Olivos School District - Olive Grove Charter School, Los Olivos. CA <i>October 2010 -Current</i></p> <p>Enroll and register new students, evaluate incoming student transcripts and transcribe credits to conform to LOSD system, maintain student records, perform various complex record keeping duties, prepare and maintain permanent records and cumulative folders, process and forward transcripts and records to colleges and other school districts, prepare withdrawal papers, enter existing students' grades, create and update course numbers, assign students to teachers. Create student schedules, primary liaison between office and school sites, create and maintain course description booklet, create school profile, provide class rosters and perform various other duties as assigned</p> <p>Guidance Technician- Santo /Maria Joint Union High School District- Ernest Righetti High School, Santa Maria, CA <i>2004 -2010</i></p> <p>Register new/incoming students, Guidance Technician over seeing Home-School Program, evaluate transcripts, create schedules for students in order to meet graduation and A-G requirements, return telephone calls regarding questions/issues, schedule and meet with parents/students/teachers regarding various issues, refer, students to counselors as needed, create and send home letters regarding students,' progress, prepare and present information to classes/students/parents, place students in appropriate classes as assigned, perform various other duties as needed .</p> <p>Administrative Assistant California Polytechnic State University, San Luis Obispo, CA <i>2003 -2004</i></p> <p>Perform a variety of administrative assistant functions in support of project director; composed letters, memoranda as directed, updated Educational Talent search's website, participated in program's budget preparation and maintenance, acted as primary receptionist for program, provided work direction and guidance to student Assistants, answered telephones and operated office equipment, prepared and arranged field trips and itineraries, performed various duties as assigned</p> <p>Instructional Assistant Santa Maria Joint Union High School District, Santa Maria, CA <i>2002 -2003</i></p> <p>Under supervision of teacher, tutor students with various Curriculum, prepared budget for grant provided for healthy food, completed attendance records, responsible for upkeep of site's library, compiled letters as assigned, answered telephones, routed calls as needed, operated a variety of office machines, helped in budget preparation and maintenance, composed letters, memoranda and bulletins, performed various other duties as assigned</p>
Education	<p>Liberal Arts, Arts and Humanities, A.S. 1982- Allan Hancock College, Santa Maria, CA 1978-1982- Santo Maria High School</p>
Awards	Numerous Warrior Salute Awards, California Scholastic federation member
References	References are available on request

ALISON RIEDE

Objective

Procure and elementary, middle school, or high school teaching position in the field of Art.

Education

July 2005-July 2006 **University of California, Santa Barbara** Santa Barbara, CA

- K-12 Art Teaching Credential and Multiple Subjects Teaching Credential
- Masters of Education. GPA: 4.0

May 2004 **Syracuse University** Syracuse, NY

- Bachelor of Fine Arts in Surface Patterns Design GPA: 3.6
Minors: Textile Design and Fashion Design

June 2003 **Fashion in London and Paris S.U. Study Abroad Program**

- Studies fashion and couture in two of the fashion capitals of the world. GPA: 4.0

Work Experience

July 2010-Present **Sugar Cat Studio** Santa Barbara, CA

- Owner of online cupcake business and winner of The Food Network's Cupcake Wars.

June 2006-Present **Olive Grove Charter School** Los Olivos, CA

- Art teacher for grades K-12; worked one-on-one with home-schooled students.

June 2004-June 2005 **Enchante Accessories** New York City, NY

- Designer for creation of paper products, including hatboxes, photo albums and gift sets.

July-August 2003 **Motif Designs** New Rochelle, NY

- Design intern for Lyn Peterson; activities included designing for her upcoming collection.

June-August 2000 **Syracuse Charter School** Syracuse, NY

- Summer school art teacher; taught 4 summer school art classes, grades 4-8, focusing on film

Skills and Interests

- Knowledge of how to create discipline-based art lesson plans, SDAIE strategies, CPR certified.
- Knowledge in Adobe Illustrator, Photoshop, NedGraphics, PowerPoint, and Excel.
- Interested in working with kids, ceramics, sculpture, baking, cooking, sewing, community service.

Volunteering and Activities

- January 2004-May 2004 Volunteered at the Rescue Mission, serving food to the homeless
- June-August 2002 Volunteered at the Westwood Youth Program as a counselor for grades 5-8
- May-August 2002 Volunteered at University Methodist food pantry, stacking food for the homeless
- June-August 2001 Volunteered at the Burnet Park Zoo as a camp counselor for grade 3-4
- January 2000-June 2004 Every Sunday volunteered at May Memorial as a church school teacher

Awards Received

- Winner of Cupcake Wars on The Food Network, episode airing in December 2011
- Dean's list through six consecutive semesters Spring 2001-Fall 2004
- Knitted sweater jury selected for Syracuse University 2003 Fashion Show
- Chancellor's Scholarship to attend Syracuse University

LAURA A. MUDGE



Objective To work in a permanent teaching position that allows me to encourage the individual interests of each student, while giving him/her the building blocks of a well rounded education in order to build on those interests.

Work Experience

2014- present	Olive Grove Charter School	Los Olivos, CA
	Transition Committee	
2009- present	Los Olivos School District	Los Olivos, CA
	Science Teacher	
2005-2009	Alice Shaw Elementary	Orcutt, CA
	Elementary Teacher	
1992-1995	UCLA	Los Angeles, CA
	Private Tutor	
1990-1992	UCLA Catering	Los Angeles, CA
	Catering Supervisor	

Additional Experience

2014- present
School Wellness Council- Orfalea Foundation

2012- present
California State PTA Board of Managers, Education Commission

2011- present
Santa Barbara County PTA- President

2002- present
Adkins Dance Center- Backstage Manager

1985- present
Harpist- Pedal Concert Grand and Celtic

Education

Chapman University College
Teaching Credentials – Multiple Subjects,
Single Subject Biological Sciences and Single Subject Chemistry

University of California at Los Angeles
B.S., Neuroscience - 1994

Michael A. Fair

EDUCATION:

M.S. Instructional Leadership, National University – January 2011
Single Subject Teaching Credential - Mathematics, National University – April 2006
B.S. Business Administration, University of Arizona – May 1999

TEACHING EXPERIENCE:

- Teacher**, Olive Grove Charter School, Los Olivos, CA 2008-Present
- π Work with 20+ dual-enrollment high school students each semester.
 - π Dual Enrollment & AP Coordinator, 2013 - present
 - π Current member of the OGCS Advisory Council.
 - π Operate a Math Lab 4 times weekly to assist students with all math levels.
 - π Assist in developing and maintaining math curriculum for Olive Grove.
 - π Head Coach & Founder, OG Rock Climbing team
- Teacher**, Waianae H.S., Waianae, HI 2007-08
- π Freshman Algebra
- Teacher**, Carpinteria H.S., Carpinteria, CA 2005-07
- π Half-time teacher for the Community Home Base program.
- Teacher**, Santa Barbara H.S., Santa Barbara, CA 2003-05
- π Algebra and Pre-Algebra all grade levels
 - π EL mathematics
 - π Co-founder SB Surf Team and Head Coach
- Teacher, Dept. Chair**, Hare H.S., Garden Grove, CA 2000-02
- π Mathematics, all grade levels
 - π Earth & Physical Science, all grade levels
 - π Assist in developing and writing math curriculum district-wide in conjunction with other high school department chairs
- Independent Math Tutor**, Santa Barbara, CA 2003-Present
- π Work with students in Grades 6 – College in Algebra, Geometry, Algebra 2, Pre-Calculus, and Trigonometry

GOALS / QUALIFICATIONS:

- π Pursue professional growth and development by continuing to attend math / AP conferences both state and nation-wide.
- π Complete Tier 1 Administrative Services Credential by July 2015
- π Member of NCTM and CMC (National and CA Mathematics Councils)
- π Athletics have taken me around the world for both recreation and competition.

OTHER ACHIEVEMENTS:

- π 8th grade – Male Athlete of the Year
- π 9th grade – MVP, J.V. soccer
- π 10th grade – MVP, J.V. football
- π 11th grade – 2nd team All-League, Varsity football; 2nd team All-League, Varsity Baseball
- π 12th grade – 1st team All-State and 1st team All-League, Varsity Football
- π 4 year Varsity starter, University of Arizona rugby (2 league championships)
- π 1996, 2001, 2005 – U.S. Maccabi Rugby Selection
- π 1999 – Collegiate All-Star Selection, rugby
- π 1999 – Semi-Professional season in London for Met Police
- π 2000 – Men's Club All Star Selection, 15's rugby
- π 2001 – Men's Club All Star Selection, 7's rugby
- π 2002 – U.S. National Development Team Selection, 7's rugby

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ARTICLES OF INCORPORATION
of
OLIVE GROVE CHARTER SCHOOL, INC.
(A California Nonprofit Public Benefit Cooperation)

ARTICLE I

The name of the corporation is Olive Grove Charter Schools, Inc.

FILED
Secretary of State
State of California ,
AUG 25 2m

ARTICLE II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. The specific purpose for which this corporation is organized is to manage, operate, guide, direct and promote public charter schools and such other educational activities as the Board of Directors may define from time to time.

ARTICLE III

The name and address in the State of California of the corporation's initial agent for service of process is:

Laura Mudge
1272 Hollysprings Lane
Orcutt, California 93455

ARTICLE IV

The initial street and mailing address of this corporation is:

1272 Hollysprings Lane
Orcutt, California 93455

ARTICLE V

The name and address of the person appointed to act as the incorporator of the corporation is:

Laura Mudge
1272 Hollysprings Lane
Orcutt, California 93455

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ARTICLE VI

- A. The corporation is organized and operated exclusively for educational purposes within the meaning of Internal Revenue Code Section 501(c)(3).
- B. No substantial part of the activities of *this* corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- C. Notwithstanding any other provision of these Articles of incorporation, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Internal Revenue Code Section 501(c)(3) or (2) by a corporation, the contributions to which are deductible under Internal Revenue Code Section 170(c)(2).
- D. The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code, and no part of the net, income or assets of the organization shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.
- E. Upon the dissolution or winding up of this corporation for any reason, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a state or local government for public purposes, nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated: 8/20/14

Signature: (LAURA MUDGE) Incorporator (See original document for signature)

**BYLAWS OF
OLIVE GROVE CHARTER SCHOOLS, INC
(A California Nonprofit Public Benefit Corporation)**

ARTICLE 1: CORPORATE NAME

Section 1.1 Corporate Name

The name of this corporation is Olive Grove Charter Schools, Inc. (“Corporation”).

ARTICLE 2: OFFICES

Section 2.1 Principal Office

The principal office shall be fixed and located at such place within Santa Barbara County, California as the Corporation’s Board of Directors (“Board” or “Board of Directors”) shall determine.

Section 2.2 Change of Address

The county of the Corporation’s principal office can be changed only by amendment of these Bylaws and not otherwise. The Board may, however, change the Corporation’s principal office from one location to another within the named county by noting the changed address and effective date below, and such changes shall not be deemed an amendment of these Bylaws; the Secretary shall note any change in principal office and effective date below, and shall file notice of such changes with the Secretary of State:

New address:	Effective Date:
New address:	Effective Date:
New address:	Effective Date:

Section 2.3 Other Offices

The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to transact business.

ARTICLE 3: PURPOSES

The specific and general purposes of the Corporation are described in its Articles of Incorporation.

ARTICLE 4: MEMBERSHIPSection 4.1 No Members

The Corporation shall have no members within the meaning of Section 5056 of the California Corporations Code. The rights which would otherwise vest in the members shall vest in the Directors (“Directors”) of the Corporation. Actions which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board.

ARTICLE 5: BOARD OF DIRECTORSSection 5.1 General Powers

The Board shall conduct and direct the affairs of the Corporation and exercise its powers, subject to the limitations of the California Corporations Code, the Articles of Incorporation, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation’s activities, and the Board may rescind any such assignment, referral or delegation at any time.

Section 5.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers enumerated in these Bylaws, and permitted by law:

- A. To elect and remove Directors.
- B. To select and remove all of the Officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with the law, and to fix their compensation.
- C. To conduct, manage and control the affairs and activities of the Corporation, and

to make rules and regulations which are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best.

- D. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.
- E. To act as Director under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
- F. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
- G. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore.
- H. To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Corporations Code and the limitations noted in these Bylaws.
- I. To carry out such other duties as may be permitted by law, including, but not limited to the establishment, management, and operation of public charter schools.
- J. To carry out any other duties set forth in the charters of those public charter schools established by the Corporation.
- K. To call, hold, and conduct meetings of the Corporation's Board in accordance with the Ralph M. Brown Act (Government Code §§ 54950 *et seq.*) ("the Brown Act"), the Public Records Act, as well as all applicable conflict of interest provisions in state law.
- L. To adopt and use a corporate seal.

Section 5.3 Number of Directors

The number of Directors of the Corporation shall be not less than three (3) nor more than seven (7) unless changed by amendment of these Bylaws.

Section 5.4 Election of Initial Directors and Calling of Initial Meeting

The incorporator(s) whose signatures appear in the Articles of Incorporation shall elect the initial Directors of the Board and shall call an initial meeting (“Initial Meeting”) of the Board of Directors for the purpose of transacting the Corporation’s business, including, but not limited to, the adoption of these Bylaws, the election of Officers, the selection of a date for the Annual Meeting, and the selection of the place where the Corporation’s bank account will be maintained. The incorporator(s) of the Corporation may appoint themselves as initial Directors.

Thereafter, at each Annual Meeting, each seat on the incoming Board shall be filled by a separate vote of the current Directors as set forth in these Bylaws.

Section 5.5 Election of Directors

- A. Election. Except as set forth in Section 5.4, the Board shall elect all Directors, whether due to vacancy, completion of term of office, or otherwise, by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.
- B. Time of Elections. The Board shall elect Directors at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. Each new Director shall take office at the conclusion of the Annual Meeting at which he or she is elected.

Section 5.6 Eligibility of Directors

- A. Except as otherwise set forth in these Bylaws and in accordance with all applicable laws, the Board may, in its discretion, elect any person who it believes will serve the interests of the Corporation faithfully and effectively, except that the following seats will be reserved:
 1. One (1) Director may be a parent or guardian elected by a vote of the parents and guardians of current year students enrolled in the public charter schools operated by the Corporation. The Board will hold a process for parents and guardians to nominate and elect a Director. In the event that no parent or guardian runs for election by October 15 of that year, the Board of Directors may appoint an additional Director to fill that seat for that year.
 2. In accordance with Education Code Section 47604(b), one (1) Director may be appointed by the superintendent(s) of the charter granting agency of each of the public charter schools operated by the Corporation. In the

event that any superintendent(s) does not appoint a district Director, in any year, on or before April 15 of such year, then the Board of Directors may appoint an additional Director to fill that seat for that year.

- B. No current employee of any public charter school operated by the Corporation may serve on the Board of Directors.

Section 5.7 Restriction on Interested Directors

No interested persons may serve on the Board of Directors. An interested person is any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director. In addition, no more than forty-nine percent (49%) of the persons serving on the Board shall have any brother, sister, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law who has been compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee or independent contractor.

Section 5.8 Advisors to the Board

- A. The Principal of each public charter school operated by the Corporation shall act as advisors to the Board and shall attend all Board meetings. The Principal(s) shall not be Directors and shall not vote.
- B. One teacher from each the public charter schools operated by the Corporation, and selected by the staff of each such school, shall act as advisors to the Board and shall attend all Board meetings. Any teachers so selected shall not be Directors and shall not vote.

Section 5.9 Term of Office

- A. Staggered Terms. At the Initial Meeting, the Directors shall be divided into three (3) approximately equal groups and designated by the Board to serve either one, two, or three year terms, to be determined randomly. Thereafter, the term of office of each Director shall be three (3) years. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which he or she was elected and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.
- B. Director Elected to Fill Vacancy. The term of office of a Director elected to fill a

vacancy on the Board begins on the date of the Director's election and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.

- C. Reduction in Number of Directors. A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the Bylaws, or other Board action without his or her consent.

Section 5.10 Removal of Director by the Board

The Board may remove a Director with or without cause by vote of a majority of the Directors then in office.

Section 5.11 Resignation by Director

Subject to the provisions of Section 5226 of the California Corporations Code, any Director may resign by giving written notice to the Board, the President or the Secretary. The resignation is effective upon the giving of notice, or at any later date specified in the notice. Such notice shall be irrevocable upon receipt. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. No Director may resign if the Director's resignation would leave the corporation without a duly elected Director in charge of its affairs, without first giving notice to the California Attorney General.

Section 5.12 Vacancies

- A. A vacancy on the Board shall exist: (1) on the completion of term, death, loss of legal capacity, resignation or removal of any Director, and (2) whenever the number of authorized Directors is increased.
- B. The Board may declare vacant the office of a Director who has been removed under Section 5.10.

Section 5.13 Compensation of Director

Directors shall serve without compensation. However, the Board may approve reasonable reimbursement of a Director's actual and necessary expenses while conducting Corporation business.

ARTICLE 6: MEETINGS OF THE BOARD

Section 6.1 Conduct of Meetings

All meetings of the Board of Directors and its committees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 6.2 Place of Meetings

Board meetings shall be held at the Corporation's principal office. The Board of Directors may also designate that a meeting be held at any place within the boundaries of any current public charter school operated by the Corporation that has been designated in the notice of the meeting in accordance with the Brown Act. Meetings may be held by teleconference in accordance with the conditions specified in the Brown Act.

Section 6.3 Annual Meetings

An Annual Meeting shall be held each year for the purpose of electing Directors, making and receiving reports on corporate affairs, and transacting other business as comes before the Board.

Section 6.4 Regular Meetings

Regular Meetings of the Board shall be held at least six times a year, including the Annual Meeting.

Section 6.5 Special Meetings

- A. Special Meetings of the Board for any purpose may be called at any time in accordance with the Brown Act.
- B. Notice of any Special Meeting shall be addressed or delivered to each Director at the Director's email address as it is shown on the records of the Corporation or as may have been given to the Corporation by the Director for purposes of notice.

Section 6.6 Adjourned Meeting and Notice

A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given to all Directors and to the public in the manner prescribed by the Brown Act.

Section 6.7 Notices

Notices of Board Meetings shall be given as follows:

- A. Annual and Regular Meetings. Seventy-two hour notice shall be given, as prescribed by the Brown Act.
- B. Special Meetings. Twenty-four hour notice shall be given, as prescribed by the Brown Act.

Section 6.8 Contents of Notice

Notice of meetings not herein dispensed with shall specify the place, day, and hour of meeting and any other information required by the Brown Act.

ARTICLE 7: ACTIONS BY THE BOARD

Section 7.1 Quorum

A quorum shall consist of a simple majority of the Directors of the Corporation. When a meeting is adjourned for lack of a quorum, appropriate notice shall be given as provided in Section 6.5. The Directors present at a duly-called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this Corporation.

Section 7.2 Actions by the Board

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless the Articles of Incorporation or Bylaws of this Corporation, or applicable provisions of the California Corporations Code, particularly those provisions relating to appointment of committees (Corporations Code § 5212), approval of contracts or transactions in which a Director has a material financial interest (Corporations Code § 5233) and indemnification of Directors

(Corporations Code § 5238(e)), require a greater percentage or different voting rules for approval of a matter by the Board.

Section 7.3 Conduct of Meetings

Meetings of the Board shall be presided over in the following order of priority: President, Vice-President, Secretary or Treasurer. In the absence of the previously-named Officers, a Director chosen by a majority of the Directors present at the meeting shall preside over the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence or need to preside over the meeting, another person chosen by a majority of the Directors present at the meeting shall act as Secretary of the meeting. Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this Corporation, or with provisions of law.

Section 7.4 Standard of Care

- A. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board committee, in good faith, in a manner the Director believes to be in the Corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- B. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
1. One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 3. A Board committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- C. Loans. This Corporation shall not make any loan of money or property to, or guarantee the obligation of, any Director or Officer, unless approved by the California Attorney General; provided, however, that this Corporation may

advance money to a Director or Officer of this Corporation for expenses reasonably anticipated to be incurred in performance of the duties of such Officer or Director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

- D. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

Section 7.5 Participation in Discussions and Voting

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except as follows. No Director shall participate in either the discussion or vote on any matter involving:

1. a self-dealing transaction;
2. a conflict of interest, as defined by law or in any Board-adopted conflict of interest policy;
3. indemnification of that Director; or
4. any other matter in which the law prohibits that Director's participation.

Section 7.6 Duty to Maintain Board Confidences

Every Director has a duty to maintain the confidentiality of all Board discussions held during the closed session. A Director shall not disclose confidential records. Any Director violating these duties may be removed from the Board, and may be subject to any lawful penalty.

Section 7.7 Board Training

The Board shall annually participate in training, which shall include, at a minimum, conflict of interest and Brown Act training.

ARTICLE 8: OFFICERS

Section 8.1 Officers

The Officers of the Corporation consist of a President ("President"), Vice President ("Vice President"), a Secretary and a Treasurer ("Treasurer"). The Corporation may also have such other Officers as the Board deems advisable.

- A. President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, including but not limited to setting the agendas of the Board, with the input and advice of the Corporation's Officers, and such other powers and duties the Board may prescribe. If present, the President shall preside at Board meetings.
- B. Vice President. In the event the President is absent or disabled, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board.
- C. Secretary. The Secretary shall:
1. Certify, and keep, or cause to be kept, at the Corporation's principal office a copy of the Corporation's Articles of Incorporation and Bylaws, as amended or otherwise altered to date;
 2. Keep, or cause to be kept, at the Corporation's principal office or at such other place as the Board may determine, a book of minutes of all meetings of the Board and, if applicable, meetings of committees of Directors, recording therein the time and place of the meeting, whether it was regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof;
 3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
 4. Be custodian of records and of the seal of the Corporation, if any, and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the Corporation under its seal is authorized by law and by these Bylaws;
 5. Exhibit at all reasonable times to any Director of the Corporation, or to his or her agent or attorney, on request therefore, the Bylaws and the minutes of the proceedings of the Directors of the Corporation;

6. In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this Corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board.
- D. Treasurer. Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposit and Funds," the Treasurer shall:
1. Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board;
 2. Receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever;
 3. Disburse, or cause to be disbursed, the funds of the Corporation as may be directed by the Board, taking proper vouchers for such disbursements;
 4. Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses;
 5. Exhibit at all reasonable times the books of account and financial records to any Director of the Corporation or to his or her agent or attorney, on request therefore;
 6. Render to the President, Directors and other Officers, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the Corporation;
 7. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports;
 8. In general, to perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board.

Section 8.2 Officer Election, Eligibility and Term of Office

- A. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers elected to fill vacancies shall be elected as vacancies occur.

- B. Eligibility. Any Director may serve as an Officer of this Corporation. In the event of a vacancy in more than one office, a remaining Officer may hold more than one office except that neither the Secretary nor the Treasurer may serve as the President.
- C. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected, whichever occurs first.

Section 8.3 Removal and Resignation of Officers

The Board may remove any Officer, with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Board, the President or the Secretary of the Corporation. The resignation shall take effect on receipt of the notice or at a later date specified in the notice and shall be irrevocable upon receipt. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 8.4 Officer Vacancies

Any vacancy caused by the death, loss of legal capacity, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by the Board. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy.

ARTICLE 9: COMMITTEES

Section 9.1 Board Committees

The Board may create one or more standing or ad hoc committees to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the Chairperson of such Board committees shall be appointed by the President of the Board. Unless otherwise provided in these Bylaws or by the laws of the State of California, each committee shall have all of the authority of the Board to the extent delegated by the Board. However, no committee, regardless of Board resolution, may:

- A. Fill vacancies on the Board or on any committee which has the authority of the Board;
- B. Amend or repeal Bylaws or adopt new Bylaws;
- C. Amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;

- D. Appoint committees of the Board or the members thereof;
- E. Approve any self-dealing transaction, except as provided in Section 5233 (d)(3) of the California Corporations Code; or
- F. Approve any action for which the California Corporations Code requires the approval of the Board.

By a majority vote of its members then in office, the Board may at any time revoke or modify any or all of the authority so delegated, increase or decrease the number of its members, and fill vacancies therein from the members of the Board. The Executive Committee, if any, shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the Board from time to time as the Board may require.

Section 9.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such Board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 6 of these Bylaws which concern meetings of the Board, with such changes in those provisions as required by this Article 9 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined by the Board or by the committee. Special meetings of committees may also be called by the Board. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 9.3 Other Committees

- A. The President of the Board, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Board President shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of Officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee, or until the authorized business of the committee has been completed.

- B. Such other committees established pursuant to this section may consist of persons who are not members of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as 'advisory' committees.
- C. Meetings of a committee may be called by the Board President, the chairperson of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.
- D. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President of the Board. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Board President may, with prior approval of the Board, remove any appointed member of a committee. The Board President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

ARTICLE 10: INDEMNIFICATION OF CORPORATE AGENTS

Section 10.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Director, Officer, employee or other agent of this Corporation. "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes without limitation, attorney's fees and any expenses of establishing a right to indemnification under Section 10.2 C. or Section 10.2 D.(2) of these Bylaws.

Section 10.2 Indemnification of Agents

- A. This Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Corporations Code, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in

charitable trust) by reason of the fact that such person is or was an agent of this Corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this Corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this Corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

- B. This Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation, or brought under Section 5233 of the California Corporations Code, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 10.2.B:
1. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this Corporation in the performance of such person's duty to this Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;
 2. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
 3. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General of California.
- C. To the extent that an agent of this Corporation has been successful on the merits in defense of any proceeding referred to in subsection A or B of this Section 10.2 or in defense of any claim, issue or matter therein, the agent shall be indemnified

against expenses actually and reasonably incurred by the agent in connection therewith.

- D. Except as provided in subsection C of this Section 10.2, any indemnification under this Section 10.2 shall be made by this Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection A or B of this Section 10.2, by:
1. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or
 2. The court in which such proceeding is or was pending, upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this Corporation.
- E. Expenses incurred in defending any proceeding may be advanced by this Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized by this Section 10.2:
- F. No provision made by this Corporation to indemnify its or its subsidiary's Directors or Officers for the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws, a resolution of the Directors, an agreement or otherwise, shall be valid unless consistent with this Section 10.2. Nothing contained in this Section 10.2 shall affect any right to indemnification to which persons other than such Directors and Officers may be entitled by contract or otherwise.
- G. No indemnification or advance shall be made under this Section 10.2, except as provided in Section 10.2 C. or Section 10.2 D.(2) hereof, in any circumstances where it appears:
1. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
 2. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 10.3 Non-applicability to Fiduciaries of Employee Benefit Plans

This Article 10 does not apply to any proceeding against any Director, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 10.1, of the employer Corporation. The Corporation shall only have the power to indemnify such Director, investment manager or other fiduciary to the extent permitted by Section 207(f) of the California Corporations Code.

ARTICLE 11: INSURANCE FOR CORPORATE AGENTS

The Board may authorize the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a Director, Officer, employee or other agent of the Corporation), against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Corporations Code) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of Section 3238 of the California Corporations Code.

This Section does not apply to a transaction that is part of an educational or charitable program of the Corporation if it (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by an educational or charitable programs of the Corporation.

ARTICLE 12: EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDSSection 12.1 Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may authorize any Officers or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officers, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 12.2 Checks and Notes

Except as otherwise specifically provided by action of the Board recorded in the official minutes, or as otherwise required by law, checks, drafts, promissory notes, orders for the

payment of money and other evidence of indebtedness of the Corporation may be signed by the President, Vice President, Treasurer or Secretary. Any such indebtedness in the amount of \$5,000.00 (Five Thousand Dollars) or more, or in such other amount as may be established by action of the Board, requires two signatures, one of which must be the Treasurer's.

Section 12.3 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 12.4 Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this Corporation.

ARTICLE 13: CORPORATE RECORDS AND REPORTS

Section 13.1 Maintenance of Corporate Records

The Corporation shall keep at its principal office in the State of California:

- A. Minutes of all meetings of Directors and committees of the Board, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- B. Adequate and correct books and records of accounts, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- C. A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

Section 13.2 Rights of Inspection

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 13.3 Right to Copy and Make Extracts

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

Section 13.4 Annual Report

The Board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the Corporation's fiscal year to all Directors of the Corporation which shall contain the following information in appropriate detail:

- A. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- B. The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- C. The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- D. The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized Officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

Section 13.5 Conflict of Interest

Any Director, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure

- A. Statements from Directors, Officers, and key employees to disclose existing and potential conflicts of interest; and
- B. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, or Officer of, or has a significant financial or influential interest in, the entity contracting or dealing with the Corporation.

ARTICLE 14: FISCAL YEAR

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

ARTICLE 15: OTHER PROVISIONS

Section 15.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President of the Board or Vice President or the Secretary or Treasurer of the Corporation, unless the other person has actual knowledge that the signing Officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no Officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 15.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Corporations Code shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Section 15.3 Alignment of Charter with Bylaws

The charter of any public charter school operated by the Corporation shall not contain any provision that is in conflict with these Bylaws, and these Bylaws shall govern in the event of a conflict between any such charter and these Bylaws.

ARTICLE 16: AMENDMENT OF BYLAWS

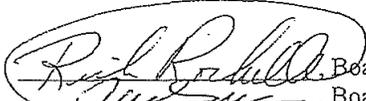
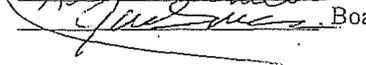
A majority of the Directors may adopt, amend or repeal these Bylaws.

ARTICLE 17: SHARING CORPORATE PROFITS AND ASSETS PROHIBITED

No Director, Officer, employee, or other person connected with this Corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the Corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the Corporation.

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the Corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Directors of said Corporation at their October 3 2014 Board Meeting.

 Board President Rick Richele
 Board Secretary Jim Burke

3

The Charter Schools Development Center provides consulting services to Olive Grove Charter School in school development and implementation, including governance, finance and operations.

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter schools operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. She has 20 years of experience as a charter school founder, principal, governing board member, and consultant and also as a classroom teacher. The vision of the Charter Schools Development Center is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. The Center aims to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

The school has not identified any other consultants, though the school anticipates that this need may arise in the future. The instructional model is well-developed already, however the school intends to assess its needs for professional development to further refine the schools program. The school intends to contract with a business services provider who will provide consulting on start-up and training in the school's business back office functions. The school is considering contracting with the Charter Schools Management Center, EdTech, ExEd, or another reputable provider for these services.

As a member of the North State Joint Powers Authority, the school would receive support from Jean Hatch to advise the school in start-up and training in the area of special education. Jean Hatch is a prominent expert in the field of charter schools special education administration. She has served on the California State Board of Education's Advisory Commission on Charter Schools, which is just one of the ways she has served in numerous capacities as an expert. She is founder of the Redding School of the Arts, a high performing charter school, and of the Shasta County Special Education Consortium, well-known as an innovative solution for charter schools special education. She now heads the North State Charter JPA.

#4)

Olive Grove has the following objectives:

- On average, over the term of the charter, the percentages of students who are proficient or raise their performance level (1) in English/language arts and (2) mathematics from the previous year, as measured by CAASPP assessments, will increase by 3% annually.
- 85% of 10th grade students will pass the CAHSEE (school-wide and numerically significant subgroups).
- 90% of 11th and 12th grade students will pass the CAHSEE (school-wide and numerically significant subgroups).
- 15% of students will meet the A-G course requirements upon graduation (school-wide and numerically significant subgroups). NOTE: Olive Grove very often enrolls students mid-way through their high school career and thus is not able to fully influence this outcome.
- 10% of English Learner students will increase one level of proficiency in English as measured by the CELDT or be re-designated as English Fluent (R-FEP) (English learner students).

Olive Grove will add objectives for proficiency in California Common Core State Standards, Next Generation Science Standards, and content standards in Social Studies as assessment data becomes available for new CAASPP assessments and other standardized assessments.

The “methods to achieve the goals and objectives” (*RFP’s rubric criterion wording*) are described throughout this section. The “methods to determine progress toward the goals and objectives” (*RFP’s “Narrative Element” wording*) are summarized in the table and explained following the table:

Outcome	Assessment
Proficiency in English/ language arts	California state tests (SBAC, CAASPP, CAHSEE) Benchmark assessments (Renaissance Learning) Tests, quizzes, and course assignments Projects, reports, and demonstrations
Proficiency in history-social science	California state tests, if available Tests, quizzes, and course assignments Projects, reports, and demonstrations
Proficiency in mathematics	California state tests (SBAC, CAASPP, CAHSEE) Benchmark assessments (Renaissance Learning) Tests, quizzes, and course assignments

	Projects, reports, and demonstrations
Proficiency in science	California state tests, if available Tests, quizzes, and course assignments Projects, reports, and demonstrations
Proficiency in English Language Development (EL students)	California state tests (SBAC, CAASPP, CELDT) Teacher observation Parent input

On an annual basis, Olive Grove can evaluate the extent to which it has actually achieved each objective based on the measure referenced in the objective (i.e., SBAC, CAASPP, CAHSEE, CELDT, UC A-G course completion). At benchmark intervals, CCSS-aligned assessments (Renaissance Learning) provide a nationally normed reference to assess progress with greater uniformity and predictability across grade levels and across curricula than other assessments. On an ongoing basis, to determine progress toward each objective, staff will use formative and summative assessments and observations of student work. At the end of units and in formative progress checks, the school's embedded assessments provide more fine-tuned data as to how students are progressing toward the objectives.

Olive Grove will develop teacher effectiveness measures that include student achievement as a substantial portion of the teacher evaluation through the following steps: (1) research or attend training in teacher effectiveness measures, (2) procure and/or develop teacher evaluation rubrics that use student achievement data, (3) develop a teacher evaluation process that uses observational data, surveys, and portfolio development, (4) establish protocol for using student achievement data in evaluations, (5) engage teachers in development of evaluation tools and process, (6) do a low stakes pilot of the tool before implementing formally, and (7) refine process annually with input from teachers. The Director will lead this process in a collaborative process with teachers. Because each teacher's group of students varies widely based on grade level and level of academic performance, designing meaningful metrics for teacher effectiveness will be a complex task. The measures will likely center on value-added growth for individual students.

Olive Grove's English/language arts program is highly aligned to the target population because it is extremely responsive to individual scholars' needs. Rather than assigning a one-size-fits-all program of work, each student's assignments are adjusted based on ELD level, reading level, writing level, and other skill levels. Teachers use formative and summative assessment data to create each learner's program and adjust work according to the learner's needs over time, including providing supplemental resources to fill gaps or target areas of need.

Students learn using textbooks and supplementary materials, field trips, small group support classes, audio and visual technology (including computer based courses), and large group programs. Students are required to have weekly contact with the certificated

teacher assigned to supervise and monitor student assignments and progress. Teachers are also available for assistance during school hours. For most core high school courses, on-site labs and study groups are offered and/or required, with sessions one to two times weekly, depending on the course and the content area. OGCS makes available numerous online platforms and teaches students to use resources to support student learning, including Aleks math and Khan Academy math resources.

At present, OGCS uses the *Open Court* K-6 program in English/language arts published by McGraw Hill, which embeds options to provide additional challenge for high achieving students, to provide additional instruction and practice where students need it, and to provide access and instruction for English Learners. OGCS anticipates using a Common Core aligned math program, *GO MATH!* A K-8 Houghton Mifflin Harcourt curriculum, Harcourt Social Studies for K-5 and McDougal Littell Social Studies for 6-8, and Harcourt Science for K-5 and Holt Science for 6-8 curriculum. Grades 6-12 publishers vary by course. OGCS teachers draw on numerous supplemental resources to meet students' needs, for example resources for extra math practice or to develop skills in reading comprehension, grammar, handwriting, etc.

Student learning supports include help from teachers, supplemental resources, online and text-based resources, and on-site learning labs and tutoring. High school math and English courses typically have weekly on-site support classes. UC A-G approved science courses have a required lab component. Supports for students who still need extra assistance to achieve grade level standards may include one or more of the following interventions:

- Modification of instructional activities and/or materials to accommodate different academic needs and/or to incorporate students' interests.
- Structured labs and small group time for extra practice and skills remediation.
- Supplemental instruction, including targeted academic interventions.
- Student Success Team meetings to review and revise the above strategies.

Olive Grove will ensure that EL students have full access to their grade level curriculum by drawing on a range of strategies such as pre-teaching key vocabulary, using hands-on activities, making literacy fun through engaging learning activities, using technology, such as drop-in captions on Moodle videos, providing instructional material with scaffolding for EL students, using literacy strategies such as anticipatory pre-reading of text, structured study of text, clarification of difficult words, and extra reading practice. To help EL students attain English proficiency, Olive Grove will provide formal ELD instruction as needed, monitor progress, and prepare teachers with professional development on using ELD standards as well as best practices in second language acquisition so they become skilled in strategies to meet the needs of EL students.

Olive Grove will provide training and planning time for instructional staff to engage in data analysis, for example, using data from formative and summative assessments to determine what a student has learned or not learned, and what may need to be taught a different way or with more practice. After each unit and on an ongoing basis (moment-to-

moment/daily/weekly), teachers will use assessment data to identify gaps in each student's learning and plan for how the gaps will be addressed. Annually, the Director will lead a process to analyze student achievement data in the aggregate and disaggregated by student subgroups. Olive Grove will use a school information system such as PowerSchool that has the capacity to collect, analyze, and create a variety of reports. The Director will prepare user-friendly charts and tables to make apparent the performance of individual scholars, subgroups and overall.

Teachers will use ongoing formative assessments to personalize each student's individual learning plans according to his or her need. For example, teachers will assign learning activities that target learning objectives where a student shows a gap in meeting content standards.

The Director, working with teachers, will analyze data to establish priorities and develop school improvement plans. Improvement plans will address achievement gaps overall and for all student subgroups, with actions to address prioritized needs, including, if needed, any staffing and other resources needed to support those actions. Improvement plans proposing major changes will be sent to the Board for consideration. The administration and the Board will use assessment data to direct resources strategically toward prioritized areas of need. This process will happen annually, when CAASPP data comes in, and as school summative data becomes available.

OGCS shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The school will be held accountable according to state and federal law, including AYP and API targets, in the same manner as other California public schools.

The predecessor school had API scores of 701, 767, and 741 the past three years. The 2013 Statewide Rank of the predecessor school was 5 and the 2013 Similar Schools Rank was 9. Because API calculations may be changing, we cannot predict what API score Olive Grove Charter School will have. With all criteria remaining equal, we anticipate our API scores for the first three years to be 750, 760, and 770 as we evaluate and refine educational practices within the school to increase student mastery, success, and retention of learning objectives. If the scores should vary significantly from the estimate, then improvement plans will be implemented for all student subgroups to address prioritized needs and resources will be allocated to address these prioritized needs. These assessment strategies have been outlined above. If the API scores are changed into another valuation of performance markers, as has been discussed, possibly with multiple measures scored independently of each other (instead of combined into a single score), Olive Grove Charter School will evaluate and update these numbers to reflect the new state Academic Performance Index guidelines.

#5

The petition identifies a single charter school, Olive Grove Charter School. Because the petition proposes to enroll pupils in non-classroom based independent study, the school's operations are not confined to the geographic boundaries of the school district. OGCS anticipates assuming the leases for four anticipated resource center sites outside the boundaries of the school district, so the petition indicates these four geographic areas in the petition. The addresses of these facilities are as follows:

Morro Bay

1130 Napa St.
BLDG C, Classrooms 1 & 2
Morro Bay, CA 93442
P: 805-771-9887
F: 805-771-9890

Santa Barbara

800 North Milpas St.
Suites D & E (upstairs)
Santa Barbara, CA 93103
P: 805-962-4524
F: 805-962-4574

Lompoc

1015 North H St.
Lompoc, CA 93436
P: 805-735-9722
F: 805-735-9719

Santa Maria

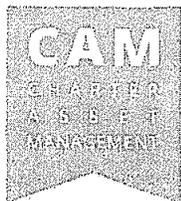
2880 Santa Maria Way
Suite C4
Santa Maria, CA 93455
P: 805-934-2029
F: 805-934-1979

These facilities have been used as resource center sites for over five years and are safe, habitable and well suited for their educational purpose. OGCS has strong assurances that it will be able to assume these leases. The governing board of the charter school currently occupying them has already voted to close the school at the end of this school year.

In addition to the resource center sites, OGCS will assess facilities needs in Cuyama for its operations there based on actual enrollment. OGCS will ensure that any facilities used by the school are safe, habitable and well-suited for their educational purpose.

#6

Olive Grove Charter School will lease school sites/office. OGCS anticipates assuming the leases of four existing charter school resource center sites. These leases provide that building maintenance and replacement is the responsibility of the property owner. OGCS expects that facilities leased in Cuyama would have similar lease terms. OGCS has an informal policy of maintaining positive relations with the landlord to help ensure that building maintenance and replacement occurs satisfactorily. This has worked well for the school previously occupying the identified resource center sites. OGCS is not planning on expansion necessitating additional school/ building needs. If SBCOE wishes OGCS to adopt formal policies on building maintenance, replacement and expansion, OGCS would be happy to do so. All associated facilities costs are included in the projected financial projection included in this appeal submission



530 Lytton Avenue, 2nd Floor
Palo Alto, California 94301

P 323.412.0478

W charterassetmanagement.com

Mr. Rick Rochelle

President, Board of Directors

Olive Grove Charter School

cc: Laura Mudge, Susanne Coie

cc: Cuyama Joint Unified School District

2540 Alamo Pintado Avenue, P.O. Box 208, Los Olivos, CA 93441

January 7, 2015

Dear Mr. Rochelle, Ms. Mudge, and Olive Grove Charter School Board of Directors,

Charter Asset Management provides reliable, cost-effective, and sustainable funding for more than fifty charter schools across California and the United States. We are pleased to present this funding commitment letter in support of Olive Grove Charter School.

Charter Asset Management will commit \$1,000,000.00 in funding for Olive Grove Charter School for the 2015-16 school year through our receivable sales program. Funds will be available throughout the academic year.¹

Charter Asset Management reviews all financial, governance, and academic performance information for all schools we fund. We will work closely with the Olive Grove Charter School leadership team to ensure the school demonstrates sound financial planning and meet all requirements by the California Department of Education, Cuyama Joint Unified School District, other governing bodies, and our own internal standards.

We look forward to building a strong partnership with Olive Grove Charter School and to see it succeed as a great charter school.

Sincerely yours,

A handwritten signature in black ink, appearing to be "P. Im".

Paul N. Im

Managing Partner

Sincerely yours,

A handwritten signature in black ink, appearing to be "D. Park".

David H. Park

Managing Partner

¹ This is a letter of intent only and is not legally binding. Funding availability is contingent on approval of the charter by Tehachapi Unified School District and good standing of the charter school with the authorizer throughout the year.



530 Lytton Avenue, 2nd Floor,
Palo Alto, California 94301
P: 323.412.0478
W: charterassetmanagement.com

Mr. Rick Rochelle
President, Board of Directors
Olive Grove Charter School
cc: Laura Mudge, Susanne Coie
2540 Alamo Pintado Avenue, P.O. Box 208
Los Olivos, CA 93441

January 7, 2015

Dear Mr. Rochelle, Ms. Mudge, Mr. Perry and Olive Grove Charter School Board of Directors,

Charter Asset Management provides reliable, cost-effective, and sustainable funding for charter schools across the United States. We are pleased to have the opportunity to provide funding for Olive Grove Charter School. CAM proposes to provide \$150,000.00 scheduled to fund on April 1, 2015 pursuant to the following terms.¹ Date and amount of funding can be adjusted based on your school's needs. Additional funding will be available throughout the year.

Receivable	Face Value	Admin Fee	Discount %	Discount	Amount Funded
Newly Operational LCFF & EPA ADA Recv	\$164,473.68	\$3,042.76	6.95%	\$11,430.92	-\$150,000.00

We are delighted to answer any questions you may have. Thank you for choosing to fund with CAM.²

Sincerely yours,

Paul N. Im
Managing Partner

Sincerely yours,

David H. Park
Managing Partner

¹ Funding is contingent on 1) the execution of the funding agreement, 2) ACH origination authorization from the school's main bank account and fund distribution form signed and executed, and 3) personal guarantee by board member for initial funding.

² Confidential: This funding proposal is intended for school leadership review purposes only and should not be distributed and shared with any third party without express permission by CAM.

Olive Grove Charter School Appendices and Attachments

Olive Grove Charter School

"Where a School and Community Care"
2015-2016

LOGO HERE

2015		S	M	T	W	T	F	S	2016											
J U L					1	2	3	4												
		5	6	7	8	9	10	11	3	4	5	6	7	8	9					
		12	13	14	15	16	17	18	10	11	12	13	14	15	16	1/11 First Day of Second Semester				
		19	20	21	22	23	24	25	17	18	19	20	21	22	23	1/18 Martin Luther King's Birthday				
		26	27	28	29	30	31		24	25	26	27	28	29	30	(14 student days; 14 teacher days)				
A U G								1												
		2	3	4	5	6	7	8		1	2	3	4	5	6					
	8/10 Teacher Workday	9	10	11	12	13	14	15	7	8	9	10	11	12	13	2/12 Lincoln's Birthday Observance				
	8/11 First Day of School	16	17	18	19	20	21	22	14	15	16	17	18	19	20	2/15 President's Day				
	(15 student days; 16 Teacher Days)	23	24	25	26	27	28	29	21	22	23	24	25	26	27	(19 student days; 19 teacher days)				
S E P																				
					1	2	3	4	5											
	9/7 Labor Day	6	7	8	9	10	11	12	6	7	8	9	10	11	12					
		13	14	15	16	17	18	19	13	14	15	16	17	18	19	3/18 End of Third Quarter				
	(21 student days; 21 teacher days)	20	21	22	23	24	25	26	20	21	22	23	24	25	26	3/21 First Day of Fourth Quarter				
O C T																				
							1	2	3											
	10/9 End of First Quarter	4	5	6	7	8	9	10	3	4	5	6	7	8	9					
	10/12 First day of Second Quarter	11	12	13	14	15	16	17	10	11	12	13	14	15	16	4/4-4/8 Spring Vacation				
	(22 student days; 22 teacher days)	18	19	20	21	22	23	24	17	18	19	20	21	22	23	4/11 Students Return				
N O V																				
	11/11 Veteran's Day	1	2	3	4	5	6	7	1	2	3	4	5	6	7					
		8	9	10	11	12	13	14	8	9	10	11	12	13	14					
	11/23-11/27 Thanksgiving Vacation	15	16	17	18	19	20	21	15	16	17	18	19	20	21	5/30 Memorial Day				
(15 student days; 15 teacher days)	22	23	24	25	26	27	28	22	23	24	25	26	27	28	(21 student days; 21 teacher days)					
D E C																				
	12/16 End of Second Quarter	6	7	8	9	10	11	12	5	6	7	8	9	10	11	6/2 End of Fourth Quarter				
	12/16 Last Day of First Semester	13	14	15	16	17	18	19	12	13	14	15	16	17	18	6/2 Last Day of School				
	12/17 Teacher Workday	20	21	22	23	24	25	26	19	20	21	22	23	24	25	6/3 Teacher Workday				
(12 student days; 13 teacher days)	27	28	29	30	31			26	27	28	29	30			6/4 Graduation Ceremony					
Olive Grove Charter School Address:									Phone: Fax: Website: Director:									* 180 Student Days * 183 Teacher Days		

125

#8.

The Olive Grove Charter School is operated by Olive Grove Charter Schools, Inc., a nonprofit public benefit corporation formed and organized in accordance with the California Nonprofit Public Benefit Corporations Law, and is governed by its Board of Directors ("Board"). (See Articles of Incorporation.) Olive Grove Charter Schools, Inc. intends to operate as a 501(c) (3) and is in the process of applying for tax-exempt status from the Internal Revenue Service and the California Franchise Tax Board.

The Charter School will operate autonomously from the District with the exception of supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School.

The Board holds ultimate authority for the Charter School's operations and activities. The Board shall conduct and direct the affairs of the Charter School to fulfill and exercise its powers, subject to the limitations of the California Corporations Code, the Articles of Incorporation, the Board-adopted Bylaws (which may be amended from time to time pursuant to the process set forth therein), the OGCS Charter, Charter School policies, and other applicable provisions of federal and state law. The powers of the Board are described in the Bylaws. (See OGCS Bylaws.)

As set forth in the Bylaws, the Board shall be composed of at least three (3) and no more than seven (7) members. In accordance with Education Code Section 47604(b), the authority that grants the charter to be operated by a nonprofit public benefit corporation shall be entitled to a representative on the Board of Directors of the nonprofit public benefit corporation. (See OGCS Bylaws.) OGCS understands that SBCOE may or may not wish to exercise its right to representation on the OGCS Board. OGCS further understands that SBCOE may wish to designate an administrative liaison for the school. The OGCS Director will be responsible for communicating with the SBCOE liaison.

In addition to the powers enumerated in the Bylaws, the Board of Directors is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Fiscal management of the Charter School, including approval and monitoring of the Charter School's annual budget.
- Development, amendment and adherence to the general policies and Bylaws of the Charter School.
- Operation of the Charter School in accordance with the OGCS Charter, the Bylaws, any MOU between the Charter School and the District, and the law.
- Determining graduation requirements.
- Hiring and evaluation of the Charter School's Principal.
- Final approval of hiring recommendations made by the Principal.
- Communication, negotiation, and collaboration with the charter authorizer.
- Evaluation of Charter School programs.
- Overseeing the school's educational program and operations.
- Approving all major contracts.
- Approving the school's annual budget and overseeing the school's fiscal affairs.

- Participation in independent fiscal and programmatic audits.
- Long-term strategic planning.
- Receiving reports from and providing recommendations to the Director.

Parent Participation in Governance of Charter School

As the Charter School is being established to serve the needs of the students, the Board believes that it is imperative that they shall value the active involvement of families are actively involved. We will encourage the participation of parents in Olive Grove Charter School's Advisory Council, which will be established to facilitate communication between all members of the OGCS community and to help meet the goals and objectives of the Charter School. Parents of OGCS students also have other opportunities for parent involvement, including:

- Parents participate in the annual development of their child's Individualized Learning Plan (ILP).
- Parents have daily access to their students' teachers via phone and email.
- Parents have the opportunity to serve on, as well as elect a representative as a member of the Board of Directors.
- Parents are encouraged to attend all teacher-student meetings, as well as school activities and events.
- Parents will be involved in the development of the Charter School's LCAP each year.

The organizational structure of the school gives the Board of Directors ultimate responsibility to oversee the program to ensure the school's success, and the Olive Grove's Principal works with Lead Teachers and administrative support staff to carry out the day-to-day operations of the school. The Principal has the responsibility to lead instructional staff to implement the educational vision on a day-to-day basis. The Principal is also a site manager and reports directly to the Board of Directors. The Board will be responsible for hiring, evaluating, supporting, and terminating the Principal, and the Principal will be responsible for hiring, evaluating, supporting and terminating all teaching faculty and staff. The Principal will also be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. Parents, staff, and stakeholders will be welcome to attend all Board and Charter School Committee meetings (except for closed session items). Parents and teachers will be invited to participate in the school's Advisory Council, which gives input to the Board and the Principal.

OGCS has been accepted as a Local Education Agency member of the El Dorado County Charter School SELPA, participating as a member of the North State Charter Joint Powers Authority. As an LEA for purposes of special education, the school would be responsible for service provision, including assessment and IEP development pursuant to all applicable state and federal laws. Jean Hatch, a highly reputable Special Education Director from the North State Charter JPA, will ensure Olive Grove Charter School's special education population is educated in accordance with all applicable state and federal laws and regulations and that special education students are afforded a fair and

equitable education. All special education staff will be under the supervisory oversight of the North State Charter JPA Director hired by Olive Grove Charter School to oversee special education needs of Olive Grove Charter School students. The SELPA will pass through its share of special education funding according to the policies of the SELPA or any agreement negotiated between the school and the SELPA.

OGCS will offer at least the minimum number of instructional days per year required by law and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. OGCS will assign students a quantity of work with a time-value corresponding to the following minimum number of instructional minutes per grade: K = 36,000 minutes; grades 1-3 = 50,400 minutes, grades 4-8 = 54,000, grades 7-8 = 54,000 minutes; grades 9-12 = 64,800 minutes, as corresponds to the time value of the work performed. OGCS will open by September 30 of its first year of operation. Olive Grove Charter Schools, Inc. will operate with 180 student instruction days. Resource center sites are open between the hours of 8am and 4pm. Students are required to attend a minimum instructional meeting of 1 hour per week with optional support classes available, as well as be required to complete 25 hours of educational, standards aligned coursework per school day. Within the 38 weeks of the academic school year, students will have a minimum of 2280 annual one-on-one instructional minutes with a credentialed teacher.



Empowering Charters to Succeed

Jeremy M. Meyers, Superintendent
David M. Toston, Executive Director

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY ASSURANCES

1. Free Appropriate Public Education 20 *United States Code (USC)* Section (§) 1412 (a)(1)

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. Full Educational Opportunity 20 *USC* § 1412 (a)(2)

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. Child Find 20 *USC* § 1412 (a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 *USC* § 1412 (a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least Restrictive Environment 20 USC § 1412 (a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. Procedural Safeguards 20 USC § 1412 (a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. Evaluation 20 USC § 1412 (a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality 20 USC § 1412 (a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. Part C, Transition 20 USC § 1412 (a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. Private Schools 20 USC § 1412 (a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local Compliance Assurances 20 USC § 1412 (a)(11)

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

12. Interagency 20 USC § 1412 (a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance 20 USC § 1412 (a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel Qualifications 20 USC § 1412 (a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance Goals and Indicators 20 USC § 1412 (a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in Assessments 20 USC § 1412 (a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. Maintenance of Effort 20 USC § 1412 (a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. Public Participation 20 USC § 1412 (a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of Construction 20 USC § 1412 (a)(20)

(Federal requirement for State Education Agency only)

21. State Advisory Panel 20 USC § 1412 (a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. Access to Instructional Materials 20 USC § 1412 (a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution Of Funds 20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. Data 20 USC § 1418 (a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Reading Literacy (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. Charter Schools EC 56207.5 (a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

(Charter LEA name)

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA office.

Adopted this _____ day of _____, 20_____.

Yeas: _____ Nays: _____

Signed: _____

Title: _____
Charter CEO/Charter Governing Board Secretary (or use appropriate title)

SELPA ADDITIONAL ASSURANCES.

Your signature on this application indicates your assurance that you agree to adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances _____

Signature of Applicant CEO/Director:

Name

Date

135



Jeremy M. Meyers, Superintendent
David M. Toston, Executive Director

March 2, 2015

Laura Mudge
Olive Grove Charter School
1272 Hollysprings Lane
Orcutt, CA 93455

Dear Ms. Mudge:

This letter is to confirm that the Olive Grove Charter School application has been reviewed and is approved for admission in the El Dorado County Charter SELPA. To complete this process please submit a Letter of Intent, signed by the CEO confirming your intent to join for the 2015-16 school year. Also, please return the original signed copies of the Participation Agreement and the Federal and SELPA Assurances.

We look forward to our continued partnership. Please contact Nickie Stemple, (530) 295-2289 or nstemple@edcoe.org, if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David M. Toston".

David M. Toston
Executive Director

cc: Jeremy M. Meyers, EDCOE County Superintendent
Paul Chounet, Cuyama School District, Charter Authorizer
Jarice Butterfield, Santa Barbara COE, Current/Geographic SELPA

Enclosures (2)

Olive Grove Charter Schools, Inc. will operate in compliance with all applicable laws and terms of its charter, and will comply with SBCEO's requirements for reporting. Olive Grove Charter Schools, Inc. will be accountable to SBCEO and comply with the requirements with regard to measuring student progress, student enrollment, school finances, and the current and projected financial viability of the school.

#10

No person shall be employed by Olive Grove Charter Schools, Inc., unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs. All employees shall be required to undergo the foregoing examination at least once every four years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with Olive Grove Charter Schools, Inc., a certificate from the examining physician showing the employee was examined and found free from active tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the Olive Grove Charter Schools, Inc.

Olive Grove Charter Schools, Inc. will use Safe Schools for comprehensive health and safety training and annual updates. All Olive Grove Charter School employees will participate in comprehensive health and safety trainings provided by Safe Schools. Training will include bloodborne pathogens, CPR, first aid, common illness prevention, health emergencies, pandemic flu, student mental health, sexual harassment, diversity awareness, FERPA, crisis response, emergency operations, and discrimination.

Olive Grove Charter Schools, Inc. will conduct immunization screenings of newly enrolled students and ensure that all students are in compliance. OGCS will follow all applicable legal requirements and/or signed waivers, including reporting to the SBCEO when necessary. Children are exempt from immunization requirements if (1) their parents sign a statement indicating that such immunization is contrary to their beliefs; or (2) the parents submit a statement from a physician indicating that immunization is not considered safe for the child. An exemption may be temporary or permanent and may be for specific vaccines or all vaccines. Students will not be allowed to attend school

without a written immunization record demonstrating compliance with vaccination requirements or a physician's statement. OGCS will comply with the McKinney-Vento Homeless Assistance Act and will work with local health departments to ensure these students receive any vaccinations they may need.

#11 - The ethnic profile of the Olive Grove Charter School's predecessor is approximately 51% White, 40% Hispanic or Latino, 6% two or more races, 2% African American, and <1% others. Additionally, approximately 10% of students in Olive Grove Home Study Charter School are classified as English Language Learners, and about 24% qualify for the federal Free and Reduced Meal program. Pupils will be considered for admission without regard to race, religion, ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of Santa Barbara County, Olive Grove Charter Schools, Inc. expects to achieve diversity reflective of the community it serves. Olive Grove Charter School will publicize its availability throughout Santa Barbara County with outreach to youth programs, religious institutions, libraries, markets, youth centers, etc. in multiple languages, so as to promote and encourage the racial/ethnic balance of Olive Grove Charter Schools, Inc. and retain an ethnic profile average equivalent to those existing in other area public schools currently serving the community and the district.

Olive Grove Charter School Appendices and Attachments

10 th Grade Language Arts	Semester 1			2014-2015	
		NOVEL: Students read the novel during course			
QW=Quick Write	DRL=Daily Reading Log	R&A=Response and Analysis			
Week #1			WEEK: 8/11-8/15		
Monday	Tuesday	Wednesday	Thursday	Friday	
Teacher Workday	Orientation	Renaissance	Elements of Literature Worksheet	“Contents of a Dead Man’s Pockets” QW & Vocab sentences p. 14 Read p. 15-20 DRL	
Week #2			WEEK: 8/18-8/22		
Monday	Tuesday	Wednesday	Thursday	Friday	
“Contents...” cont’d finish reading p. 20-26 p. 29 AYR #1-8	“Double Daddy” ready p. 32-33 & DRL “Diary” & “The Child’s Read” p. 34-37 & DRL	Reading Check p. 38, Test Practice p. 38-40; #1-4, #1-8, constructed response, practice 1-2	“The Leap” p. 41 Q&W & vocab sentences, read p. 42-48 and DRL	R&A p. 51 #1-9 – Write two paragraphs about the mother in “The Leap” see “writing” .. 51	
Week #3			WEEK: 8/25-8/29		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 54 & 55 DRL “The Pedestrian” QW & Vocab p. 56 Online Lesson 1	The Pedestrian Read p. 57-63 DRL R&A #1-10 p. 63	Literary Analysis (wksht handout instructions): Choose one of the three short stories and analyze setting, plot, or character	Rough Draft	Final Dragt – Study for notes & vocab unit 1 test	
Week #4			WEEK: 9/1-9/5		
Monday	Tuesday	Wednesday	Thursday	Friday	
Holiday	Unit One Test – p. 76-79 #1-9 p. 80-81 #1-7, #1-5 Online Lesson 2	Read p. 84-85 & DRL, “Everyday Use” QW & Vocab sentences p. 102	Read “Everyday Use” p. 103-109 DRL	p. 112 R&A #1-10 p. 113 Vocab Practice	
Week #5			WEEK: 9/8-9/12		
Monday	Tuesday	Wednesday	Thursday	Friday	
“Two Kinds” QW & Vocab sentences p. 124 Read p. 125-134 Online Lesson 3 Chapters 1-4	p. 135 R&A #1-12 & write original sentences for vocab on p. 124	“By Any Other Name” QW & Vocab sentences p. 138 Read p. 139-144	R&A p. 145 #1-11 Study Notes & vocab for test over unit two	Unit Two Test Read p. 164-165 DRL	
Week #6			WEEK: 9/15-9/19		
Monday	Tuesday	Wednesday	Thursday	Friday	
“By The Waters of Babylon” QW Read p. 175-184 Online Lesson 4 Read chapters 5-6	R&A #1-11 p. 186 “The Storyteller” QW & vocab sentences p. 188 Define Omniscient POV and Satire	“The Storyteller” p. 189-193 R&A #1-10 p. 196	“Typhoid Fever” p. 227 QW & Vocab sentences Read p. 228-237 & DRL	p. 238 R&A #1-10 & Vocan #239 Read “Epidemic” p. 241-243 & Reading Check #1-3 p. 224	

Olive Grove Charter School Appendices and Attachments

Week #7			WEEK: 9/22-9/26		
Monday	Tuesday	Wednesday	Thursday	Friday	
Study Notes & Vocab for Unit Three Online Lesson 5 Read Chapter 1-3 The Second	Unit Three Test	Read p. 264-265 Theme "Catch the Moon" QW & Vocab sentences p. 261	"Catch the Moon" p. 282-288, R&A #1-10 & Vocab Dev Practice 1&2 p. 290	"The Bass..." QW & Vocab sentences. 291 Read p. 292-298 R&A #1-9 p. 300	
Week #8			WEEK: 9/29-10/3		
Monday	Tuesday	Wednesday	Thursday	Friday	
"And of Clay..." QW & Vocab sentences p. 304 Read p. 306-316+DRL; Online Lesson 6 Read chapters 4-7	Read "Ill Equipped Rescuers..." p. 315-317 DRL R&A #1-9 p. 318	"The Man in the Water" QW & Vocab sentences p. 320, Read p. 322-325 Read p. 326-328 drl	R&A #1-10 p. 329, Vocab development p. 330	Persuasive Essay Essay Read p. 342-349-ESSAY requirements outline in binder	
Week #9			WEEK: 8/25-8/29		
Monday	Tuesday	Wednesday	Thursday	Friday	
Rough Draft – Persuasive Essay Online Lesson 7 Read Chapters 8-11	Revise & edit turn in rough draft	Read p. 334-337 Reading check #1-4 & Test Practice p. 338-339; p. 340 practice 1-2	Study Notes & Vocab Unit 4 Test Test Practice p. 354-359 #1-9, 1-7, 1-5	Turn in Final Persuasive Essay Unit 4 Test	
Week #10			WEEK: 10/13-10/17		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 362-363 "The Possibility of Evil" QW p. 364- Define Irony Online Lesson 8 Read Chapters 12-15	"The Possibility of Evil" Read p. 365-376 Drl	R&A #1-5 p. 377	"Lamb to the Slaughter" QW & Vocab sentences; Define situational irony & dramatic irony p. 378 Read 379-386	R&A #1-10 Vocab Dev Practice 1&2 p. 389.	
Week #11			WEEK: 10/20-10/24		
Monday	Tuesday	Wednesday	Thursday	Friday	
"R.M.S Titanic" QW & Vocab sentences p. 390-391 read p.393-398 Online Lesson 9 Read chapters 16-19	Finish reading p. 399-405, p. 407-408 DRL	R&A #1-10 "Into Thin Air" QW & vocab sentences p. 411	"Into Thin Air" Read p. 415-424 DRL	R&A #1-7 p. 426 & Vocab Development p. 427; Read "Explorers" p. 429-433	
Week #12			WEEK: 10/27-10/31		
Monday	Tuesday	Wednesday	Thursday	Friday	
Collection 5 Skills Review p. 452-457 #1-6, 1-7, 1-5 Online Lesson 10 Read chapters 20-24	Study Notes & Vocab for test over Collection 5	Read p. 460-461 DRL; p. 476 "Through the Tunnel" QW & vocab sentences- Define Symbol p. 476	"Through the Tunnel" p. 477-484 DRL	R&A #1-8 p. 485 Complete Symbol Chart p. 485; Vocab development p. 486	

Olive Grove Charter School Appendices and Attachments

Week #13			WEEK: 11/3-11/7		
Monday	Tuesday	Wednesday	Thursday	Friday	
“Masque of the Red Death” QW & Vocab – Define Allegory Read p. 495503 answer questions in margins Read 1-4 Book in the Third	Read “The Black Death” p. 505-506 R&A #1-8 p. 507 & Vocab Dev practice 1 p. 508 Online Lesson 11	Literary Analysis of “Masque of the Red Death” Read p. 516-521	Rough Draft	Edit & Revise	
Week #14			WEEK: 11/10-11/14		
Monday	Tuesday	Wednesday	Thursday	Friday	
Holiday	Holiday	Submit Final Draft Oline Lesson 12 Read Chapters 5-8	Skills Review p. 526-529 #1-9, 1-9, 1-5 Study Notes & Vocab Coollection 6 Test	Collection 6 Test	
Week #15			WEEK: 11/17-11/21		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 532-533 – DRL: Online Lesson 13 Read chapters 9-11	QW p. 538 Read “A Storm in the Mountains” p. 539 AYR #1-5 p. 540	“Same Song” QW p. 541 – Read p. 542, AYR p. 544	Eating Together & Grape Sherbet QW p. 545, Read p. 546 & 548, AYR p. 550 #1-5	Writing p. 550 – In an essay compare and contrast Li-Young Lee’s poem with Rita Dove’s in a minimum of three paragraphs	
			WEEK: 11/24-11/28		
Monday	Tuesday	Wednesday	Thursday	Friday	
Holiday	Holiday	Holiday	Holiday	Holiday	
Week #16			WEEK: 12/1-15/5		
Monday	Tuesday	Wednesday	Thursday	Friday	
“The Legend” QW p. 551 Read p. 552-553 + “Hongo Reflects on the Legend” p. 554-555 Online Lesson 14 Read Chapters 12-15	AYR #1-6 p. 556	Read Elements of Literature p. 557-558 + DRL and practice exercise	“Smile” QW & read poem p. 559 AYR p. 561	Comparing similes p. 561 – Write a paragraph where you compare “simile” with “The Taxi” on p. 561	
Week #17			WEEK: 12/8-12/12		
Monday	Tuesday	Wednesday	Thursday	Friday	
“Take Two of Cities” Online Lesson 15	“Tale of Two Cities” study	Take home quote short answer quiz – organize essay	Rough Draft	Rough Draft/Turn in double sided journal	
Week #18			WEEK: 12/15-12/18		
Monday	Tuesday	Wednesday	Thursday	Friday	

Edit & Revise	Final Draft	Final Draft	Submit Final Draft	Holiday	

Olive Grove Charter School Appendices and Attachments

10 th Grade Language Arts	Semester 2				
Week #1			WEEK: 1/12-1/16		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 562 Define lyric poetry Read “I Am Offering This Poem” p. 563 & “since this feeling is first” p. 565 AYR p. 566 all questions	Read p. 567 personification “Heart” – Read p. 569 QW and paraphrase info about Tanka QW	Read the three Tanka p. 570 AYR #1-7 p. 572	Read p. 573 define sonnet & QW “Shall I Compare thee to a Summer’s Day” AYR #1-7 p. 575 as you read the poem take notes and define each quatrain	AYR p. 576 Paraphrase info and complete practice	
Week #2			WEEK: 1/19-1/23		
Monday	Tuesday	Wednesday	Thursday	Friday	
Holiday	Read p. 577 define ode, extended metaphor and simile p. 579 “Ode to my Socks” Read & paraphrase “The Word” p. 581; AYR p. #1-10	Begin reading The Good Earth chapter 1	Read “The Sounds of Poetry” p. 583-585 take notes and define rhythm meter, free verse, Five Kinds of Feet, free verse, Rhyme, Alliteration, Onomatopoeia, SUPPORT CLASS @ 11:00	Read “Sea Fever” p. 587 DRL be able to identify the meter of the poem AYR #1-10 p. 588	
Week #3			WEEK: 1/26-1/30		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 589 define ballad Read “Bonny Barbara Allan” p. 590-591 take notes and interpret	AYR #1-9 p. 592; The Good Earth chapter 2-4	Read p. 593 & define free verse “The Flying Cat” p. 594 Read & paraphrase “Interview...” p. 596	AYR #1-6 p. 597 SUPPORT CLASS @ 11:00 <<study guide questions 1-4>>	Read p. 598 define iambic pentameter, internal rhyme and alliteration “Ex-Basketball Player” p. 599	
Week #4			WEEK: 2/2-2/6		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 601 define idiom – make a list of your own idioms Read “Miss Rose” p. 602; The Good Earth chapters 5-7	AYR p. 604 all questions Read p. 606 define jargon <<activity #1>> CAHSEE ENGLISH TEST	Read p. 607 define refrain write a refrain of your favorite song Read “Remember” p. 608-609	AYR #1-8 Write (orders) a series of instruction...p. 610 <<activity #2 and study guide questions 5-7>>; SUPPORT CLASS @ 11:00	Read “We Real Cool” p. 612 AYR #1-9 p. 614 show examples of alliteration from the poem	
Week #15			WEEK: 2/9-2/13		
Monday	Tuesday	Wednesday	Thursday	Friday	
Onomatopoeia – Read “Jazz Fantasia” p. 616 AYR #1-7 p. 618 <<Read Good Earth Chapter 8-9	Poetry Analyzation (wrkshd handout w/ instructions) Formulate Essay <<activity #3 and study guide questions 5-7>>	Write Rough Draft	Edit and Revise <<activity 4 and 5 and study questions ch. 5-7>> SUPPORT CLASS @ 11:00	Holiday	

Olive Grove Charter School Appendices and Attachments

Week #6			WEEK: 2/16 – 2/20		
Monday	Tuesday	Wednesday	Thursday	Friday	
	Study for test/turn in final draft <<READ Good Earth ch. 10-12 >>	Collection 7 Test <<activity #6-7>><	p. 650 Define; Style, Diction & Tone Read “Geraldo No Last Name” p. 651-653; SUPPORT CLASS @11:00	AYR #1-11 p.655 <<study guide Questions ch. 8-9>>	
10th Grade Language Arts	Semester 2				
Week #7			WEEK: 2/23 – 2/27		
Monday	Tuesday	Wednesday	Thursday	Friday	
“Call of the Wild” p. 669-674 Summarize >> READ The Good Earth Read chapters 13-15<<	p. 678 Magic Realism and record Vocab.	Read “A Very Enormous...” p. 679-687	AYR #1-10 p.690 <<activity #7 and study questions ch. 10-12>>; SUPPORT CLASS @11:00	Test Practice p. 702-707	
Week #8			WEEK: 3/2 – 3/6		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 589 define ballad Read “Bonny Barbara Allan” p. 590-591 take notes and interpret	AYR #1-9 p. 592; The Good Earth chapter 2-4	Read p. 593 & define free verse “The Flying Cat” p. 594 Read & paraphrase “Interview...” p. 596	AYR #1-6 p. 597 SUPPORT CLASS @11:00 <<study guide questions 1-4>>	Read p. 598 define iambic pentameter, internal rhyme and alliteration “Ex-Basketball Player” p. 599	
Week #9			WEEK: 3/9 – 3/13		
Monday	Tuesday	Wednesday	Thursday	Friday	
>> The Good Earth Read Chapt. 20-21 & Answer Study Questions on p. 9<<	Read Informational Text p. 742-743 & record vocab	Read informational Text(s) p.744-751	Answer Reading check #1-4 & Test Practice Vocab Dev. P. 752-753 <<activity #8>>; SUPPORT CLASS @11:00	Define Legend & Record Vocab. P. 752 <<study questions ch. 16-19>>	
Week #10			WEEK: 3/16 – 3/20		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read “The Sword in the Stone” & Read “The Magic Happened” p. 758 >> The good Earth read chapt. 22-24 & Study questions ch. 20-21 <<	AYR #1-4 p.759 & Vocab Dev. P. 760 #1-7	Define Romance & Record Vocab. P. 761	Read “The Tale of Sir Launcelot...” p. 762-766 & answer questions in margin support class @11:00	AYR #1-3, 5-7 p. 768 & Vocab Dev. Practice 1 p. 769	

Olive Grove Charter School Appendices and Attachments

Define – the Myth & Read Background – summarize p. 770-771 >> The Good Earth Read Chapter 25-26 & study questions ch. 22-24<<	Read “Theseus” p. 772-777	AYR #1-12 p. 780	Read p. 783 Sigurd the Dragon Slayer take notes & p. 784-790 SUPPORT CLASS @11:00	Read p. 791-795 <<study questions ch. 16-19>>	
Week #12			WEEK: 3/30-4/3		
Monday	Tuesday	Wednesday	Thursday	Friday	
AYR #1-11 p. 797 >> The Good Earth Read Chapt. 27-29 & answer study Questions ch. 20-21>>	Study for Collection 9	Collection 9 Test	Write a research paper of at least 1,500 words in which you present information about a literary/historical character Read p. 800-821	Research your topic – for your paper set up a google docs documents page/share with your partner	
Week #13			WEEK: 4/6-4/10		
Monday	Tuesday	Wednesday	Thursday	Friday	
Holiday	Holiday	Holiday	Holiday	Holiday	
Week #14			WEEK: 4/13-4/17		
Monday	Tuesday	Wednesday	Thursday	Friday	
Write your rough draft on Google Docs (check email) >>The Good Earth Read Chapt. 25-26 & Answer Study Questions ch. 22-24<<	Edit and Revise	Turn into teacher for revision <<activity #9 Quiz #3>>	Test practice p. 822-827 SUPPORT CLASS @11:00	Read p. 830-833 Take Notes Read p. 869-877 take notes	
Week #15			WEEK: 4/20-4/24		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read p. 878-883 take notes >> The Good Earth read 27-29 Answer Study Questions ch. 30-31<<	Julius Caesar – Read Act i-ii 886-899	Act ii p. 889-906 <<activity #12>>	R&A #1-13 p. 907; SUPPORT CLASS @11:00	Read Act Ili p. 911-924	
Week #16			WEEK: 4/27-5/1		
Monday	Tuesday	Wednesday	Thursday	Friday	
Julius Caesar Act Iii-iii p. 924-931 <<The Good Earth Read Chapt. 30-31 & Answer Study Questions ch. 27-29<<	R&A #1-10 p. 932	Read Act Ilii p. 935-946	Read Act Iiii-iii p. 947-958 SUPPORT CLASS @11:00	R&A #1-12 p. 960	
Week #17			WEEK: 5/4-5/8		
Monday	Tuesday	Wednesday	Thursday	Friday	

Olive Grove Charter School Appendices and Attachments

Study for Collection 10a Test Act I- III >> The good Earth Read Chapt. 32-34 & Answer Study Questions ch. 30-34<<	Collection 10A Test	Julius Caesar Act. IVI-II p. 962-972	Read Act IV iii p. 973-978 R7A #1-7 p.980 SUPPORT CLASS @11	R&A #8-15 p.980	
Week #18			WEEK: 5/11 – 5/15		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read Act. Iv-ii p. 982-988	Read Act VIII-v p. 988-999	Julius Caesar R&A #1-10 p. 1006 <<quiz 4 activity #10 p.16	R&A #11-13 p. 1006; SUPPORT CLASS @11	Read p. 1009 take Notes & define Vocab <<activity #11>>	
Week #19			WEEK: 5/18 – 5/22		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read “Julius Caesar in an Absorbing Production” p. 1010-1013 – answer questions in the margins <<Activity #12 p. 18>>	Analyzing Informational Text p. 1014-1015 #1-9 1016 #1-8	Study for Collection 10B Test <<activity #13 p.19>>	10B Test; SUPPORT CLASS @11	<<activity #15 p. 21 and #18 p. 24>>>>	
Week #20			WEEK: 5/18 – 5/22		
Monday	Tuesday	Wednesday	Thursday	Friday	
HOLIDAY	<<The good Earth Final EXAM>>	<<The good Earth Final EXAM>>	<<The good Earth Final EXAM>>	<<The good Earth Final EXAM>>	
Week #21			WEEK: 5/25 – 5/29		
Monday	Tuesday	Wednesday	Thursday	Friday	
<<The good Earth Final EXAM>>	<<The good Earth Final EXAM>>	<<The good Earth Final EXAM>>	<<The good Earth Final EXAM>>	No School	

Olive Grove Charter School Appendices and Attachments

871

GEOMETRY - SEMESTER 1 - McDougall Littell Textbook				
Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Workday	Orientation	Orientation	Orientation	Orientation
WEEK 1				
1.1	1.2	1.3	Textbook Practice Quiz 1	QUIZ 1
WEEK 2				
1.4	1.5	1.6	Textbook Practice Quiz 2	QUIZ 2
WEEK 3				
Labor Day	1.7	Practice Quiz 3	CHAPTER REVIEW- Sections 1-3	CHAPTER REVIEW- Sections 4-7
WEEK 4				
CHAPTER 1 TEST	2.1	2.2	2.3	Textbook Practice Quiz 1
WEEK 5				
QUIZ 1	2.4	2.5	2.6	Textbook Practice Quiz 2
WEEK 6				
QUIZ 2	CHAPTER REVIEW- Sections 1-3	CHAPTER REVIEW- Sections 4-6	CHAPTER 2 TEST	3.1
WEEK 7				
3.2	3.3	Textbook Practice Quiz 1	3.4	3.5
WEEK 8				
Textbook Practice Quiz 2	QUIZ 2	3.6	3.7	Textbook Practice Quiz 3
WEEK 9				
CHAPTER REVIEW- Sections 1-3	CHAPTER REVIEW- Sections 4-7	CHAPTER 3 TEST	4.1	4.2
WEEK 10				
Textbook Practice Quiz 1	4.3	QUIZ 1	4.4	Textbook Practice Quiz 2
WEEK 11				
4.5	4.6	QUIZ 2	4.7	Textbook Practice Quiz 3
WEEK 12				

Olive Grove Charter School Appendices and Attachments

149

CHAPTER REVIEW- Sections 1-3	CHAPTER REVIEW- Sections 4-6	CHAPTER 4 TEST	5.1	5.2
WEEK 13				
5.3	Textbook Practice Quiz 1	QUIZ 1	5.4	5.5
WEEK 14				
5.6	Textbook Practice Quiz 2	CHAPTER REVIEW- Sections 1-3	CHAPTER REVIEW- Sections 4-7	CHAPTER 5 TEST
WEEK 15				
6.1	6.2	6.3	Textbook Practice Quiz 1	QUIZ 1
WEEK 16				
6.4	6.5	Textbook Practice Quiz 2	6.6	QUIZ 2
WEEK 17				
6.7	Textbook Practice Quiz 3	CHAPTER REVIEW- Sections 1-3	CHAPTER REVIEW- Sections 4-6	CHAPTER 6 TEST
WEEK 18				
Study For Final Exam	Study For Final Exam	Study For Final Exam	FINAL EXAM	No School

150

GEOMETRY - SEMESTER 2 - McDougall Littell Textbook				
Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1				
7.1	7.2	7.3	Textbook Practice Quiz	QUIZ 1
WEEK 2				
7.4	7.5	7.6	Textbook Practice Quiz	QUIZ 2
WEEK 3				
Labor Day	Chapter Review pg 446, 1-15	CHAPTER 7 TEST	Ch. 8, Copy Key vocabulary on pg 456 in your notebook. 8.1	8.2 Prob. Solving w/ Proportions
WEEK 4				
8.3 Similar Polygons	Book Quiz 1 pg 479	QUIZ 1	8.4 SIMILAR TRIANGLES	8.5 Proving Triangles are Similar
WEEK 5				
Book Quiz 2 pg 496	8.6 Proportions and Similar Triangles	QUIZ 2	8.7 Dilations	Chapter 8 Review, pg 515, #1-17
WEEK 6				
Finish Chapter 8 Review, Study for Ch. 8 Test	CHAPTER 8 TEST at school	9.1 Similar Right Triangles	9.2 The Pythagorean Theorem	9.3 The Converse of the Pythagorean Theorem
WEEK 7				
Book Quiz 1, p 549	QUIZ 1	9.4	9.5	Book Quiz 2, pg. 566
WEEK 8				
QUIZ 9.5	9.6	9.7	Chapter Review	Chapter 9 Test
WEEK 9				
10.1	10.2	10.3	Practice Book Quiz, pg 620	QUIZ 1
WEEK 10				
10.4	10.5	Practice Quiz pg 635	QUIZ 2	10.6
WEEK 11				

151

Practice Quiz 3 1-5	Chapter Review, pg 650-652 # 1-14	Chapter Review, pg 650-652 # 15-29	Study for Chapter Test	Chapter 10 Test
WEEK 12				
11.1	11.2	11.3	Practice QUIZ 1 pg 682	QUIZ 1
WEEK 13				
11.4	11.5	11.6	Practice QUIZ 2 pg 705	QUIZ 2
WEEK 14				
Chapter Review pg 708 # 1-12	Chapter Review pg 709 # 13-22	Chapter Review pg 710 # 23-34	Study for Chapter Test	Chapter 11 Test
WEEK 15				
12.1	12.2	12.3	Practice Quiz 1	QUIZ 1
WEEK 16				
12.4	12.5	Practice Quiz 2, pg 758	QUIZ 2	12.6
WEEK 17				
12.7	Chapter 12 Review	Chapter 12 Test	Final Exam	Final Exam

Olive Grove Charter School Appendices and Attachments

152

WORLD HISTORY	Semester 1	TEST passwords:	1.monalisa 2.global 3.conquest 4.france 5.ideas	6.napoleon 7.labor 8.revolution 9.electricity 10.edison 11.migration FINAL: winterbreak
WEEK #1		WEEK: 8/11-8/15		
Monday	Tuesday	Wednesday	Thursday	Friday
	Orientation	Orientation	Orientation	Orientation
WEEK #2		WEEK: 8/18-8/22		
Monday	Tuesday	Wednesday	Thursday	Friday
part 2 section 1-2 section assessments	part 2 section 3 section assessment; quiz and short answer 2.2-2.3	part 3 section 1 section assessment; quiz and short answer	part 3 section 2 section assessment	part 3 section 2 quiz and short answer
WEEK #3		WEEK: 8/25-8/29		
Monday	Tuesday	Wednesday	Thursday	Friday
part 3 section 3-4 section assessments	quiz and short answer 3.3-3.4	review unit part 3 quiz; ESSAY-New Rome	chapter 1.1 read and assessment	chapter 1.1 quiz and short answer
WEEK #4		WEEK: 9/1-9/5		
Monday	Tuesday	Wednesday	Thursday	Friday
HOLIDAY	chapter 1.2 assessment and quiz	chapter 1.3 read and assessment; chapter 1.3 quiz and short answer	1.4 read and assessment; quiz and short answer	chapter 1.5 assessment and quiz and short answer; and chapter 1 ESSAY
WEEK #5		WEEK: 9/8-9/12		
Monday	Tuesday	Wednesday	Thursday	Friday
chapter 1 assessment #1-12 and TEST	chapter 2.1 quiz and short answer; read 2.2	chapter 2.3 assessment and quiz and short answer; chapter 2.4 read	chapter 2.4 assessment; ESSAY-establishing...	2.4 quiz and short answer
WEEK #6		WEEK: 9/15-9/19		
Monday	Tuesday	Wednesday	Thursday	Friday

Olive Grove Charter School Appendices and Attachments

Chapter 2 ESSAY; Chapter 2 assessment #1-15	Chapter 2 TEST: Chapter 3.1 read and assessment	Chapter 3.1 quiz/short answer; read 3.2	Chapter 3.2 assessment and quiz/short answer read 3.3	Chapter 3.3 assessment and quiz/short answer
Week #7			WEEK: 9/22-9/28	
Monday	Tuesday	Wednesday	Thursday	Friday
Section 3.4 read and assessment	Section 3.4 quiz/short answer; section 3.5 read and assessment and quiz/short answer	Chapter 3 assessment questions #1-17; ESSAY	Chapter 3 TEST read section 4.1	Section 4.1 assessment and quiz/short answer
Week #8			WEEK: 9/29-10/3	
Monday	Tuesday	Wednesday	Thursday	Friday
Chapter 4.2 read	Chapter 4.2 assessment and quiz/short answer	Chapter 4.3 assessment and quiz/short answer	Read chapter 4.4 assessment and quiz/short answer	Chapter 4.5 read and quiz assessment quiz/short answer Chapter 4 ESSAY
Week #9			WEEK: 10/6-10/10	
Monday	Tuesday	Wednesday	Thursday	Friday
Chapter 4 assessment #1-15 and TEST	Read 5.1	Chapter 5.0 assessment and quiz/short answer	Chapter 5.2 read and assessment and quiz/short answer	Chapter 5.3 read and assessment quiz/short answer
Week #10			WEEK: 10/14-10/18	
Monday	Tuesday	Wednesday	Thursday	Friday
Chapter 5 ESSAY; chapter assessment #1-12	Chapter TEST	Chapter 6.1 assessment and quiz	Chapter 6.2 read and assessment and quiz	Chapter 6.3 read and assessment
Week #11			WEEK: 10/20-10/24	
Monday	Tuesday	Wednesday	Thursday	Friday
Chapter 6.4 read and assessment	Chapter 6 ESSAY; assessment #1-17	Chapter 6 TEST	Chapter 7.1 assessment and quiz/short answer	Chapter 7.2 read and assessment quiz/short answer
Week #12			WEEK: 10/27-10/31	
Monday	Tuesday	Wednesday	Thursday	Friday

Olive Grove Charter School Appendices and Attachments

154

Read chapter 7.3	chapter 7.3 assessment and quiz/short answer	chapter 7.4 read and assessment and quiz/short answer	chapter assessment #1-14	Chapter 7 ESSAY
WEEK #13			WEEK: 11/3-11/7	
Monday	Tuesday	Wednesday	Thursday	Friday
Chapter 7 TEST; chapter 8.1 read	chapter 8.1 assessment; quiz/short answer	chapter 8.2 read and assessment and quiz/short answer; read 8.3	chapter 8.3 assessment and quiz/short answer; Chapter 8 ESSAY	Chapter assessment #1-14; Chapter 8 TEST
WEEK #14			WEEK: 11/10-11/15	
Monday	Tuesday	Wednesday	Thursday	Friday
HOLIDAY	HOLIDAY	chapter 9.1 assessment and quiz/short answer	chapter 9.2 read and assessment and quiz/short answer	chapter 9.3 read and assessment and quiz/short answer
WEEK #15			WEEK: 11/17-11/21	
Monday	Tuesday	Wednesday	Thursday	Friday
Read chapter 9.4 assessment and quiz/short answer; chapter assessment #1-14	Chapter 9 TEST; chapter 10.1 read and assessment and quiz/short answer	chapter 10.2 read and assessment	10.2 quiz/short answer	chapter 10.3 read and assessment quiz/short answer
WEEK #16			WEEK: 12/1-12/5	
Monday	Tuesday	Wednesday	Thursday	Friday
chapter 10.4 read and assessment and quiz/short answer	chapter 10.5 read and assessment and quiz/short answer	chapter 10 assessment #1-15	Chapter 10 ESSAY; Chapter TEST	chapter 11.1 read and assessment and quiz read 11.2
WEEK #17			WEEK: 12/8-12/12	
Monday	Tuesday	Wednesday	Thursday	Friday
chapter 11.2 assessment and quiz/short answer; read 11.3	chapter 11.3 assessment and quiz/short answer	read 11.4 and assessment and quiz/short answer	Chapter 11 ESSAY	chapter 11 assessment #1-14; chapter 11 TEST
WEEK #18			WEEK: 12/15-19	
Monday	Tuesday	Wednesday	Thursday	Friday

155

FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM	HOLIDAY
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Olive Grove Charter School Appendices and Attachments

WORLD HISTORY	Semester 2	TEST PASSWORDS	12. Stanley 13. Global 14. Bismarck 15. Japan 16. Totalitarian	17. Luftwaffe 18. Ironcurtain 19. Gandhi 20. Apartheid 21. Famine 22. nuclear	
Week #1			WEEK: 1/12-1/16		
Monday	Tuesday	Wednesday	Thursday	Friday	
Read course syllabus	Read course syllabus (your teacher will go over this with you)	VIDEO: Test Taking Strategies Quiz	Chapter 12 section 1 (read) assessment	Quiz 1/short answer question section 2 (read and assessment)	
Week #2			WEEK: 1/19-1/23		
Monday	Tuesday	Wednesday	Thursday	Friday	
HOLIDAY	Quiz 2/short answer questions section 3 (read and assessment)	Quiz 3/short answer questions section 4 read and assessment	Quiz 4 section 5 read and assessment and quiz/short answer question	Ch 12 chaoter assessment questions #1-14	
Week #3			WEEK: 1/26-1/30		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 12 Test and ESSAY	Ch 13 section 1 read and assessment and quiz/short answer question	Ch. 13 section 2 read assessment and quiz/short answer question	Chapter 13 section 3 read/assessment	Chapter 13 section 3 quiz/short answer section 4 (read)	
Week #4			WEEK: 2/2-2/6		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 13 section 4 assessment	Chapter 13 section 4 quiz/short answer question	Chapter 13 chapter assessment questions #1-14	Chapter 13 TEST and ESSAY	Chapter 14.1 read and assessment and quiz/short answer question	
Week #5			WEEK: 2/9-2/13		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 14 section 2 read and assessment and quiz/short answer question	Chapter 14 section 3 read assessment and quiz/short answer question	Chapter 14 section 4 read	Chapter 14.4 assessment and quiz/short answer question	HOLIDAY	
Week #6			WEEK: 2/16-2/20		
Monday	Tuesday	Wednesday	Thursday	Friday	
HOLIDAY	Chapter 14 section 5 read/assessment and quiz/short answer question	Chapter 14 Chapter assessment #1-14	Chapter 14 TEST and ESSAY	Chapter 15.1 read and assessment	
Week #7			WEEK: 2/23-2/27		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 15 quiz 1/short answer question section 2 (read)	Chapter 15 section 2 assessment and quiz/short answer question	Chapter 15.3 read and assessment	Chapter 12 section 3 quiz/short answer question read 15.4	15.4 assessment and quiz/short answer question read 15.5	
Week #8			WEEK: 3/2-3/6		
Monday	Tuesday	Wednesday	Thursday	Friday	

Olive Grove Charter School Appendices and Attachments

Chapter 15 section 5 assessment and quiz/short answer question	Chapter 15 assessment #1-14	Chapter 15 TEST and ESSAY	Chapter 16 section 1 (read) assessment and quiz 1/short answer section	Chapter 16.2 read/assessment and quiz/short answer question	
Week #9			WEEK: 3/9-3/13		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 16.3 read/assessment and quiz/ short answer question	Chapter 16.4 read/assessment and quiz/short answer question	Chapter 16.5 read/assessment and quiz/short answer question	Chapter 16 chapter assessment questions #1-15	Chapter 16 ESSAY	
Week #10			WEEK: 3/16-3/20		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 16 TEST and ESSAY	MIDTERM	MIDTERM	Chapter 17.1 read and assessment and quiz/short answer question	Chapter 17.2 read/assessment and quiz/short answer question	
Week #11			WEEK: 3/23-3/27		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 17.3 read/assessment and quiz/short answer question	Chapter 17.4 read and assessment	Chapter 17.4 quiz/short answer question	Chapter 17.5 read/assessment and quiz/short answer question	Chapter 17 chapter assessment questions #1-14 p. 598	
Week #12			WEEK: 3/30-4/3		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 17 test and chapter 17 ESSAY	Chapter 18 section 1 read/assessment	18.1 quiz and short answer	Chapter 18 section 2 read/assessment	18.2 quiz and short answer questions	
Week #13			WEEK: 4/13-4/17		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 18 section 3 read/assessment	18.3 quiz/short answer question	Chapter 18 section 4 read/assessment and quiz/short answer question	Read section 5 assessment and quiz/short answer question	Chapter 18 assessment #1-14 study for test	
Week #14			WEEK: 4/20-4/24		
Monday	Tuesday	Wednesday	Thursday	Friday	
Chapter 18 TEST and chapter 18 ESSAY	Chapter 19 section 1 read and assessment and quiz/short answer question	19.2 read and assessment and quiz/short answer question	Chapter 19 section 3 read/assessment and quiz/short answer question	Section 4 read	
Week #15			WEEK: 4/27-5/1		
Monday	Tuesday	Wednesday	Thursday	Friday	
Section 4 assessment and quiz/short answer question	Chapter 19 assessment #1-13	Chapter 19 TEST and ESSAY	Chapter 20 section 1 read; section 1 assessment and quiz/short answer question	Chapter 20.2 read and assessment	
Week #16			WEEK: 5/4-5/8		
Monday	Tuesday	Wednesday	Thursday	Friday	

section 2 quiz section 3 read assessment and quiz and short answer questions	Chapter 20 assessment #1-14	Chapter 20 test and ESSAY	Chapter 21 section 1 read/assessment and quiz/short answer question	Chapter 21 section 2 read/assessment	
WEEK #17			WEEK: 5/11-5/15		
Monday	Tuesday	Wednesday	Thursday	Friday	
section 2 quiz/short answer question section 3 read and assessment	section 3 quiz/short answer question section 4 read	section 4 assessment and quiz/short answer question	chapter 21 assessment #1-15	Chapter 21 test and ESSAY	
WEEK #18			WEEK: 5/18-5/22		
Monday	Tuesday	Wednesday	Thursday	Friday	
section 22.1 read and assessment and quiz/short answer question	chapter 22.2 read/assessment and quiz/short answer question (read 22.3)	section 3 assessment and quiz/short answer question (section 4 read)	section 4 assessment	section 4 quiz/short answer question	
WEEK #19			WEEK: 5/25-5/29		
Monday	Tuesday	Wednesday	Thursday	Friday	
HOLIDAY	section 5 read and assessment	section 5 quiz/short answer question	Chapter 22 chapter assessment questions #1-15	chapter 22 TEST and ESSAY	
WEEK #20			WEEK: 6/1-6/5		
Monday	Tuesday	Wednesday	Thursday	Friday	
Review for Final Exam	Review for Final Exam	Final Exam	Final Exam	no school	

Olive Grove Charter School Appendices and Attachments

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 – Orientation Week	NO SCHOOL	Orientation, syllabus quiz, practice assignment	Orientation, syllabus quiz, practice assignment	Orientation, syllabus quiz, practice assignment	Orientation, syllabus quiz, practice assignment
Week 2	Chapter 1, The Science of Biology—Quiz 1.1 What is Science?	Quiz 1.2 Science in Context	Quiz 1.3 Studying Life	Ch. 1 Vocabulary Review, Standardized Test Prep, p. 25	Ch. 1 TEST
Week 3	Chapter 2, The Chemistry of Life – Quiz 2.1 The Nature of Matter	Quiz 2.2 Properties of Water	Quiz 2.3 Carbon Compounds	Quiz 2.3 Carbon Compounds (cont.)	Quiz 2.4 Chemical Reactions and Enzymes
Week 4	Labor Day; NO SCHOOL	Ch. 2 Vocabulary Review Quiz, Standardized Test Prep, p. 51	Ch. 2 TEST	Chapter 3, The Biosphere – Quiz 3.2 Energy producers & consumers	Quiz 3.3 Energy Flow in Ecosystems
Week 5	Quiz 3.4 Cycles of Matter	Study for Ch. 3 Test, Vocabulary review, Quiz, Standardized Test Prep, p. 79	Ch. 3 TEST	Chapter 4, Ecosystems & Communities Quiz 4.1 Climate	Quiz 4.2 Niches and Community
Week 6	Quiz 4.3 Succession	Quiz 4.4 Biomes	Quiz 4.5 Aquatic Ecosystems	Vocabulary review, Quiz, Standardized test prep, p. 105	Ch. 4 TEST
Week 7	Chapter 5, Populations – Quiz 5.1 How Populations Grow	Quiz 5.2 Limits to Growth + Quiz 5.3 Human Population Growth	Vocabulary review, Quiz, Standardized test prep, p. 125	Ch. 5 TEST	Chapter 6, Humans in the Biosphere – Quiz 6.1 A Changing Landscape
Week 8	Quiz 6.2 + Lesson 6.3 Biodiversity Using Resources Wisely	Quiz 6.4 Meeting Ecological Challenges	Vocabulary Review, Quiz, Standardized Test Prep, p. 155	Ch. 6 TEST	Chapter 7, Cell Structure & Function – Quiz 7.1 Life is Cellular
Week 9	Quiz 7.2 Cellular Structure + Key Questions p. 164-173	Quiz 7.3 Cell Transport + Key Questions p. 176-180	Quiz 7.4 Homeostasis and Cells + key questions p. 181-183	Study for Ch. 7 Test, Review Ch. 7 Vocabulary, Standardized Test Prep, p. 187	Ch. 7 TEST
Assignments: Foundational Biology, Olive Grove Charter School					

Olive Grove Charter School Appendices and Attachments

High School Weekly Assignment Sheet: Biology Foundations 2nd Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	Quiz 8.1 Energy and Life + Key Questions p. 192-194	Quiz 8.2 Photosynthesis Overview: Key Questions p. 195-197	Quiz 8.3 The Process of Photosynthesis + Check Understanding p. 203 #1-4	Check understanding p. 207-208 #1-18 + Standardized Test Prep, p. 209	Ch. 8 TEST
Week 11	Quiz 9.1 Cellular Respiration + Check Understanding p. 215 #1-5	Quiz 9.2 Process of Cellular Respiration + Check Understanding p. 22 #1-7	Reading 9.3 + Check Understanding + Quiz 9.3	Ch. 9 Vocabulary Review Quiz, Standardized Test Prep, p. 231	Ch. 9 TEST
Week 12	Read 10.1 Cell Growth, Division & Reproduction + Check Understanding	Quiz 10.1 Cell Growth, Division & Reproduction	Read 10.2 Process of Cell Division + Check Understanding	Quiz 10.2 Process of Cell Division	Read 10.3 Regulating the Cell Cycle + Check Understanding
Week 13	Quiz 10.3 Regulation the Cell Cycle	Read 10.4 Cell Differentiation + Quiz 10.4	Check Understanding p. 255-256 #1-21	Standardized Test Prep, p. 257	Ch. 10 TEST
Week 14	Veteran's Day: NO SCHOOL	Read 11.1 The Work of Gregor Mendel + Check Understanding	Quiz 11.1 The Work of Gregor Mendel	Read 11.2 Applying Mendel's Principles + Chk Understanding 11.2	Quiz 11.2 Applying Mendel's Principles
Week 15	Read 11.3 Other Patterns of Inheritance + 11.3 Assessment	Quiz 11.3 Other Patterns of Inheritance	Read 11.4 Meiosis + Quiz 11.4	Standardized Test Prep, p. 285	Ch. 11 TEST
THANKSGIVING VACATION					
Week 16	Read 12.1 Identifying the Substance of Genes + 12.1 Assessment	Quiz 12.1 Identifying the Substance of Genes	Read 12.2 The structure of DNA + 12.2 Assessment	Quiz 12.2 The structure of DNA	Read 12.3 DNA Replication + 12.3 Assessment
Week 17	Quiz 12.3 DNA Replication	Chapter 12 Assessment	Chapter 12 Assessment	Standardized Test Prep, p. 305	Ch. 12 TEST
Week 18	Study Unit 1: The Nature of Life (Chapters 1-2) + UNIT 1 QUIZ	Study Unit 2: Ecology (Chapters 3-6) + Unit 2 QUIZ	Study Unit 3: Cells (Chapters 7-10) + Unit 3 QUIZ	Study Unit 4: Genetics (Ch. 11-12) + Unit 4 Quiz + Final Exam Ch. 1-12	
WINTER BREAK					
Assignments: Foundational Biology, Olive Grove Charter School					

High School Weekly Assignment Sheet: Biology 3rd and 4th Quarters

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Biology Quiz 13.1	Biology Quiz 13.2	Biology Quiz 13.3	Biology Quiz 13.4	Biology Ch 13 Essay
Week 2	Martin Luther King Holiday – NO SCHOOL	Biology Ch 13 Test	Biology Quiz 14.1	Biology Quiz 14.2	Biology Quiz 14.3
Week 3	Biology Ch 14 Essay	Biology Ch 14 Test	Biology Quiz 15.1	Biology Quiz 15.2	Biology Quiz 15.3
Week 4	Biology Quiz 15.4	Biology Ch 15 Essay	Biology Ch 15 Test	Biology Quiz 16.1	Biology Quiz 16.2
Week 5	Biology Quiz 16.3	Biology Quiz 16.4	Biology Ch 16 Essay & Test	Biology Quiz 17.1	Lincoln's Birthday – NO SCHOOL
Week 6	President's Day – NO SCHOOL	Biology Quiz 17.2	Biology Quiz 17.3	Biology Quiz 17.4	Biology Ch 17 Essay & Test
Week 7	Biology Quiz 18.1	Biology Quiz 18.2	Biology Quiz 18.3	Biology Ch 18 Essay	Biology Ch 18 Test
Week 8	Biology Quiz 19.1	Biology Quiz 19.2	Biology Quiz 19.3	Biology Ch 19 Essay	Biology Ch 19 Test
Week 9	Teacher In Service Day – NO SCHOOL	Biology Quiz 20.1	Biology Quiz 20.2	Biology Quiz 20.3	Biology Ch 20 Essay and Test
Week 10	Biology Quiz 28.1	Biology Quiz 28.2	Biology Quiz 28.3	Biology Quiz 28.4	Biology Ch 28 Essay
Week 11	Biology Ch 28 Test	Biology Quiz 35.1	Biology Quiz 35.2	Biology Quiz 35.3	Biology Quiz 35.4
Week 12	Biology Ch 35 Essay	Biology Ch 35 Essay	Biology Ch 35 Test	Project – See Moodle Course For Instructions	Project
Week 13	Biology Quiz 30.1	Biology Quiz 30.2	Biology Quiz 30.3	Biology Ch 30 Essay	Biology Ch 30 Test

SPRING BREAK					
Week 14	Biology Quiz 31.1	Biology Quiz 31.2	Project	Project	Project
Week 15	Biology Quiz 31.3	Biology Quiz 31.4	Complete Project	Biology Ch. 31 Essay	Biology Ch. 31 Test
Week 16	Biology Quiz 32.1	Biology Quiz 32.2	Biology Quiz 32.3	Biology Ch. 32 Essay	Biology Ch. 32 Test
Week 17	Biology Quiz 33.1	Biology Quiz 33.2	Biology Quiz 33.3	Biology Ch. 33 Essay	Biology Ch. 33 Test
Week 18	Biology Quiz 34.1	Biology Quiz 34.2	Biology Quiz 34.3	Biology Quiz 34.4	Biology Ch. 34 Essay & Test
Week 19	Memorial Day – NO SCHOOL	Review Quiz Ch. 13-16	Review Quiz Ch. 17-20	Review Quiz Ch. 28, 30, 31, & 35	Review Quiz Ch. 32-34
Week 20 – FINALS WEEK	Study the Final or take Final Exam at school site	NO SCHOOL			

Olive Grove Charter School Appendices and Attachments

Health Science	Enrollment Keys (by site): Lompoc: HealthLMP – Los Olivos: HealthLO – Santa Maria: HealthSM – Morro Bay: HealthMB – Santa Barbara: HealthSB – Guest: healthguest – Teachers: Health	Chapter Test & Exam Passwords:	1: healthy living 2: personality 3: stress 4: disorders 5: family 6: friendships 7: violence 11: coordination 12: cardiovascular 13: exercise 14: personal care EXAM 1: health1	15: alcohol 16: tobacco 17: drug abuse 24: community health 25: environment EXAM 2: health2		Teacher: A course project is a REQUIRED component for Health Science. It is up to you and your student to determine the course project topic, tasks, and due dates. Please refer to the Health Science MOODLE site for more details pertaining to the course project.	
Semester Course: This is a suggested, 18 week pacing guide. Adjustments will need to be made for expedited or slower pacing.							
WEEK #1							
Monday	Tuesday	Wednesday	Thursday	Friday			
	Course sign up	Review syllabus and course.	Chapter 1: Read, review PowerPoint	Chapter 1 Test			
WEEK #2							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read chapter 2	Review Ch. 2 PowerPoint	Assignment: Personality Tests	Assignment: Personality Tests	Chapter 2 Test			
WEEK #3							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 3	Review Ch. 3 PowerPoint	Assignment: Stress	Assignment: Stress	Chapter 3 Test			
WEEK #4							
Monday	Tuesday	Wednesday	Thursday	Friday			

Olive Grove Charter School Appendices and Attachments

Holiday	Ready Ch. 4 and Review Ch. 4 PowerPoint	Assignment: Eating Disorders	Assignment: Eating Disorders	Chapter 4 Test			
WEEK #5							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read chapter 5	Review chapter 5 PowerPoint	Assignment: Television Families	Assignment: Television Families	Chapter 5 Test			
WEEK #6							
Monday	Tuesday	Wednesday	Thursday	Friday			
Ready Chapter 6	Review chapter 6 PowerPoint	Assignment: Asserting Yourself	Assignment: Friendships	Chapter 6 Test			
WEEK #7							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 7	Review Ch. 7 PowerPoint	Assignment: Media Violence	Assignment: How Do You Handle Conflict	Chapter 7 Test			
WEEK #8							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 11	Review Ch. 11 PowerPoint	Assignment: Skeletal Joints	Assignment: Skeletal Joints	Chapter 11 Test			
WEEK #9							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 12	Review Ch. 12 PowerPoint	Assignment: Cardiovascular Health	Review chapter 5 PowerPoint	Chapter 12 Test			
WEEK #10							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 13	Review Ch. 12 PowerPoint	Assignment: Consumer Skills: Exercising Control	Assignment: Consumer Skills: Exercising Control	Chapter 13 Test			
WEEK #11							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 14	Review Ch. 14 PowerPoint	Assignment: Consumer Skills: Evaluating Sunscreens	Assignment: Consumer Skills: Evaluating Sunscreens	Chapter 14 Test			
WEEK #12							
Monday	Tuesday	Wednesday	Thursday	Friday			

Olive Grove Charter School Appendices and Attachments

Exam: Mental Health, Social Health, and Physical Fitness	Exam: Mental Health, Social Health, and Physical Fitness	Exam: Mental Health, Social Health, and Physical Fitness	Exam: Mental Health, Social Health, and Physical Fitness	Exam: Mental Health, Social Health, and Physical Fitness		Teachers: Exam: Mental Health, Social Health, and Physical Fitness covers Chapter's 1-7, 11-14. You may allow the student to use a notecard/page of notes for this exam (at your discretion)	
WEEK #13							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read chapter 15	Review chapter 15 PowerPoint	Assignment: Blood Alcohol Concentration (BAC)	Assignment: Planning a "safe" New Year's Eve Party	Chapter 15 Test			
WEEK #14							
Monday	Tuesday	Wednesday	Thursday	Friday			
Holiday	Holiday	Read Chapter 16 & Review Ch. 16 PowerPoint & Assignment: Second-Hand Smoke	Assignment: Effect of Tobacco Use	Chapter 16 Test			
WEEK #15							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 17	Review Ch.1 7 PowerPoint	Assignment: Identifying Drug Dependency	Assignment: Danger of Drugs	Chapter 17 Test			
WEEK #16							
Monday	Tuesday	Wednesday	Thursday	Friday			
Read Chapter 24	Review Ch. 24 PowerPoint	Assignment: Preparing for a Public Health Crisis	Assignment: Preparing for a Public Health Crisis	Chapter 24 Test			
WEEK #17							
Monday	Tuesday	Wednesday	Thursday	Friday			

Read Chapter 25	Review Ch. 25 PowerPoint	Assignment: Making a Difference in Your Community	Assignment: Making a Difference in Your Community	Chapter 25 Test			
WEEK #18			WEEK 12/16-12/20				
Monday	Tuesday	Wednesday	Thursday	Friday			
Exam: Substance Abuse and Community Health and Safety		Teachers: Exam: Mental Health, Social Health, and Physical Fitness covers Chapter's 1-7, 11-14. You may allow the student to use a notecard/page of notes for this exam (at your discretion)					

Olive Grove Graduation Requirements

English - 40 Credits

Social Studies - 30 Credits

Science - 30 Credits

Math - 30 Credits

Health - 5 Credits

LOTE or VPA - 10 Credits

P.E. - 20 Credits

Voc. Ed - 10 Credits

Electives - 45 Credits

Total - 220 Credits

9th GRADE COURSE SELECTION

STUDENT NAME _____ DOB _____ DATE _____

IS THIS STUDENT IN SPECIAL ED? YES NO RESOURCE STUDENT? YES NO 504? YES NO

SITE _____

MATH	X	SOURCE
Pre-Algebra		Pre-Algebra McDoungall Littell 2008
2 Yr Algebra 1 A/B		Algebra 1 McDoungall Littell 2001
2 Yr Algebra 1 C/D		Algebra 1 McDoungall Littell 2001
Algebra 1 (P)		Algebra 1 McDoungall Littell 2001
Algebra 1		Scout
Geometry (P)		McDoungall Littell 2001
Algebra w (P)		Algebra 2 – McDoungall Littell 2004
CAHSEE Math		Various- Teacher Assigned

ENGLISH	X	SOURCE
English 1 A/B (P)		Elements of Literature Third Course
English 1 A/B		Elements of Literature Third Course
CAHSEE ELA		Various- Teacher Assigned
Physical ED Health	X	SOURCE
PE 9-12 Unstructured		
PE 9-12 Structured		
Health Education		Moodle/Text

SCIENCE	X	SOURCE
Earth Science		Prentice Hall – Earth Science

Extra-Curricular Interests: _____

POST HIGH SCHOOL OPTIONS

___ UC ___ CSU ___ PRIVATE COLLEGE ___ 2 YR COLLEGE ___ MILITARY
___ VOCATIONAL/TRADE SCHOOL

Parent Signature

Student Signature

Teacher Signature

Date

10th GRADE COURSE SELECTION

STUDENT NAME _____ DOB _____ DATE _____

IS THIS STUDENT IN SPECIAL ED? YES NO RESOURCE STUDENT? YES NO 504? YES NO

SITE _____

MATH	X	SOURCE
Algebra 1 (P)		Algebra 1 McDougall Littell 2001
Algebra 1		Scout
Geometry (P)		McDougall Littell 2001
Algebra w (P)		Algebra 2 – McDougall Littell 2004
CAHSEE Math		Various- Teacher Assigned

ENGLISH	X	SOURCE
English 2 A/B		Elements of Literature Fourth Course
English 2 A/B (P)		Elements of Literature Fourth Course
CAHSEE ELA		Various – Teacher Assigned

SOCIAL SCIENCE	X	SOURCE
World History A/B		Moodle/Text
World History A/B (P)		Prentice Hall World History – The Modern Era

SCIENCE	X	SOURCE
Foundational Biology		Foundations Biology – by Miller and Levine
Biology (P)		Biology – Miller and Levine

PHYSICAL ED HEALTH	X	SOURCE
PE 9-12 Unstructured		
PE 9-12 Structured		
Health Education		Moodle/Text

Extra-Curricular Interests: _____

POST HIGH SCHOOL OPTIONS

___ UC ___ CSU ___ PRIVATE COLLEGE ___ 2 YR COLLEGE ___ MILITARY ___ VOCATIONAL/TRADE SCHOOL

Parent Signature

Student Signature

Teacher Signature

Date

11th GRADE COURSE SELECTION

STUDENT NAME _____ DOB _____ DATE _____

IS THIS STUDENT IN SPECIAL ED? YES NO RESOURCE STUDENT? YES NO 504? YES NO

SITE _____

MATH	X	SOURCE
Algebra 1 (P)		Algebra 1 McDougall Littell 2001
Algebra 1		Scout
HS Geometry		Glencoe – Glencoe 2006
Geometry (P)		McDoungall Littell 2001
Algebra 2 (P)		Algrbra 2 – McDougall Littell 2004
Pre-Calculus A/B (P)		Scout
AP Calculus A/B (P)		Scout
AP Calculus B/C (P)		Scout
Trigonometry (P)		Trigonometry – Addison Wesley 2009
CAHSEE Math		Various- Teacher Assigned

SOCIAL SCIENCE	X	SOURCE
US History A/B		Moodle/Tezt
US History A/B (P)		Prentice Hall United States History – Modern America
AP US History		Scout
SCIENCE	X	SOURCE
Earth Science		Prentice Hall – Earth Science
Foundational Biology		Foundations Biology – by Miller and Levine
Biology (P)		Biology – Miller and Levine
Environmental Science		Holt – Environmental Science
PHYSICAL ED HEALTH	X	SOURCE
PE 9-12 Unstructured		
PE 9-12 Structured		
Health Education		Moodle/Text

ENGLISH	X	SOURCE
English 3 A/B		Elements of Literature Fifth Course
English 3 A/B (P)		Elements of Literature Fifth Course
CAHSEE ELA		Various – Teacher Assigned

Extra-Curricular Interests: _____

POST HIGH SCHOOL OPTIONS

___ UC ___ CSU ___ PRIVATE COLLEGE ___ 2 YR COLLEGE ___ MILITARY ___ VOCATIONAL/TRADE SCHOOL

Parent Signature

Student Signature

Teacher Signature

Date

12th GRADE COURSE SELECTION

STUDENT NAME _____ DOB _____ DATE _____

IS THIS STUDENT IN SPECIAL ED? YES NO RESOURCE STUDENT? YES NO 504? YES NO

SITE _____

MATH	X	SOURCE
Algebra 1 (P)		Algebra 1 McDougall Littell 2001
Algebra 1		Scout
HS Geometry		Glencoe – Glencoe 2006
Algebra 2 (P)		Algebra 2 – McDougall Littell 2004
Pre-Calculus A/B (P)		Scout
AP Calculus A/B (P)		Scout
AP Calculus B/C (P)		Scout
Trigonometry (P)		Trigonometry – Addison Wesley 2009
Practical Math		Practical Mathematics – Holt 1998
Business Math		ALEKS Online
CAHSEE Math		Various- Teacher Assigned

ENGLISH	X	SOURCE
English 4 A/B		Elements of Literature Sixth Course
English 4 A/B (P)		Elements of Literature Sixth Course
CAHSEE ELA		Various – Teacher Assigned

SOCIAL SCIENCE	X	SOURCE
Government		Moodle/Text
Government (P)		Magruder's American Government
AP US Government & Politics		Scout
Economics		Moodle/Text
Economics (P)		Prentice Hall Economics/Principles in Action
SCIENCE	X	SOURCE
Earth Science		Prentice Hall – Earth Science
Foundational Biology		Foundations Biology – by Miller and Levine
Biology (P)		Biology – Miller and Levine
Environmental Science		Holt – Environmental Science
PHYSICAL ED HEALTH	X	SOURCE
PE 9-12 Unstructured		
PE 9-12 Structured		
Health Education		Moodle/Text

Extra-Curricular Interests: _____

POST HIGH SCHOOL OPTIONS

___ UC ___ CSU ___ PRIVATE COLLEGE ___ 2 YR COLLEGE ___ MILITARY ___ VOCATIONAL/TRADE SCHOOL

Parent Signature

Student Signature

Teacher Signature

Date

Olive Grove Charter School

Position Title: Independent Study/Home School Teacher

Summary:

Olive Grove Charter School teachers work with students and families in a K-12 independent-study/homeschool setting. The primary role of the Olive Grove teacher is to develop an individualized learning plan for each of his/her students, assign approved school course curriculum, hold individual weekly meetings with students and families to monitor and assess progress in assigned classes, collect, compile, and submit learning period attendance folders, and adhere to and hold students and families accountable to the master agreement guidelines. The teacher provides differentiated instruction to students and provides positive and consistent academic support and intervention as necessary.

When applicable, and as assigned by the school principal, teachers will hold support classes related to their areas of expertise. Teachers will keep accurate student records, formally calculate and issue student grades quarterly and at the close of each semester engage in regular communication of student progress with parents. Teachers will collaborate with colleagues in professional learning communities for the purpose of developing, improving and updating curriculum as needed to remain current with educational trends and developments. Finally, teachers are expected to engage in ongoing professional development remain dynamic and informed professional. Collaborative work between colleagues, parents, and administration to ensure students have the support necessary to perform successfully is also an essential role of the Olive Grove teacher.

Reporting Responsibilities: Reports directly to the Site Director or his/her designee.

Duties and Responsibilities: Responsibilities will include but not be limited to the following:

Curriculum Responsibilities/Instructional Management

Explain school and state graduation requirements to students/parents.

Proctor all password required tests and exams that students are required to take.

Selects and submits representative samples of the students' course work for each subject area, in accordance with audit requirements for student records.

Utilizes appropriate approved curriculum materials to meet students' identified needs.

Participates in curricular learning groups based on subject area to develop, revise, and implement curriculum for school wide use.

Plan, implement and coordinate instructional goals, activities, and lessons with parents of Homeschool/Independent Study students.

Meet with families and students at the beginning of each semester to create an ILP, review transcripts, and discuss progress towards graduation and post-high school goals.

Complete the Master Agreement with each student/parent/guardian on or before the first day of attendance.

Review and grade work for each class and submit report card with grades/credits earned, quarterly and at the end of each semester.

Communicate in a timely manner impending dates, such as beginning/end of semester, standardized test dates, and paperwork deadlines.

Evaluates student progress on a regular basis and revises individual instructional plans as appropriate.

Promotes in students a positive self-concept, self-awareness, self-discipline, responsibility and respect for others.

Establishes and maintains standards and procedures which promote an effective and positive learning environment.

Teachers will keep accurate student records, formally calculate and issue student grades.

Adapts teaching methods based on students' identified needs.

Differentiate instruction and use a variety of strategies as needed to ensure student achievement.

Assign, coordinate, evaluate, and oversee the student's completion of school approved courses that are grade level appropriate.

Keep the student and parents/guardians informed of the student's progress or weekly meetings.

Maintains student attendance records.

Maintains any other required records and files on a current basis

Verify and sign weekly assignment sheet.

Provides direct instruction and counsel as necessary for individual student success.

Acquire and prepare instructional materials for students.

Assist parents in administering course materials.

Meet with each assigned student and parent each week for grades K-8 and meet with each assigned student weekly and communicate with parent (at a minimum) monthly for grades 9-12.

Submit LP's (work samples and signed calendars) to the office within timelines established on the LP schedule.

Maintain all required records in an organized, efficient and professional manner.

When applicable, and as assigned by the school principal, teachers will hold support classes related to their areas of expertise.

Initiate the SST process with Site Director when significant areas of concern warrant doing so.

Professional Activities and Growth

Participate in curriculum development, materials selection, staff development and professional growth activities as directed.

Promote positive and effective school communication by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.

Assist the school Principal with other assigned duties including, but not limited to, checking school inventories, coordinating school activities, and facilitating educational programs for teachers, students, and parents.

Attend SST, 504 and IEP meetings and document students' present levels of performance.

Implement California Standards for the Teaching Profession as described in the BSCS Teacher Evaluation Rubric and participate in collaborative teacher meetings
 Maintain professional competence through participation in in-service activities provided by the school and in self-selected professional growth activities as approved.
 Participate in faculty meetings and committees.
 Adhere to ethical standards adopted by professional teacher organizations.
 Assess and diagnose student academic weaknesses and needs.

Qualifications:

Training, Education and Experience

A valid California teaching credential issued by the State Board of Education or the Commission for Teacher preparation.

At least five years successful teaching at the elementary or High school level with one or more years teaching in an independent study program preferred.

Must have knowledge of standards based curriculum, behavior management techniques, record keeping, student assessment, planning for individual student learning needs, and child development.

Understands the overall dynamics of the program including school procedures, paperwork requirements and scope of curriculum.

Knowledge and Skills

Have the human relations skills to effectively deal with a wide variety of students and students' needs, as well as the parent/guardian and other staff members.

Have the ability to act as teacher, counselor, coach, mentor, student advocate.

Maintains a proactive and positive relationship with students, staff, parents and community members.

Ability to read, analyze, and interpret student performance data.

Communicate effectively in written and oral forms.

Ability to write reports, and to effectively present information and respond to questions from parents, staff, students and the general public.

Spanish bilingual/biliterate preferred

Ability to communicate effectively using email and other electronic tools.

Must be able to use and teach students how to utilize Google Drive for weekly assignment delivery and sharing and editing documents with staff and office.

Effectively use the school software programs (Moodle, SCOUT, etc.) for tracking student progress.

Ability to adapt instruction to individual student abilities and educational needs.

Provide instruction or seed assistance from other teachers when needed on a wide variety of subjects.

Operate audiovisual and computer equipment.

Work effectively with the administration and other teachers within the school.

Perform routine clerical tasks including operation of office-related machines.

Knowledge of special circumstances associated with the independent study students.

Knowledge of remedial teaching techniques.

Punctual.

Expertise in curriculum and instructional strategies for differentiated instruction.

Experience developing relationships with a multicultural community.

Physical Requirements

The usual and customary methods of performing the job's functions require the following physical demands: some lifting (up to 20 pounds).

Carrying, pushing, and/or pulling.

Significant manual dexterity ability to perform keyboarding tasks.

Sufficient hearing and speaking ability for normal voice level conversations, telephone conversations, and to hear and speak to be understood in indoor and outdoor settings.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Miscellaneous

Must pass FBI/DOJ Background/Fingerprint test, TB Test

Performs other related duties as assigned

PETITION FOR THE ESTABLISHMENT OF A CHARTER SCHOOL

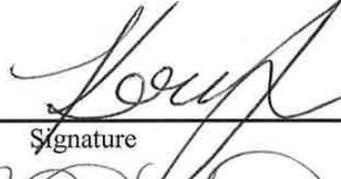
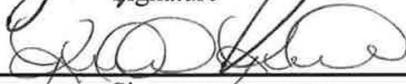
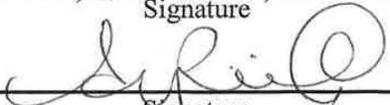
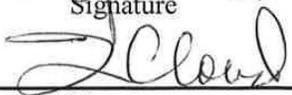
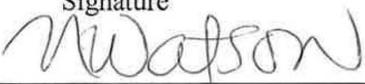
We, the undersigned, believe that the submitted charter merits consideration and hereby petition the Board of Trustees of the Cuyama Joint Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Olive Grove Charter School. Olive Grove Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. The petitioners listed below certify that they are credentialed teachers who are meaningfully interested in teaching at the school. * Original Charter Petition Documents submitted September 11, 2014

By the Lead Petitioner:

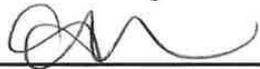
Brandon Perry		9/30/14
Name (please print)	Signature	Date
Michael Fair		9/30/14
Name (please print)	Signature	Date
Laura Mudge		9/30/14
Name (please print)	Signature	Date

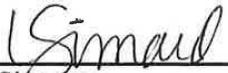
The petitioners authorize the Lead Petitioners to negotiate any agreements and/or amendments to the submitted charter petition documents necessary to secure approval by the Board of Trustees of the Cuyama Joint Unified School District.

By the Petitioners:

Katrina Jimenez Darg		30 Sep. 2014
Name (please print)	Signature	Date
Kristal Keinert		9-30-14
Name (please print)	Signature	Date
Alison Riede		9-30-14
Name (please print)	Signature	Date
Jennifer Cloud		9-30-14
Name (please print)	Signature	Date
Nancy Watson		9-30-14
Name (please print)	Signature	Date

Rebecca Reid		9/30/14
Name (please print)	Signature	Date

Candis Cueras		9/30/14
Name (please print)	Signature	Date

Lisa Simard		10/1/14
Name (please print)	Signature	Date

Karolyn Liljeborg		10/1/14
Name (please print)	Signature	Date

MICHAEL RASEY		10/1/14
Name (please print)	Signature	Date

Name (please print)	Signature	Date
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