



# Element Education

## Governing Board Meeting

Published on April 21, 2026 at 10:26 AM PDT

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### Date and Time

Friday April 24, 2026 at 11:30 AM PDT

### Location

1441 Montiel Road #145  
Escondido, CA 92026

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The Governing Board (“Board”) will assemble in person at 1441 Montiel Road, Ste 145, Escondido, CA 92026. Employees of Element Education who will be presenting and anyone wishing to speak during public comment may do so in person or via the MS Teams platform by clicking on the link provided below.

Members of the public who wish to comment during the Board meeting may complete the [Public Comment Speaker Card](#). In general, individual speakers are permitted three minutes to address the Board on each agenda or non-agenda item. The Board will limit the total time for public input on each item to 15 minutes per side (approve/deny) of the topic. In exceptional circumstances, the Board President may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be made equitably to allow for a diversity of viewpoints. The President may also stipulate that speakers not repeat arguments already made by other speakers to allow for broader range of input.

[Digital Sign- In Sheet](#)

[Join the Meeting: Use this Link to log on.](#)

**1441 Montiel Road #145**  
**Escondido, CA 92026**

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**PURPOSE**

The purpose of Element Education, Inc. (EEI) is to develop and operate charter schools which create avenues for “new instruction, new management, and new governance in public schools.” The organization operates from a place of Servant Leadership in supporting the elements of personalized learning.

**VISION**

The vision of EEI is to create model programs for deep and meaningful learning and attract and develop innovative and effective educators who instill the mindset and skills for developing agency in, and ownership of, life-long learning.

**MISSION**

The mission of its schools and programs is to promote a culture of mastery, autonomy, and purpose for all stakeholders through personalized learning plans developed with insight and experience of learning styles, appropriate resources, and learning networks for success in work, life, and citizenship.

**Agenda**

Purpose Presenter

**I. Opening Items**

- A.** Call the Meeting to Order Chris Nunley
- B.** Record Attendance
- C.** Public Comment on Closed Session item  
 Members of the public shall have an opportunity to speak in accordance with Government Code section 54954.3 and Education Code section 72121.5
- D.** Recess to Closed Session

**II. Closed Session**

- A.** Government Code §54956.9(d)(2) Exposure to Litigation

**III. Public Session**

- A.** Call to Order and Establishment of Quorum
- B.** Pledge of Allegiance
- C.** Approval of Agenda Vote Terri Novacek

Purpose Presenter

- D.** Disclosure of Board Actions Taken in Closed Session, pursuant to Government Code §54957.1.

#### **IV. Recognitions and Presentations**

- |   |     |               |
|---|-----|---------------|
| <b>A.</b> Staff Recognition   | FYI | Terri Novacek |
| Allison Inocencio, Dimensions Collaborative School Educational Facilitator, Cerrah Vondesaar, Dimensions Collaborative School Student Support Manager, and Tanya Lake, Dimensions Collaborative School Educational Facilitator/Ed Tech Manager. |     |               |
| <b>B.</b> School Presentation-Community Montessori  | FYI | Earl Otte     |
| <b>C.</b> Student Recognition   | FYI | Adam Nolan    |
| Brady Pluth, Community Montessori Student, Eagle Scout Project presentation.  |     |               |
| <b>D.</b> School Presentation-Dimensions Collaborative School   | FYI | Paul Johnson  |

#### **V. Communications- Agenda and Non-Agneda Items**

To participate in the "Public Comment" portion of our meeting, you may use the [Speaker Card](#). As you are writing your comment, please keep in mind that the three-minute time limit still applies to all comments, even if they are being read by someone else.

- |                                |     |
|--------------------------------|-----|
| <b>A.</b> Public               | FYI |
| <b>B.</b> Members of the Board | FYI |

#### **VI. Approval of Consent Items**

Items listed in this section are considered routine and are acted on by the Board in one motion. It is understood that the Executive Director recommends approval of all Consent Items. Each item on the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- |  |      |               |
|--|------|---------------|
| <b>A.</b> Approval of the Regular Board Meeting Minutes on March 27, 2026. | Vote | Terri Novacek |
| <b>B.</b> Approval of the Special Board Meeting Minutes on April 10, 2026. |      | Terri Novacek |
| <b>C.</b> Approval of Check Run for March 2026.                            | Vote | Terri Novacek |

	Purpose	Presenter
<b>VII. Information Item-Chief Business Officer Report</b>		
A. Financial Position of Schools	FYI	Doug Miller
B. Technology Report	FYI	Doug Miller
<b>VIII. Information Item-Director of Human Resources Report</b>		
A. Employment Activity	FYI	Kiran Sihota
B. Professional Learning Activity (external)	FYI	Kiran Sihota
<b>IX. Information Item-Chief Operations Officer Report</b>		
A. Facilities Update	FYI	Roland Yung
B. Resource Management	FYI	Roland Yung
<b>X. Executive Director Report</b>		
A. Authorizer Relations	FYI	Terri Novacek
<b>XI. Action Item(s) for Element Education</b>		
A. Consideration of Updated Independent Study Policy	Vote	Terri Novacek
<b>XII. Action Items(s) for Community Montessori</b>		
A. Consideration of the Community Montessori Declaration of Need	Vote	Terri Novacek
B. Consideration of Contract with Molinar Construction	Vote	Terri Novacek
<b>XIII. Action Item(s) for Dimensions Collaborative School</b>		
A. Consideration of Child Development Course Descriptions: Child Development 2 AB and Child Development Capstone Project	Vote	Terri Novacek
B. Consideration of Spanish 4 AB Course Description	Vote	Terri Novacek

	Purpose	Presenter
<b>C.</b> Consideration of the Dimensions Collaborative School Declaration of Need	Vote	Terri Novacek

#### **XIV. Future Agenda Items**

Items for next Agenda (Future Agenda items are not considered on the agenda and Board Members will not be able to discuss per the Brown Act)

#### **XV. Closing Items**

**A.** Adjourn Meeting Chris Nunley

#### **XVI. Next Meeting**

May 22, 2026  
Administrative Offices  
1441 Montiel Road #145  
Escondido, CA 92026  
11:30 AM Closed Meeting  
12:00 PM Public Meeting

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#### **Brown Act Compliance**

This agenda was posted in accordance with the requirements of the Ralph M. Brown Act and California Government Code Section 54954.2.

#### **Disability Access**

In compliance with the Americans with Disabilities Act of 1990, if you need special assistance to participate in this meeting, please contact Element Education, Inc. at least 48 hours before the meeting so that reasonable arrangements can be made to ensure accessibility. Contact Susan Michaels at 760-703-9997 or [smichaels@myelement.org](mailto:smichaels@myelement.org) if you should need any special accommodations.

#### **Agenda Materials**

Copies of the agenda and supporting materials are available for public review at the Administrative Office located at 1441 Montiel Road, Suite 143, Escondido, CA 92026, and may also be available on the organization's website. Contact Susan Michaels at [smichaels@myelement.org](mailto:smichaels@myelement.org).

#### **Agenda Posting Certification**

I, Susan Michaels, Board Secretary Designee of Element Education, Inc., certify that a copy of this agenda was posted in the lobby of the Administrative Office at 1441 Montiel Road, Suite 143, Escondido, CA 92026 and on the organization's website, if applicable, within the time required by the Ralph M. Brown Act before the meeting.

# Coversheet

## School Presentation-Community Montessori

**Section:** IV. Recognitions and Presentations  
**Item:** B. School Presentation-Community Montessori  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2 School Report April 2026.pdf



### April 2026

<b>Current Projects</b>	<ul style="list-style-type: none"> <li>• Completing CAASPP Testing</li> <li>• Hosted a visit from SDCOE Board president and a board member at the Poway LC</li> <li>• LCAP surveys – student, parent and staff</li> </ul>
<b>Learning Center</b>	<b>Events</b>
Carlsbad	<p>5/4-7 – Teacher Appreciation Week  5/6 - LE Field Trip USS Midway  5/7 - Fire Drill  5/8 - Pool Day at Park Hyatt  5/13 - Parent Club Meeting  5/14 - Business Day  5/15 - Home School Friday Event SeaWorld  5/21 - Spring Showcase  5/25 - Memorial Day No School  5/28 - Last Day On Campus  5/28 - Field Day  5/29 - Last Day of School</p>
Mary Lane	<p>5/4-5/7- Teacher Appreciation Week  5/5- Fire Drill  5/8 - Multicultural Fair 10am-11:30am  5/14 - Summer Social @ Kit Carson Playground 3pm-4:30pm  5/21 - 3<sup>rd</sup> Grade Celebration 9:30-10:30am  5/25- Memorial Day- No School  5/27 - Field Day  5/28- Last Day of On-site Classes  5/29- Last Day of School</p>
Oak Hill	<p>5/5 - Fire Drill  5/6 - Movie Afternoon  5/7 - Lower El field trip to the NAT  5/14 - SkyZone fundraiser (50/50 w/ML)  5/15 - Read to Feed Close Date  5/20 - Field Day  5/21 - Middle School Shakesphere  5/21 - 6<sup>th</sup> Grade Promotion @ 4:00pm  5/25 - Memorial Day  5/26 - Volunteer Appreciation Assembly  5/26 - Spirit Day (theme TBD)  5/27 - Spirit Day “Decades”  5/28 - Spirit Day “Vacation”  5/28 - 8<sup>th</sup> Grade Graduation @ 10:00am  5/29 - Last Day of School!</p>

Poway	5/4-5/7- Teacher Appreciation Week 5/7- Fire Drill 5/14- UE MB Aquatic Center Field Trip 5/18- Parent Volunteer Appreciation Brunch 5/21- Primary, LE Birch Aquarium Outreach 5/25- Memorial Day- No School 5/27- Tailgate Party/End of Year Celebration 5/28- Last Day on Campus 5/28- 6 <sup>th</sup> Grade Promotion celebration 5/29- Last Day of School
Santee	
<b>Announcements</b>	



<b>Current Projects</b>	<ul style="list-style-type: none"> <li>• CAASPP Testing</li> <li>• Preparing for SDCOE Board Member visit May 7<sup>th</sup> at Mission Valley</li> <li>• 26-27 offering schedule</li> </ul>
<b>Current Events</b>	<ul style="list-style-type: none"> <li>• 4/22 - 4/24 Catalina Trip</li> <li>• 4/23 Purple Up! Day</li> <li>• 4/24 Passport Pals Japan</li> <li>• 5/1 Advisory Council</li> <li>• 5/4-5/7- Teacher Appreciation Week</li> <li>• 5/8 High School Prom</li> <li>• 5/15 2<sup>nd</sup> annual Entrepreneurial Fair</li> <li>• 5/20 South County Spring Expo</li> <li>• 5/21 North County Spring Expo and Family picnic</li> <li>• 5/21 Last Day of supplemental class offerings</li> <li>• 5/29 Last Day of School</li> <li>• 5/29 High School Graduation at San Diego State</li> <li>• </li> </ul>
<b>Announcements</b>	

# Coversheet

## School Presentation-Dimensions Collaborative School

**Section:** IV. Recognitions and Presentations  
**Item:** D. School Presentation-Dimensions Collaborative School  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2 School Report April 2026.pdf



## April 2026

<b>Current Projects</b>	<ul style="list-style-type: none"> <li>• Completing CAASPP Testing</li> <li>• Hosted a visit from SDCOE Board president and a board member at the Poway LC</li> <li>• LCAP surveys – student, parent and staff</li> </ul>
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<p>Poway</p>	<p>5/4-5/7- Teacher Appreciation Week                      5/7- Fire Drill                      5/14- UE MB Aquatic Center Field Trip                      5/18- Parent Volunteer Appreciation Brunch                      5/21- Primary, LE Birch Aquarium Outreach                      5/25- Memorial Day- No School                      5/27- Tailgate Party/End of Year Celebration                      5/28- Last Day on Campus                      5/28- 6<sup>th</sup> Grade Promotion celebration                      5/29- Last Day of School</p>
<p>Santee</p>	
<p><b>Announcements</b></p>	



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<p><b>Announcements</b></p>	

## Coversheet

### Approval of the Regular Board Meeting Minutes on March 27, 2026.

**Section:** VI. Approval of Consent Items  
**Item:** A. Approval of the Regular Board Meeting Minutes on March 27, 2026.  
**Purpose:** Vote  
**Submitted by:** Terri Novacek  
**Related Material:** 2026\_03\_27\_board\_meeting\_minutes (1).pdf

#### BACKGROUND:

In accordance with the Brown Act, minutes are recorded at every Board meeting. The minutes are typed and presented to the Board at the following meeting for review and approval.

The meeting minutes for March 27, 2026, Regular Board Meeting are provided here for Board review.

#### RECOMMENDATION:

Approve March 27, 2026, Regular Meeting Minutes.

DRAFT



## Element Education

# Minutes

## Governing Board Meeting

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### **Date and Time**

Friday March 27, 2026 at 11:30 AM

### **Location**

1441 Montiel Road #145  
Escondido, CA

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### **Directors Present**

A. Schaner, B. Rohrer, C. Nunley, L. Cavazos, S. Subramanya, T. Breckenridge

### **Directors Absent**

*None*

### **Guests Present**

S. Michaels, T. Novacek

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## **I. Opening Items**

### **A. Call the Meeting to Order**

Board Member Nunley called the meeting to order at 11:31 a.m.

### **B. Record Attendance**

### **C. Public Comment on Closed Session item**

No public comments on closed session items.

#### **D. Adjourn to Closed Session**

Board recessed to Closed Session at 11:32.

### **II. Closed Session**

#### **A. Public Employee Performance Evaluation (Gov. Code §54957) – Executive Director**

The Board recessed to Closed Session to conduct the Public Employee Performance Evaluation of the Executive Director pursuant to Government Code §54957.

### **III. Public Session**

#### **A. Call to Order and Establishment of Quorum**

The Regular Meeting was called to order at 12:13 p.m., and a quorum was established.

#### **B. Pledge of Allegiance**

Board member Schaner led the Pledge of Allegiance.

#### **C. Approval of Agenda**

T. Breckenridge made a motion to approve the agenda.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

##### **Roll Call**

C. Nunley	Aye
B. Rohrer	Aye
A. Schaner	Aye
T. Breckenridge	Aye
L. Cavazos	Aye
S. Subramanya	Aye

#### **D. D. Disclosure of Board Actions Taken in Closed Session, pursuant to Government Code §54957.1.**

Board Member Nunley shared that the Board will reconvene at the end of the meeting to discuss the adoption of the succession plan.

### **IV. Recognitions and Presentations**

#### **A. Staff Recognition**

Ms. Wieme recognized Ms. Becker for her exceptional work on the American Heart Association's annual fundraiser.

#### **B.**

### **School Presentation-Community Montessori**

Mr. Otte presented updates and activities within CM.

### **C. School Presentation-Dimensions Collaborative School**

Mr. Johnson presented updates and activities within DCS.

### **D. Purple Star Presentation-Dimensions Collaborative School**

Ms. Hilliard shared a presentation recognizing Dimensions Collaborative School for recently being designated as a Purple Star School.

### **E. Student Services Report (Special Education and English Learner)**

Ms. Sestina provided the Board with an update on Student Services, including Special Education and English Learner programs.

## **V. Communications- Agenda and Non-Agenda Items**

### **A. Public**

Board Member Nunley read a written comment from Community Montessori parent Stephanie Cheung regarding the need for additional shade.

### **B. Members of the Board**

No comments from the Board.

## **VI. Approval of Consent Items**

### **A. Approval of the Regular Board Meeting Minutes on February 27, 2026.**

B. Rohrer made a motion to approve the minutes from Governing Board Meeting on 02-27-26.

A. Schaner seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

B. Rohrer	Aye
A. Schaner	Aye
C. Nunley	Aye
T. Breckenridge	Aye
S. Subramanya	Aye
L. Cavazos	Aye

### **B. Approval of Check Run for February 2026.**

B. Rohrer made a motion to approve February 2026 Check Run.

A. Schaner seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

L. Cavazos Aye  
S. Subramanya Aye  
B. Rohrer Aye  
T. Breckenridge Aye  
A. Schaner Aye  
C. Nunley Aye

**VII. Information Item-Chief Business Officer Report**

**A. Financial Position of Schools**

Mr. Miller presented current financial information for Community Montessori and Dimensions Collaborative School.

**B. Technology Report**

Mr. Miller reported on recent technology projects and updates.

**VIII. Information Item-Director of Human Resources Report**

**A. Employment Activity**

Ms. Sihota reviewed her written report on recent hires and current openings.

**B. Professional Learning Activity (external)**

Ms. Sihota reviewed her written report on employees who engaged in formal professional learning since the last board meeting.

**IX. Information Item-Chief Operations Officer Report**

**A. Facilities Update**

Mr. Yung reported on the status of recent facility improvements.

**B. Resource Management**

Mr. Yung shared a report on resource management projects and improvements.

**X. Executive Director Report**

**A. Authorizer Relations**

Ms. Novacek shared a letter indicating that the schools are in good standing with SELPA and a letter from the authorizer expressing satisfaction with the Unaudited Actuals Financial Report.

**B.**

## Strategic Planning Update

Ms. Novacek shared with the Board a comprehensive summary of the Element Education SWOT analysis results and the Executive Director Search Survey results, both of which were compiled from feedback provided by Element Education staff across the organization.

## XI. Action Item(s) for Element Education

### A. Approval of the Asset Disposal List.

S. Subramanya made a motion to approve the Asset Disposal List.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

C. Nunley Aye  
S. Subramanya Aye  
L. Cavazos Aye  
B. Rohrer Aye  
T. Breckenridge Aye  
A. Schaner Aye

### B. Approval of the 2026-2027 Element Education Calendar.

T. Breckenridge made a motion to Approve the 26-27 Element Education Calendar.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

T. Breckenridge Aye  
A. Schaner Aye  
C. Nunley Aye  
L. Cavazos Aye  
S. Subramanya Aye  
B. Rohrer Aye

### C. Approval of the 2027-2028 Element Education Key Dates.

B. Rohrer made a motion to approve the 27-28 Key Dates.

A. Schaner seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

L. Cavazos Aye  
C. Nunley Aye  
A. Schaner Aye  
T. Breckenridge Aye  
S. Subramanya Aye

**Roll Call**

B. Rohrer Aye

**D. Approval of Purchase of Replacement AED's**

S. Subramanya made a motion to approve the purchase of replacement AEDs.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

T. Breckenridge Aye

S. Subramanya Aye

L. Cavazos Aye

B. Rohrer Aye

C. Nunley Aye

A. Schaner Aye

**E. Approval of Revised Policies: Animals at School, Executive Director Responsibilities, and Governing Board Meetings**

L. Cavazos made a motion to approve the following revised Policies: Animals at School, Executive Director Responsibilities, and Governing Board Meetings.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

T. Breckenridge Aye

C. Nunley Aye

S. Subramanya Aye

A. Schaner Aye

L. Cavazos Aye

B. Rohrer Aye

**F. Approval of New Policies: Title IX and Governing Board Code of Conduct**

L. Cavazos made a motion to approve the following new policies: Title IX and Governing Board Code of Conduct.

A. Schaner seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

T. Breckenridge Aye

L. Cavazos Aye

S. Subramanya Aye

B. Rohrer Aye

C. Nunley Aye

A. Schaner Aye

**XII. Action Items(s) for Community Montessori**

**A. Approval of the Purchase of Chromebooks.**

S. Subramanya made a motion to approve the purchase of Chromebooks.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Subramanya Aye

C. Nunley Aye

T. Breckenridge Aye

L. Cavazos Aye

A. Schaner Aye

B. Rohrer Aye

**B. Approval of the Curriculum List.**

A. Schaner made a motion to approve the curriculum list, including the addition of Montessori materials.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

C. Nunley Aye

L. Cavazos Aye

T. Breckenridge Aye

A. Schaner Aye

B. Rohrer Aye

S. Subramanya Aye

**C. Approval of the Second Interim Budget.**

S. Subramanya made a motion to approve the Second Interim Budget.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Subramanya Aye

A. Schaner Aye

L. Cavazos Aye

C. Nunley Aye

T. Breckenridge Aye

B. Rohrer Aye

**XIII. Action Item(s) for Dimensions Collaborative School**

**A. Approval of Resolution Recognizing April as the Month of the Military Child.**

L. Cavazos made a motion to approve Resolution Recognizing April as the Month of the Military Child.

A. Schaner seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Subramanya Aye  
L. Cavazos Aye  
B. Rohrer Aye  
T. Breckenridge Aye  
C. Nunley Aye  
A. Schaner Aye

**B. Approval of the Second Interim Budget.**

S. Subramanya made a motion to approve the Second Interim Budget.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

T. Breckenridge Aye  
C. Nunley Aye  
A. Schaner Aye  
L. Cavazos Aye  
B. Rohrer Aye  
S. Subramanya Aye

**XIV. Future Agenda Items**

**A. Items**

Handbook Revisions  
Course Descriptions  
Compensation Committee Report

**XV. Closing Items**

**A. Adjourn Meeting**

A. Schaner made a motion to adjourn the meeting.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

A. Schaner Aye  
T. Breckenridge Aye  
S. Subramanya Aye  
L. Cavazos Aye  
B. Rohrer Aye

**Roll Call**

C. Nunley      Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:19 PM.

Respectfully Submitted,

C. Nunley

**XVI. Recess to Closed Session**

**A. At 1:20 PM, the Board recessed to Closed Session to continue discussion regarding the succession plan.**

The Board reconvened to Open Session from Closed Session. Board Member Nunley reported that the Board provided the Executive Director with guidance on forming a search committee. In addition, the Board will hold a Special Meeting on April 10, 2026, at 12:00 p.m. to approve the job description and establish the committee to conduct the Executive Director search. No formal action was taken.

# Coversheet

## Approval of the Special Board Meeting Minutes on April 10, 2026.

**Section:** VI. Approval of Consent Items  
**Item:** B. Approval of the Special Board Meeting Minutes on April 10, 2026.  
**Purpose:**  
**Submitted by:** Terri Novacek  
**Related Material:** 2026\_04\_10\_board\_meeting\_minutes.pdf

### BACKGROUND:

In accordance with the Brown Act, minutes are recorded at every Board meeting. The minutes are typed and presented to the Board at the following meeting for review and approval.

The meeting minutes for the April 10, 2026, Special Board Meeting are provided here for Board review.

### RECOMMENDATION:

Approve April 10, 2026, Special Meeting Minutes.

DRAFT



# Element Education

## Minutes

### Governing Board Special Meeting

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#### **Date and Time**

Friday April 10, 2026 at 12:00 PM

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#### **Directors Present**

A. Schaner, B. Rohrer, C. Nunley, L. Cavazos (remote), S. Subramanya, T. Breckenridge

#### **Directors Absent**

*None*

#### **Directors who arrived after the meeting opened**

L. Cavazos

#### **Guests Present**

S. Michaels, T. Novacek

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### **I. Opening Items**

#### **A. Call the Meeting to Order**

C. Nunley called a meeting of the board of directors of Element Education to order on Friday Apr 10, 2026 at 12:02 PM.

#### **B. Record Attendance**

L. Cavazos arrived at 12:05 PM.

Member Cavazos participated remotely pursuant to Government Code §54953.8.3 Childcare Obligation.

**C. Pledge of Allegiance**

Board Member Nunley led the Pledge of Allegiance.

**D. Public Comment**

Adam Young, Dimensions Collaborative School Regional Manager, expressed his disapproval of the proposed 2026–2027 Executive & Administrative Leadership Compensation Matrix.

**E. Approval of Agenda**

A. Schaner made a motion to approve agenda.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

C. Nunley	Aye
L. Cavazos	Aye
T. Breckenridge	Aye
B. Rohrer	Aye
S. Subramanya	Aye
A. Schaner	Aye

**II. Action Items**

**A. Approval of Executive Director Succession Plan**

A. Schaner made a motion to approve the Executive Director Succession Plan.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

C. Nunley	Aye
S. Subramanya	Aye
L. Cavazos	Aye
A. Schaner	Aye
T. Breckenridge	Aye
B. Rohrer	Aye

**B. Approval of Executive & Administrative Leadership Compensation Matrix**

B. Rohrer made a motion to approve the Executive and Administrative Leadership Compensation Matrix.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

A. Schaner Aye  
B. Rohrer Aye  
C. Nunley Aye  
T. Breckenridge Aye  
L. Cavazos Aye  
S. Subramanya Aye

**III. Closing Items**

**A. Adjourn Meeting**

A. Schaner made a motion to adjourn the meeting.  
B. Rohrer seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

A. Schaner Aye  
C. Nunley Aye  
L. Cavazos Aye  
B. Rohrer Aye  
T. Breckenridge Aye  
S. Subramanya Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:25 PM.

Respectfully Submitted,  
C. Nunley

# Coversheet

## Approval of Check Run for March 2026.

**Section:** VI. Approval of Consent Items  
**Item:** C. Approval of Check Run for March 2026.  
**Purpose:** Vote  
**Submitted by:** Doug Miller  
**Related Material:** March 2026 Check Run.pdf

**BACKGROUND:**

The Chief Business Officer provides a report on the status of the organization's finances monthly.

Enclosed is the March 2026 check run for Board review.

**RECOMMENDATION:**

Approve the March 2026 check run.

**ESP-CA**  
**EdTec Network : Element Education, Inc.**  
**AP Bill Payments**  
**March 1, 2026 - March 31, 2026**  
**A listing of bill payments**

Date	Check Number	Company Name	Memo	Paid
3/6/2026	111522	Allen, Andrew		512538275 \$2,400.00
3/6/2026	111523	Amazon Capital Services	A1EJCAJXOWH87N	\$4,152.65
3/6/2026	111524	Arashi Brazilian Jiu-jitsu		512538273 \$750.00
3/6/2026	111525	Art of Problem Solving	INV2510687	\$264.63
3/6/2026	111526	AT&T - 9391084563	9391084563; Santee	\$31.84
3/6/2026	111527	AT&T - 9391084564	9391084564; Poway	\$31.84
3/6/2026	111528	AT&T - 9391084565	9391084565; Mary Lane	\$39.27
3/6/2026	111529	AT&T - 9391084566	9391084566; Poway	\$31.84
3/6/2026	111530	BookShark LLC	B10070258	\$73.27
3/6/2026	111531	Breaking The Barrier, Inc.	18142	\$158.96
3/6/2026	111532	Bridge The Gap Sped, LLC	473	\$638.40
3/6/2026	111533	Cavazos, Leila (P)	January 2026 - Leiloni & Mateo	\$296.00
3/6/2026	111534	City of San Diego Police Dept	12626301	\$31.00
3/6/2026	111535	Clark-Jijon, Steffani	512538280	\$560.00
3/6/2026	111536	Demme Learning School Sales	Customer# 0078992	\$88.24
3/6/2026	111537	EdTec Inc.	CINV-00014871	\$879.82
3/6/2026	111538	Elliot, Tiffany	February 2026	\$220.00
3/6/2026	111539	EMH Sports USA, Inc.	2355-8907-02	\$855.00
3/6/2026	111540	First Congregational Church of Escondido	January 2026 Utilities	\$3,003.18
3/6/2026	111541	Front Row Center Inc	February 2026	\$2,090.23
3/6/2026	111542	Goral Music LLC	512538278	\$450.00
3/6/2026	111543	GoTo Communications Inc.	IN7105224516	\$916.11
3/6/2026	111544	Home Science Tools	000750722	\$554.76
3/6/2026	111545	Homeschool Spanish Academy Inc	2025-2026 (01)	\$679.94
3/6/2026	111546	Indie Sol Enrichment	512538282	\$225.00
3/6/2026	111547	JN Music Studio	512538284	\$1,500.00
3/6/2026	111548	Jostens	38800007	\$43.50
3/6/2026	111549	KiwiCo, Inc.	2306	\$378.37
3/6/2026	111550	Krause- Whyte, Sara	512538310	\$1,060.00
3/6/2026	111551	Lake, Tanya	3/4/26 - Mileage & Hotel	\$812.82
3/6/2026	111552	LearnersByNature	512538286	\$3,185.00
3/6/2026	111553	Learning Journeys Forum, LLC	512538287	\$525.00
3/6/2026	111554	Lederman, Jenica	January & February 2026	\$316.00
3/6/2026	111555	Leonard, Karin	512544674	\$220.00
3/6/2026	111556	Little Dell Music Studio	512538288	\$208.00
3/6/2026	111557	Lloyd Pest Control	9170856	\$131.00
3/6/2026	111558	Marsi Carr's Music	512538290	\$160.00
3/6/2026	111559	Matuszczak, Anna M.	512538270	\$770.00
3/6/2026	111560	Mendiola, April	February 2026	\$433.50
3/6/2026	111561	Miacademy, Mia Prep, Always Ice Cream & Clever Dragons dba Miapl	9245	\$144.00
3/6/2026	111562	Miller Music Academy	512538293	\$560.00
3/6/2026	111563	Minds in Motion	512538295	\$100.00
3/6/2026	111564	Morrey, Cathrine	CM20260228	\$2,520.00
3/6/2026	111565	Nicole the Math Lady, LLC	13757	\$167.00
3/6/2026	111566	Noonan Family Swim School - San Diego	512538296	\$766.00
3/6/2026	111567	North County Student Transportation	26-0179	\$2,658.20
3/6/2026	111568	Oak Meadow Inc.	84469	\$53.21
3/6/2026	111569	Office Depot, Inc.	455292929001	\$1,168.42
3/6/2026	111570	Open Door Spanish	512538299	\$100.00
3/6/2026	111571	Otte, Samantha	1526	\$2,220.00
3/6/2026	111572	Personalized Learning San Diego LLC	512538301	\$540.00
3/6/2026	111573	Peterson, Shannon	512544685	\$444.00
3/6/2026	111574	Portal Languages - San Diego	512538302	\$150.00
3/6/2026	111575	Que Tal Spanish	22626	\$1,140.00
3/6/2026	111576	Radical Reptiles and Friends	3/5/26	\$550.00
3/6/2026	111577	Rainbow Resource Center	5625961	\$131.64
3/6/2026	111578	Reliance Standard Life Insurance Company	03/01/26-03/31/26	\$3,480.21
3/6/2026	111579	Robinson, Rachel	512544677	\$170.00
3/6/2026	111580	Rockin' L&D Equine Education Services	512538307	\$540.00
3/6/2026	111581	Rohrer, Barbara	January & February 2026	\$240.00
3/6/2026	111582	San Diego Craft Collective	512538309	\$220.00
3/6/2026	111583	Santee School District	9920	\$2,445.00
3/6/2026	111584	Schools First Plan Admin LLC	03/05/26 - 403B	\$23,584.71
3/6/2026	111585	SeaCamp San Diego	2262 - Remainder	\$1,598.00
3/6/2026	111586	Sunshine Studio LLC	512538313	\$612.00
3/6/2026	111587	Swiftkick Martial Arts Inc	512544687	\$956.00
3/6/2026	111588	Teacher Synergy, LLC	329760086	\$30.60
3/6/2026	111589	Teaching Textbooks Inc.	69203	\$128.90
3/6/2026	111590	Time4Learning.com	CI-00632812	\$187.50
3/6/2026	111591	Top Notch Catering, LLC	CM032601	\$15,225.32
3/6/2026	111592	Transparent Classroom	124657	\$1,448.08
3/6/2026	111593	Twitchell, Laura	512538276	\$1,200.00
3/6/2026	111594	Verbal Behavior Associates	52-0226-01	\$7,442.40
3/6/2026	111595	Vondersaar, Cerrah	2/19/26 - Mileage & Conference	\$275.05
3/6/2026	111596	Waste Management of El Cajon - San Diego	Account 131-0192896-1584-1	\$337.33
3/6/2026	111597	Ze Roberto Futbol Academy	512538317	\$792.00
3/6/2026	111598	Cortes, Lynda	Final Check	\$3,691.68
3/6/2026	111599	Revvia Marketing	1048	\$3,500.00
3/13/2026	111600	Aelott Air Conditioning	199122541	\$686.00

**ESP-CA**  
**EdTec Network : Element Education, Inc.**  
**AP Bill Payments**  
**March 1, 2026 - March 31, 2026**  
**A listing of bill payments**

Date	Check Number	Company Name	Memo	Paid
3/13/2026	111601	Alison's Montessori	Customer ID 13324	\$112.99
3/13/2026	111602	All About Learning Press, Inc.	944584	\$686.52
3/13/2026	111603	AT&T - 9391084658	000024895373	\$31.87
3/13/2026	111604	Beben, Whitney (P)	February 2026	\$60.00
3/13/2026	111605	Belardino, Debora	512562113	\$240.00
3/13/2026	111606	Blackbird & Co.	50195	\$53.79
3/13/2026	111607	BookShark LLC	B10070324	\$306.35
3/13/2026	111608	Brave Writer LLC	512526181	\$19.95
3/13/2026	111609	Calming Bee	512562106	\$168.00
3/13/2026	111610	Cintas Corporation #055	February 2026	\$3,123.75
3/13/2026	111611	Colleen Mickey	512562115	\$195.00
3/13/2026	111612	Corodata Records Management, Inc.	016540	\$247.99
3/13/2026	111613	Denison Algebra	4583	\$175.00
3/13/2026	111614	Escondido Disposal Inc.	02/28/2026 - 53-ED 177875	\$323.39
3/13/2026	111615	Escondido Union High School District	17473	\$360.00
3/13/2026	111616	Gemstone Gymnastics	512562108	\$2,246.75
3/13/2026	111617	Hit the Books Tutoring	512562111	\$180.00
3/13/2026	111618	Hofman Planning & Engineering	2235	\$6,695.00
3/13/2026	111619	Home Science Tools	000752222	\$116.65
3/13/2026	111620	Infinity Communications and Consulting, Inc.	19886	\$2,000.00
3/13/2026	111621	Isolved Benefit Services	1152252922	\$101.44
3/13/2026	111622	Knight Security & Fire Systems	237247	\$352.00
3/13/2026	111623	Learning Without Tears	INV248828	\$101.29
3/13/2026	111624	Logic of English, Inc.	SI-281827	\$91.29
3/13/2026	111625	Lopez, Jessica (P)	January-March 2026	\$72.40
3/13/2026	111626	Marsi Carr's Music	512562114	\$160.00
3/13/2026	111627	Neumann, Becky	2/24-25/26 - Mileage	\$124.70
3/13/2026	111628	Oak Meadow Inc.	84467	\$559.88
3/13/2026	111629	Office Depot, Inc.	458039928001	\$294.87
3/13/2026	111630	Otte, Earl	3/6/26 - Meal Reimbursement	\$62.81
3/13/2026	111631	Rainbow Resource Center	5626003	\$258.83
3/13/2026	111632	Safe Swim Academy	512562117	\$800.00
3/13/2026	111633	San Diego Archaeological Center	26234	\$1,332.00
3/13/2026	111634	San Diego Craft Collective	512562118	\$385.00
3/13/2026	111635	San Diego Gas & Electric - D.O. (143)	0018-9130-2276-8	\$1,721.45
3/13/2026	111636	San Diego Gas & Electric - MV (103B)	2100-0085-7674-8	\$150.98
3/13/2026	111637	San Diego Gas & Electric - MV (PI 101)	2100-0085-9450-1	\$205.55
3/13/2026	111638	San Diego Gas & Electric - Suite 145	0003-6390-8776-6	\$593.39
3/13/2026	111639	San Diego Gas & Electric- MV (PI 103C)	0030-4805-3026-3	\$332.38
3/13/2026	111640	San Diego Gas & Electric- MV (PI B)	0031-8696-4020-2	\$666.12
3/13/2026	111641	Savvas Learning Company LLC	Account 2465600	\$923.14
3/13/2026	111642	Smith, Ruth	512562116	\$750.00
3/13/2026	111643	SoCal Chess Academy LLC	512562119	\$650.00
3/13/2026	111644	Soto, Berenice	September - November 2025	\$159.60
3/13/2026	111645	Sundance Stage Lines, Inc.	22480	\$8,400.00
3/13/2026	111646	Teacher Synergy, LLC	330590409	\$71.70
3/13/2026	111647	Teaching Textbooks Inc.	69301	\$56.33
3/13/2026	111648	Teofilo, Jason	September 2025	\$208.50
3/13/2026	111649	The Music Key School	512538315	\$280.00
3/13/2026	111650	Timberdoodle	497525	\$84.95
3/13/2026	111651	Woodward, Keri	September-December 2025: US History & Government Civics	\$600.00
3/13/2026	111652	Xerox - Business Solutions	IN5253906 - 9/24/25-12/12/25	\$864.28
3/13/2026	111653	Ze Roberto Futbol Academy	512562121	\$429.00
3/19/2026	111654	Torres, Jessica	Final Check	\$476.43
3/19/2026	111655	Amazon Capital Services	A1EJCAJXOWH87N	\$10,726.62
3/19/2026	111656	BYU Independent Study	C10007858 - PO 512119806	\$40.00
3/19/2026	111657	City of Escondido - Utility Billing	12/23-25-1/23/26 Mary Lane	\$635.27
3/19/2026	111658	Coon, Marissa	PO512577517	\$433.57
3/19/2026	111659	Cox Communications San Diego - Ste 143	001 3410 110240101	\$403.20
3/19/2026	111660	Farcas, Emilia	February 2026	\$46.80
3/19/2026	111661	First Congregational Church of Escondido	February 2026 Utilities	\$2,458.57
3/19/2026	111662	History Unboxed, LLC.	WC-304044HU	\$232.58
3/19/2026	111663	Home Depot Credit Services	2/13/26-03/14/26	\$2,444.35
3/19/2026	111664	JJJ Enterprises	DEHES	\$120.00
3/19/2026	111665	Kaiser Foundation Health Plan	04/01/26-04/30/26	\$93,099.20
3/19/2026	111666	Lloyd Pest Control	9185427	\$110.00
3/19/2026	111667	MacAller, Jennifer	January & February 2026	\$102.00
3/19/2026	111668	MetLife - Group Benefits	KM05985459 0001	\$9,907.06
3/19/2026	111669	NCS Pearson, Inc.	Customer 1257324	\$763.59
3/19/2026	111670	North County Student Transportation	26-0267	\$2,725.65
3/19/2026	111671	Office Depot, Inc.	460872264001	\$209.86
3/19/2026	111672	Padre Dam M.W.D	Acct. 053494-23307550	\$733.39
3/19/2026	111673	Piedmont Global Language Solutions	PSIN-00104	\$155.22
3/19/2026	111674	Rainbow Resource Center	5657355	\$100.30
3/19/2026	111675	Reliance Standard Life Insurance Company	04/01/2026-04/30/2026	\$3,339.31
3/19/2026	111676	Reliance Standard Life Insurance Company - Vision	03/01/26-03/31/26	\$1,027.28
3/19/2026	111677	Reynolds, Aubrey (P)	January & February 2026	\$156.80
3/19/2026	111678	San Diego Gas & Electric - Mary Lane	0024-0907-3947-1	\$1,293.76
3/19/2026	111679	San Diego Gas & Electric - Oak Hill	0068-6309-2224-6	\$2,599.72

**ESP-CA**  
**EdTec Network : Element Education, Inc.**  
**AP Bill Payments**  
**March 1, 2026 - March 31, 2026**  
**A listing of bill payments**

Date	Check Number	Company Name	Memo	Paid
3/19/2026	111680	San Diego Gas & Electric - Santee	3565 358 888 1	\$1,357.13
3/19/2026	111681	San Diego Gas & Electric- Poway	4768 764 856 5	\$758.02
3/19/2026	111682	Santana, Heather (P)	February 2026	\$139.00
3/19/2026	111683	Singapore Math Inc.	S427518	\$289.17
3/19/2026	111684	Teacher Synergy, LLC	331504563	\$8.50
3/19/2026	111685	Thinkwell Corporation	209345	\$36.84
3/27/2026	111686	Aelott Air Conditioning	199496041	\$312.00
3/27/2026	111687	Amazon Capital Services	A1EJCAJXOWH87N	\$5,976.40
3/27/2026	111688	BBD Properties, LLC	April 2026	\$36,805.44
3/27/2026	111689	Beyond Vision Center Optometry	02/27, 03/06, 03/13 & 03/20/2026	\$1,260.00
3/27/2026	111690	BG Consolidated	April 2026	\$19,904.20
3/27/2026	111691	Bright Thinker	SINV 18337	\$2,400.00
3/27/2026	111692	Caster Family Enterprises, Inc.	April 2026	\$9,250.30
3/27/2026	111693	Caster Family Trust	April 2026	\$14,553.76
3/27/2026	111694	Cavazos, Leila (P)	February 2026 - Leiloni	\$358.00
3/27/2026	111695	Cintas Fire Protection	020D161610	\$400.00
3/27/2026	111696	City of Carlsbad	78386 - Permit Fee for Agua Norte Community Park Open Space 3	\$163.80
3/27/2026	111697	City Of Carlsbad- Utility	05012465-00	\$426.41
3/27/2026	111698	City of Escondido - Utility Billing	01/23/26-02/23/26	\$359.38
3/27/2026	111699	Comiskey, Lorry	03/09/26 - Material Reimbursement	\$200.25
3/27/2026	111700	Cox Communications - Midway	001 3410 074203702	\$1,318.85
3/27/2026	111701	CubeSmart- Escondido	5003064655	\$519.00
3/27/2026	111702	EDCO Waste & Recycling Service	03/31/26 - 25-5A 043413	\$285.65
3/27/2026	111703	EM Benefits	04/01/26-04/30/26	\$168.00
3/27/2026	111704	Escondido Disposal Inc.	03/31/26 - 53-ED 184837	\$345.17
3/27/2026	111705	First Congregational Church of Escondido	April 2026	\$5,082.86
3/27/2026	111706	First Student	FA25-00004243	\$7,486.00
3/27/2026	111707	Garcia, J. Amanda	February 2026	\$79.44
3/27/2026	111708	Gradisnean, Inc.	April 2026	\$14,710.32
3/27/2026	111709	Home Science Tools	000756733	\$206.79
3/27/2026	111710	Institute for Effective Education	HarAssmt0130	\$11,542.86
3/27/2026	111711	Learning Without Tears	INV249461	\$265.13
3/27/2026	111712	MacAller, Jennifer	January 2026 - Mandarin Chinese (Josie)	\$216.00
3/27/2026	111713	Mezzocochi, Rebecca (P)	3/26/26 - Material Reimbursement	\$110.00
3/27/2026	111714	Nunley, Chris	February 2026	\$120.00
3/27/2026	111715	Oak Meadow Inc.	85036	\$143.07
3/27/2026	111716	Office Depot, Inc.	463373915001	\$429.56
3/27/2026	111717	PAR Inc.	IN-00570618	\$57.11
3/27/2026	111718	Rainbow Resource Center	5658945	\$250.30
3/27/2026	111719	Revvia Marketing	1052	\$3,500.00
3/27/2026	111720	San Diego Gas & Electric- Carlsbad	8461 085 798 9	\$955.30
3/27/2026	111721	Scholastic Book Fairs - 10	6108429	\$2,443.56
3/27/2026	111722	School Food Solutions L3C	7302	\$9,641.25
3/27/2026	111723	Schools First Plan Admin LLC	03.20.2026 403B	\$24,437.33
3/27/2026	111724	Shred-it	8013720674	\$133.03
3/27/2026	111725	Softchoice Corporation	97169266	\$30.42
3/27/2026	111726	Soto, Karina	February 2026	\$224.00
3/27/2026	111727	Specialized Therapy Services	ELMT02- 0126	\$2,954.05
3/27/2026	111728	The Stepping Stones Group	M0270257	\$5,820.00
3/27/2026	111729	Thinkwell Corporation	209350	\$315.64
3/27/2026	111730	U.S. Bank	31526	\$3,080.71
3/27/2026	111731	Villa Musica	73570-1347	\$877.50
3/27/2026	111732	Werner, Mathew	02.04.2026 - Reimbursement	\$61.13
3/27/2026	111733	Western Door	214455	\$947.00
3/27/2026	111734	Western Psychological Services (WPS)	Customer 154697	\$375.59
3/27/2026	111735	Xerox - Business Solutions	IN5253905 - 6/24/25-9/23/25	\$2,083.63
3/27/2026	111736	Xerox Corporation - D.O.	41775153	\$1,985.21
				<b>\$483,055.89</b>

# Coversheet

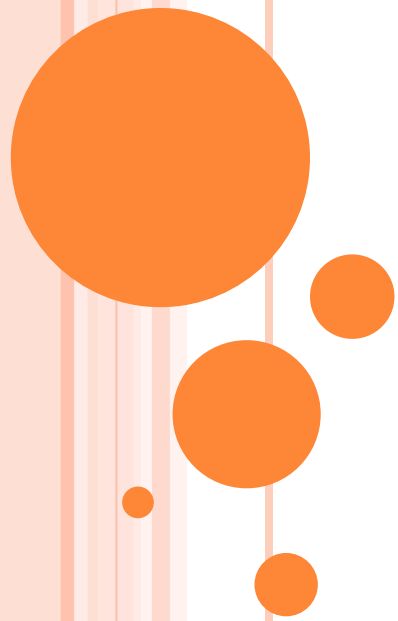
## Financial Position of Schools

**Section:** VII. Information Item-Chief Business Officer Report  
**Item:** A. Financial Position of Schools  
**Purpose:** FYI  
**Submitted by:** Doug Miller  
**Related Material:** CM Board Presentation 04-24-26 (March) - FINAL.pdf  
DCS Board Presentation 04-24-26 (March) - FINAL.pdf

**BACKGROUND:**

The Chief Business Officer provides a monthly report on the status of the organization's finances.

Enclosed are the CM and DCS financial reports for March 2026 for Board review.



April 24, 2026

# COMMUNITY MONTESSORI

## March 2026 Financials

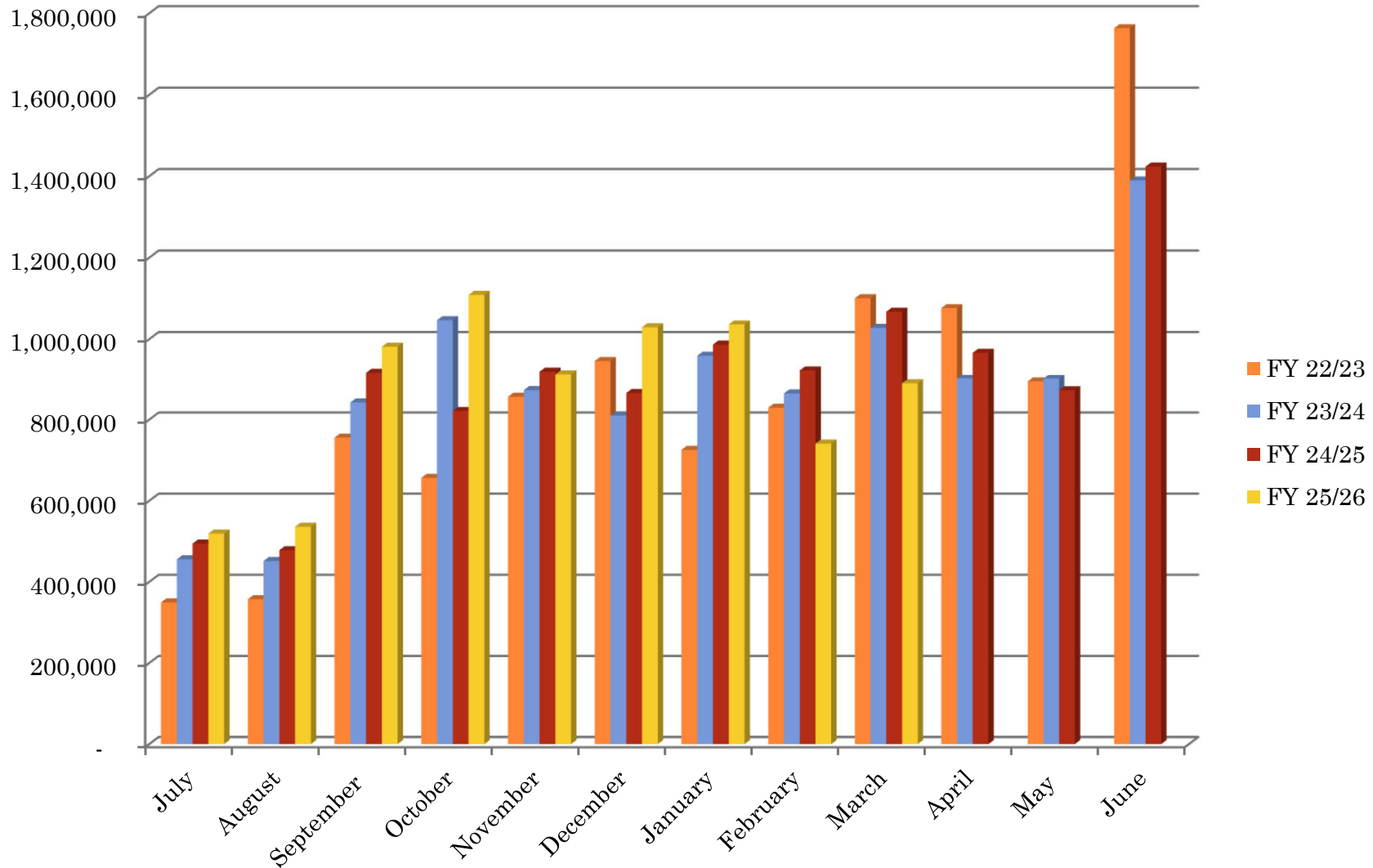
# CONTENTS

- FY 25-26 March Financials

# FY 25-26 FINANCIALS

- REVENUE
- Revenue was \$17,573 more than forecasted
  - \$0 – General Block Grant
    - On budget
  - \$0 – Other State Income
    - On budget
  - \$0 – Federal Income
    - On budget
  - \$17,573 – Local Income
    - Fieldtrip revenue was higher than projected for the month
    - Fundraising revenue was higher than projected for the month

# CM REVENUE YEAR OVER YEAR

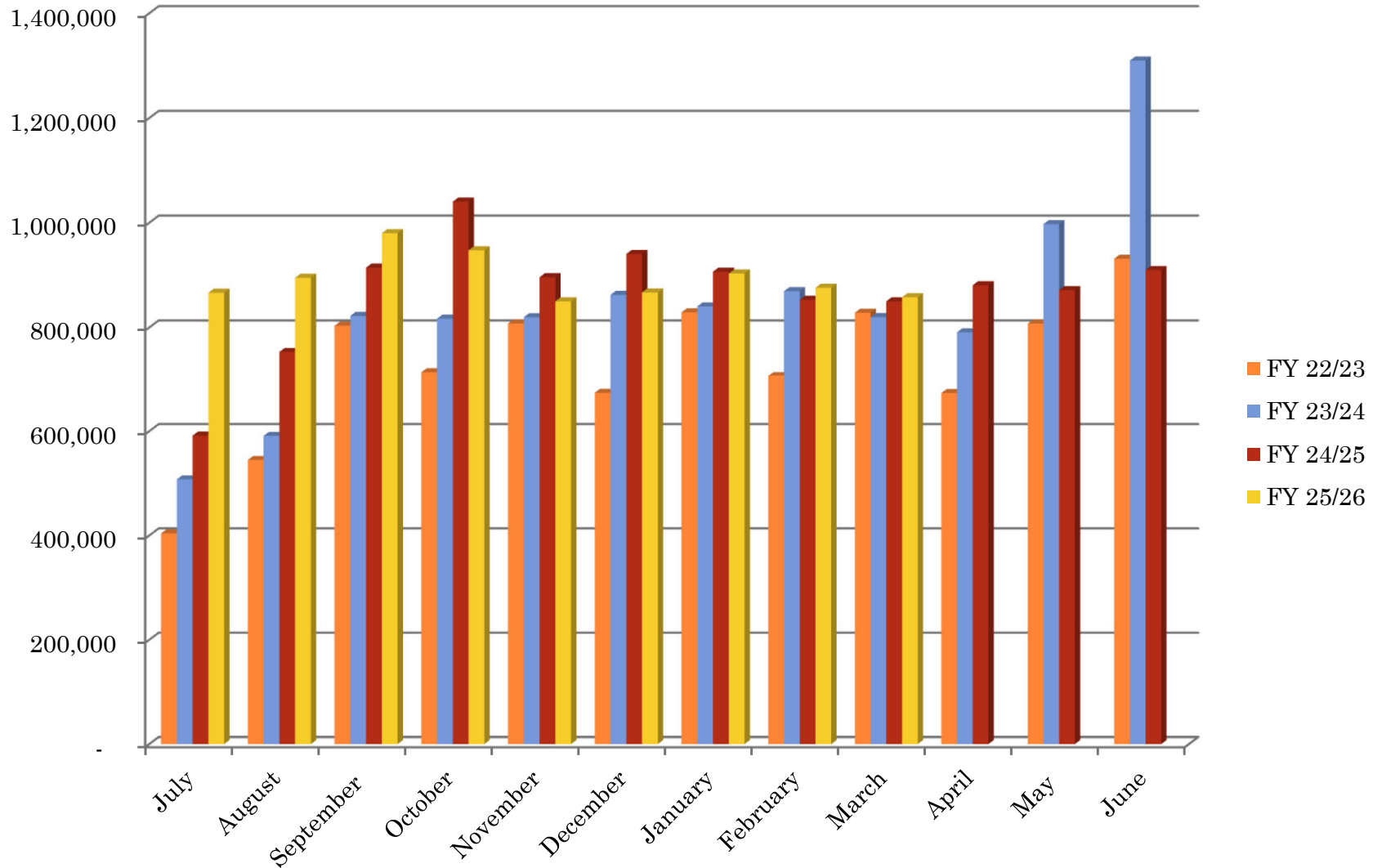


Community Montessori

# FY 25-26 FINANCIALS

- EXPENSES
- Expenditures were **\$638** more than forecasted
  - \$0 – Certificated Employees
    - On budget
  - \$0 – Classified Employees
    - On budget
  - \$0 – Employee Benefits
    - On budget
  - \$0 – Books and Supplies
    - On budget
  - **\$638** – Services and Other Operating Expenses
    - Travel and conference was higher than projected for the month
      - CCSA conference
    - Building repair and maintenance was higher than projected for the month
      - Western Door – Santee door repairs
  - \$0 – Capital Expenditures
    - On budget

# CM EXPENDITURES YEAR OVER YEAR



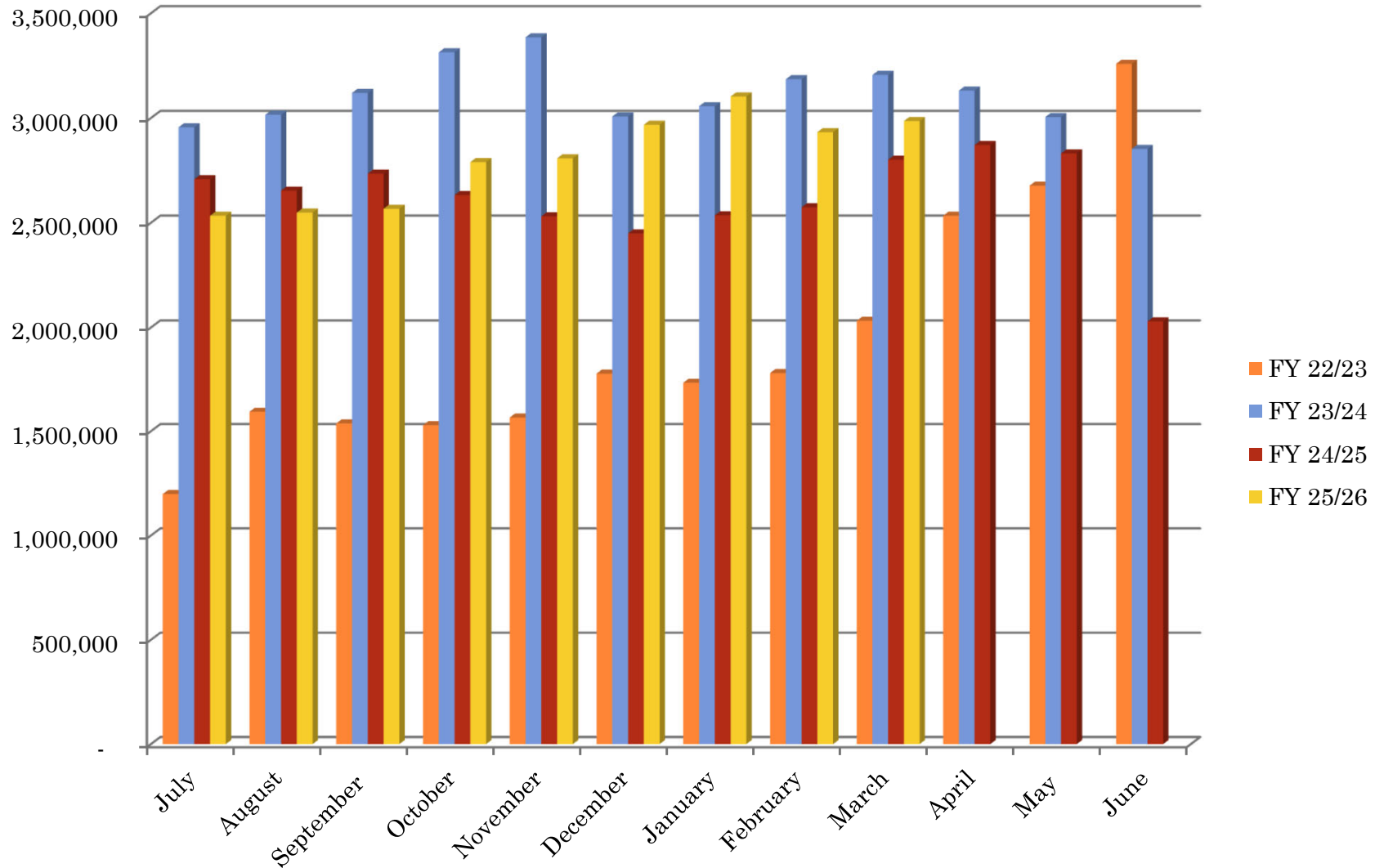
# FISCAL YEAR FINANCIAL UPDATE

- **We are currently 75 percent through the fiscal year**
  - Certificated Salaries are at 75 percent of total budget
  - Classified Salaries are at 76 percent of total budget
  - Employee Benefits are at 77 percent of total budget
  - Books and Supplies are at 68 percent of total budget
  - Services and Other Operating Expenses are at 75 percent of total budget
  - Capital Expenditures are at 45 percent of budget
  - Total Expenses are at 73 percent of total budget

# CASH FORECAST

- CM started off March 2026 with \$2,932,507 in cash
  - CM received \$53,028 more in cash than they spent in the month of March
  - CM ended the month of March 2026 with \$2,985,535 in cash
    - \$1,290,598 of which is reserved for economic uncertainties
    - \$1,000,000 of which is reserved future building purchases, replacements and or modernizations
    - \$694,937 of which has no designations. This represents undesignated cash reserves of 6% (4% or \$69,000 whichever is greater – minimum)

# CM CASH YEAR OVER YEAR



Community Montessori As of March 31, 2026	March Actuals	March Budget	Variance	YTD Actuals	YTD Budget	Budget
<b>REVENUE</b>						
General Block Grant	648,058	648,058	-	6,443,261	6,443,261	9,556,019
Other State Income	211,505	211,505	0	1,035,810	964,097	1,325,854
Federal Income	4,366	4,366	(0)	33,039	33,039	170,320
Local Revenue	25,663	8,090	17,573	241,825	223,134	246,000
<b>Total Revenue</b>	<b>\$ 889,592</b>	<b>\$ 872,019</b>	<b>\$ 17,573</b>	<b>\$ 7,753,935</b>	<b>\$ 7,663,531</b>	<b>\$ 11,298,193</b>
<b>EXPENSES</b>						
Certificated Employees	347,223	347,223	0	2,814,996	2,814,997	3,775,376
Classified Employees	203,130	203,130	0	1,639,208	1,639,208	2,166,566
Employee Benefits	145,883	145,883	(0)	1,265,226	1,265,232	1,648,944
Books and Supplies	21,232	21,233	1	374,334	374,271	554,000
Services and Other Operating Expenses	140,435	139,795	(640)	1,716,640	1,715,658	2,300,960
Capital Outlay/Depreciation	-	-	-	232,455	232,455	512,445
<b>Total Expenditure</b>	<b>\$ 857,902</b>	<b>\$ 857,264</b>	<b>\$ (638)</b>	<b>\$ 8,042,858</b>	<b>\$ 8,041,821</b>	<b>\$ 10,958,291</b>
<b>Total Other Financing Sources (Uses)</b>				\$ -	\$ -	\$ -
<b>Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses</b>	\$ 31,690	\$ 14,755	\$ 16,935	\$ (288,923)	\$ (378,290)	\$ 339,902
Fund Balance, Beginning of Period	\$ 5,896,177	\$ 5,823,745		\$ 6,216,790	\$ 6,216,790	\$ 6,216,790
<b>Fund Balance, End of year</b>	<b>\$ 5,927,867</b>	<b>\$ 5,838,500</b>		<b>\$ 5,927,867</b>	<b>\$ 5,838,500</b>	<b>\$ 6,556,692</b>

Community Montessori As of March 31, 2026	March Actuals	March Budget	YTD Actuals	YTD Budget	Budget
<b>REVENUE</b>					
8012 - Education Protection Account	41,283	41,283	119,730	119,730	159,802
8011 - Charter School General Purpose Aid	606,775	606,775	6,323,531	6,323,531	7,954,508
8096 - In Lieu of Property Taxes	-	-	-	-	1,441,709
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-
<b>General Block Grant</b>	<b>\$ 648,058</b>	<b>\$ 648,058</b>	<b>\$ 6,443,261</b>	<b>\$ 6,443,261</b>	<b>\$ 9,556,019</b>
8297 - Prior Year Revenue not Accrued	-	-	-	-	-
8310 - Implementation Grant	-	-	-	-	-
8311 - Other State Apportionments	128,288	128,288	511,048	511,048	707,282
8319 - Other State Apportionments - Prior Years	-	-	(14,744)	(14,744)	(3,676)
8520 - State School Lunch	15,962	15,962	86,165	86,165	156,035
8550 - Mandated Cost Reimbursement	-	-	16,097	16,097	16,097
8560 - State Lottery Revenue	67,255	67,255	131,631	131,631	216,216
8590 - All Other State Revenue	-	-	305,613	233,900	233,900
<b>Other State Income</b>	<b>\$ 211,505</b>	<b>\$ 211,505</b>	<b>\$ 1,035,810</b>	<b>\$ 964,097</b>	<b>\$ 1,325,854</b>
8182 - Special Education Reimbursement	-	-	9,673	9,673	127,963
8220 - Federal School Lunch	4,366	4,366	23,366	23,366	42,357
8297 - Prior Year Federal - Not Accrued	-	-	-	-	-
8290 - Other Federal Revenue	-	-	-	-	-
<b>Federal Income</b>	<b>\$ 4,366</b>	<b>\$ 4,366</b>	<b>\$ 33,039</b>	<b>\$ 33,039</b>	<b>\$ 170,320</b>
8639 - Sales	15,618	-	130,837	115,000	115,000
8650 - Leases and Rentals	-	-	-	-	-
8660 - Interest	-	-	59,031	58,134	77,500
8699 - All Other Local Revenue	-	-	-	-	-
8701 - Student Fees	-	-	-	-	3,500
8781 - All Other Transfers From Districts or Charter Schools	-	-	-	-	-
8797 - All Other Financing Sources	-	-	-	-	-
8803 - Fundraising	10,046	8,090	51,957	50,000	50,000
8999 - Uncategorized Revenue	-	-	-	-	-
<b>Local Revenue</b>	<b>\$ 25,663</b>	<b>\$ 8,090</b>	<b>\$ 241,825</b>	<b>\$ 223,134</b>	<b>\$ 246,000</b>
<b>Total Revenue</b>	<b>\$ 889,592</b>	<b>\$ 872,019</b>	<b>\$ 7,753,935</b>	<b>\$ 7,663,531</b>	<b>\$ 11,298,193</b>
<b>EXPENSES</b>					
1100 - Teachers Salaries	295,110	295,110	2,368,511	2,368,513	3,130,533
1101 - Teacher Stipends	1,500	1,500	13,050	13,050	47,500
1200 - Certified Pupil Support Salaries	5,974	5,974	47,471	47,471	67,773
1300 - Certificated Supervisors and Administrators Salaries	44,639	44,639	385,964	385,963	529,570
<b>Certificated Employees</b>	<b>\$ 347,223</b>	<b>\$ 347,223</b>	<b>\$ 2,814,996</b>	<b>\$ 2,814,997</b>	<b>\$ 3,775,376</b>
2100 - Instructional Aide Salaries	80,057	80,057	580,865	580,865	771,073
2101 -Club E Hourly	-	-	-	-	-
2200 - Classified Support Salaries	34,315	34,315	281,063	281,062	319,297
2201 -Club E Salary	-	-	-	-	-
2300 - Classified Supervisors and Administrators Salaries	34,077	34,077	320,474	320,476	432,154
2400 - Clerical, Technical and Office Staff Salaries	49,176	49,176	406,326	406,327	572,889
2900 - Classified Other Salaries	-	-	-	-	-
2930 - Maintenance and Grounds	5,505	5,505	50,480	50,478	71,153
<b>Classified Employees</b>	<b>\$ 203,130</b>	<b>\$ 203,130</b>	<b>\$ 1,639,208</b>	<b>\$ 1,639,208</b>	<b>\$ 2,166,566</b>
3101 - CalSTRS	65,914	65,914	530,975	530,976	721,097
3202 - 403B/457/401A Employer Contribution	10,184	10,184	84,163	84,164	109,775
3301 - OASDI/Medicare- Certificated Postions	4,873	4,873	39,834	39,834	54,750
3302 - OASDI/Medicare- Classified Postions	14,956	14,956	118,584	118,585	157,738
3401 - Health & Welfare Benefits, Certificated Positions	27,631	27,631	268,257	268,258	330,227

Community Montessori As of March 31, 2026	March Actuals	March Budget	YTD Actuals	YTD Budget	Budget
3402 - Health & Welfare Benefits, Classified Positions	17,494	17,494	181,075	181,075	222,982
3501 - SUI- Certificated Positions	28	28	5,841	5,842	7,961
3502 - SUI- Classified Postions	1,258	1,258	7,822	7,823	9,956
3601 - Workers Comp - Certificated	2,227	2,227	18,027	18,027	21,855
3602 - Workers Comp - Classified	1,318	1,318	10,649	10,648	12,603
<b>Employee Benefits</b>	<b>\$ 145,883</b>	<b>\$ 145,883</b>	<b>\$ 1,265,226</b>	<b>\$ 1,265,232</b>	<b>\$ 1,648,944</b>
4100 - Approved Textbooks and Core Curricula Materials	65	65	26,847	26,847	35,000
4205- Subscriptions	(626)	(626)	2,540	2,540	5,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	-	-	51,624	51,625	65,000
4325 - Instructional Materials	1,296	1,296	28,335	28,335	65,000
4330 - Supplies	6,431	6,431	77,707	77,643	120,000
4352 - Staff Meetings	1,052	1,052	15,217	15,216	17,500
4353 - Testing Materials	672	672	5,649	5,648	20,000
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	-	-	-	-	1,000
4400 - Noncapitalized Expenditures	-	-	801	801	15,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	-	-	599	599	10,000
4433 - Administrative Technology	-	-	72,054	72,054	75,000
4700 - Food	12,343	12,343	92,962	92,963	125,000
<b>Books and Supplies</b>	<b>\$ 21,232</b>	<b>\$ 21,233</b>	<b>\$ 374,334</b>	<b>\$ 374,271</b>	<b>\$ 554,000</b>
5103 - Learning Center Instructor	3,660	3,660	24,455	24,455	40,000
5104 - Shredding	78	78	777	778	1,200
5105 - Educational Units (EU's)	-	-	-	-	-
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5125 - Student Memberships	-	-	-	-	-
5200 - Travel and Conferences	2,017	1,814	20,204	20,000	20,000
5300 - Dues and Memberships	-	-	155	155	250
5305- Dues and Memberships Professional	500	500	22,744	22,743	25,000
5400 - Insurance	(3,546)	(3,546)	136,049	136,049	150,000
5500 - Operations and Housekeeping	-	-	2,808	2,809	15,000
5510 - Electricty	7,980	7,980	65,238	65,239	70,000
5515 - Janitorial Services/Gardening	2,779	2,779	21,908	21,908	30,000
5520 - Alarm Services	646	646	8,599	8,599	12,500
5525 - Trash	1,292	1,292	11,330	11,329	13,500
5530 - Water	2,154	2,154	22,683	22,683	30,000
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	1,233	1,233	6,387	6,386	15,000
5610 - Facility Leases	69,389	69,389	676,734	676,735	793,100
5615 - Repairs and Maintenance Building	1,495	1,207	30,288	30,000	30,000
5617 - Equipment Maintenance Contracts & License Fees	2,032	2,032	147,029	147,027	156,875
5618 - Repair & Maintenance - Auto	7	7	181	181	3,000
5800 - Professional/Consulting Services	14,211	14,211	137,084	137,067	160,000
5804 - Board Reimbursement	240	240	1,560	1,560	3,960
5805 - Administrative Fee	-	-	-	-	-
5808 - Property Tax	-	-	1,525	1,525	1,605
5809 - Banking Fees	148	-	972	500	500
5843 - Interest Expense	3,522	3,522	36,037	36,035	48,000
5824 - District Oversight Fees	-	-	-	-	95,560
5830 - Fieldtrips	20,069	20,069	146,291	146,292	200,410
5839 - Fundraising	130	130	5,933	5,933	12,500
5845 - Legal Fees	-	-	33,790	33,790	40,000
5851 - Marketing and Student Recruitment	-	-	1,301	1,301	10,500

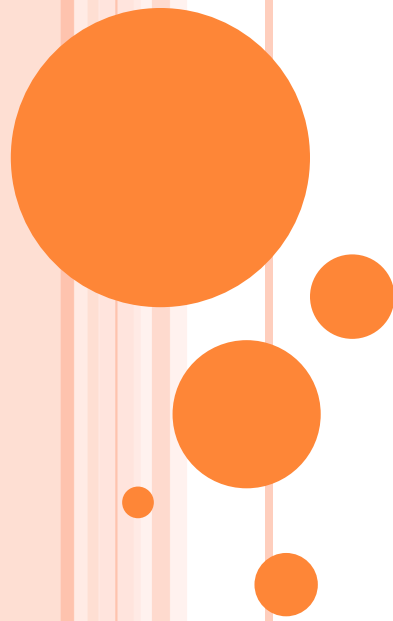
<b>Community Montessori As of March 31, 2026</b>	<b>March Actuals</b>	<b>March Budget</b>	<b>YTD Actuals</b>	<b>YTD Budget</b>	<b>Budget</b>
5860 - Printing and Delivery	1,739	1,739	3,258	3,258	10,000
5863 - Professional Development	2,220	2,220	42,926	42,927	75,000
5869 - Special Education Services	1,934	1,934	64,691	64,691	150,000
5887 - IT Consultants	-	-	-	-	-
5905 - Cell Service	3,592	3,592	17,488	17,489	22,500
5910 - Internet	238	238	19,557	19,557	50,000
5915 - Postage	-	-	721	722	2,500
5920 - Telephone	675	675	5,936	5,935	12,500
<b>Services and Other Operating Expenses</b>	<b>\$ 140,435</b>	<b>\$ 139,795</b>	<b>1,716,640</b>	<b>\$ 1,715,658</b>	<b>\$ 2,300,960</b>
6000 - Capital Outlay		-	232,455	232,455	332,445
6900 - Depreciation		-	-	-	\$ 180,000
<b>Capital Outlay</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 232,455</b>	<b>\$ 232,455</b>	<b>\$ 512,445</b>
<b>Total Expenditure</b>	<b>\$ 857,902</b>	<b>\$ 857,264</b>	<b>\$ 8,042,858</b>	<b>\$ 8,041,821</b>	<b>\$ 10,958,291</b>
<b>Total Other Financing Sources (Uses)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses</b>	<b>\$ 31,690</b>	<b>\$ 14,755</b>	<b>\$ (288,923)</b>	<b>\$ (378,290)</b>	<b>\$ 339,902</b>
Fund Balance, Beginning of year	\$ 5,896,177	\$ 5,823,745	\$ 6,216,790	\$ 6,216,790	\$ 6,216,790
<b>Fund Balance, End of Period</b>	<b>\$ 5,927,867</b>	<b>\$ 5,838,500</b>	<b>\$ 5,927,867</b>	<b>\$ 5,838,500</b>	<b>\$ 6,556,692</b>

Community Montessori  
As of March 31, 2026

	2025/2026 Actual & Forecast											
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Forecast	May Forecast	Jun Forecast
<b>Beginning Cash</b>	<b>2,029,023</b>	<b>2,533,470</b>	<b>2,548,446</b>	<b>2,566,851</b>	<b>2,789,770</b>	<b>2,807,627</b>	<b>2,968,149</b>	<b>3,102,705</b>	<b>2,932,507</b>	<b>2,985,535</b>	<b>2,819,390</b>	<b>2,630,541</b>
<b>Revenue</b>												
General Block Grant	464,543	464,543	875,403	836,179	836,179	875,402	836,179	606,775	648,058	596,514	596,514	901,958
Federal Income	-	-	-	-	7,048	15,173	-	6,452	4,366	5,390	5,390	132,316
Other State Income	34,700	62,647	62,672	232,130	62,897	83,500	189,720	96,039	211,505	136,684	76,742	203,555
Local Revenues	19,896	8,653	43,356	40,279	7,118	55,184	10,214	31,459	25,663	10,102	-	13,602
<b>Total Revenue</b>	<b>519,139</b>	<b>535,844</b>	<b>981,431</b>	<b>1,108,589</b>	<b>913,243</b>	<b>1,029,259</b>	<b>1,036,114</b>	<b>740,724</b>	<b>889,592</b>	<b>748,690</b>	<b>678,646</b>	<b>1,251,431</b>
<b>Expenses</b>												
Compensation & Benefits	209,199	650,854	759,185	705,961	656,948	696,146	692,631	652,271	696,236	688,574	685,625	587,684
Books & Supplies	126,322	36,431	23,788	69,036	29,544	26,528	19,407	22,046	21,232	34,444	34,444	40,717
Services & Other Operating Expenses	357,471	179,192	197,060	172,388	163,591	144,258	160,676	201,569	140,435	178,967	134,576	228,490
Capital Outlay	173,450	28,525	-	-	-	-	30,480	-	-	-	-	180,000
<b>Total Expenses</b>	<b>866,441</b>	<b>895,002</b>	<b>980,033</b>	<b>947,385</b>	<b>850,083</b>	<b>866,932</b>	<b>903,194</b>	<b>875,886</b>	<b>857,902</b>	<b>901,985</b>	<b>854,645</b>	<b>1,036,891</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(347,302)</b>	<b>(359,159)</b>	<b>1,399</b>	<b>161,204</b>	<b>63,159</b>	<b>162,327</b>	<b>132,919</b>	<b>(135,162)</b>	<b>31,690</b>	<b>(153,295)</b>	<b>(175,999)</b>	<b>214,540</b>
Accounts Receivable	1,066,906	127,933	-	69,926	-	-	-	-	-	-	-	-
Other Current Assets	182,030	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,407)	444	(23)	14	(37)	(938)	930	1,504	(466)	-	-	-
Fixed Asset	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(382,423)	259,027	30,346	5,272	(31,852)	12,720	14,216	(22,983)	35,784	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities	(13,357)	(13,268)	(13,316)	(13,497)	(13,412)	(13,588)	(13,509)	(13,558)	(13,980)	(12,850)	(12,850)	(12,850)
<b>Ending Cash</b>	<b>2,533,470</b>	<b>2,548,446</b>	<b>2,566,851</b>	<b>2,789,770</b>	<b>2,807,627</b>	<b>2,968,149</b>	<b>3,102,705</b>	<b>2,932,507</b>	<b>2,985,535</b>	<b>2,819,390</b>	<b>2,630,541</b>	<b>2,832,231</b>

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code  
 Expression: ((Fund] = '62') ; Balance Date: 03/31/2026; Detail: No

Description	Total
9110-7638 - Cash In Treasury	\$ 2,529,754.30
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 128.09
9124-4018 - Cash In Bank - Wells Fargo Operating	\$ 455,652.45
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash In Bank - Wells Fargo Sweep	\$ -
9191 - Due to / from - Dehesa	\$ -
9219- AR Special Education (Fed)	\$ -
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ 10,845.00
9233- AR Lottery	\$ -
9239- Special Education	\$ -
9240- AR - State Aid	\$ -
9246- AR Special Education (State)	\$ -
9253- AR - ASAP	\$ -
9260- Miscellaneous	\$ -
9330 - Prepaid Expenditures	\$ -
9340 - Other Current Assets	\$ -
9410 - Land	\$ 2,100,000.00
9420 - Improvement of Site	\$ 393,486.75
9425 - Accumulated Depreciation - Site	\$ (140,100.74)
9430 - Buildings	\$ 3,404,786.30
9436 - Accumulated Depreciation - Building Improvements	\$ (1,314,143.46)
9440 - Equipment	\$ 232,301.22
9445 - Accumulated Depreciation- Equipment	\$ (105,664.80)
9360 - Other Assets Deposits	\$ 35,758.02
9371 - Right of Use Asset Operating	\$ 4,517,739.00
9372 - Right of Use Asset Operating Accumulated Depreciation	\$ (1,596,628.00)
<b>Subtotal of Account Group: Assets</b>	<b>\$ 10,523,914.13</b>
9500 - Accounts Payable	\$ 15,091.35
9501- Accrued Accounts Payable	\$ -
9512- District PY Property Tax Adjustment	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing	\$ 1,956.95
9515 - Credit Card Summary	\$ (7,603.61)
9515 - CCSB-Ramp	\$ 12,992.52
9520 - Met Legal	\$ (21.99)
9522 - Group Life Insurance	\$ (958.53)
9523 - Voluntary Benefits	\$ 1,492.05
9525 - FSA	\$ 1,311.76
9526 - Cobra	\$ -
9540 - Payroll Taxes Liability	\$ 54,074.09
9555 - STRS Liability	\$ 105,530.86
9570 - Wages Payable	\$ 198,884.87
9572 - Accrued PTO/Vacation	\$ 138,836.63
9580 - 403B	\$ 18,836.06
9585 - Training	\$ 2,876.58
9622 - Due to (From) DCS	\$ -
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 3,027,882.00
9655 - Deferred Rent	\$ -
9669 - Wells Fargo Mortgage	\$ 1,037,055.02
APSB - AP Balancing	\$ (12,189.60)
<b>Subtotal of Account Type: Liability</b>	<b>\$ 4,596,047.01</b>
9760 - Fund Balance	\$ 6,216,790.44
Net Increase/Decrease	\$ (288,923.32)
<b>Subtotal of Account Type: Fund Balance/Retained Earnings</b>	<b>\$ 5,927,867.12</b>
<b>Subtotal of Account Group: Liabilities/Fund Balance</b>	<b>\$ 10,523,914.13</b>



April 24, 2026

**DIMENSIONS COLLABORATIVE  
SCHOOL**

**March 2026 Financials**

# CONTENTS

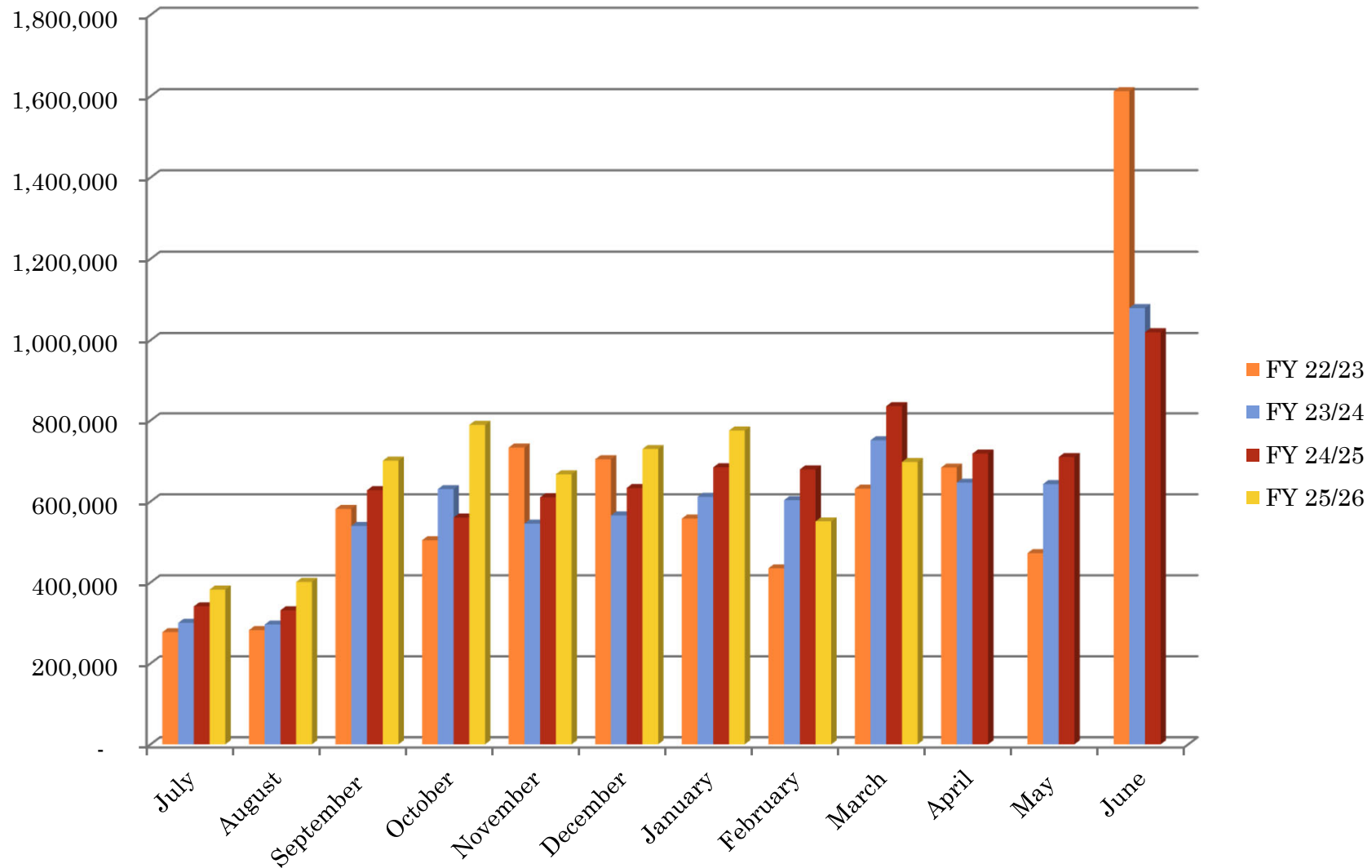
- FY 25-26 March Financials

# FY 25-26 FINANCIALS

## ○ REVENUE

- Revenue received was \$46,127 more than was forecasted
  - \$0 – General Block Grant
    - On budget
  - \$45,000 – Other State Income
    - All other state revenue was higher than projected
      - Career Technology Incentive Grant was received
  - \$0 – Federal Income
    - On budget
  - \$1,126 – Local Income
    - Fundraising revenue was higher than projected for the month
      - CalCard rebate
    - Uncategorized revenue was higher than projected for the month
      - FBLA Chapter support grant

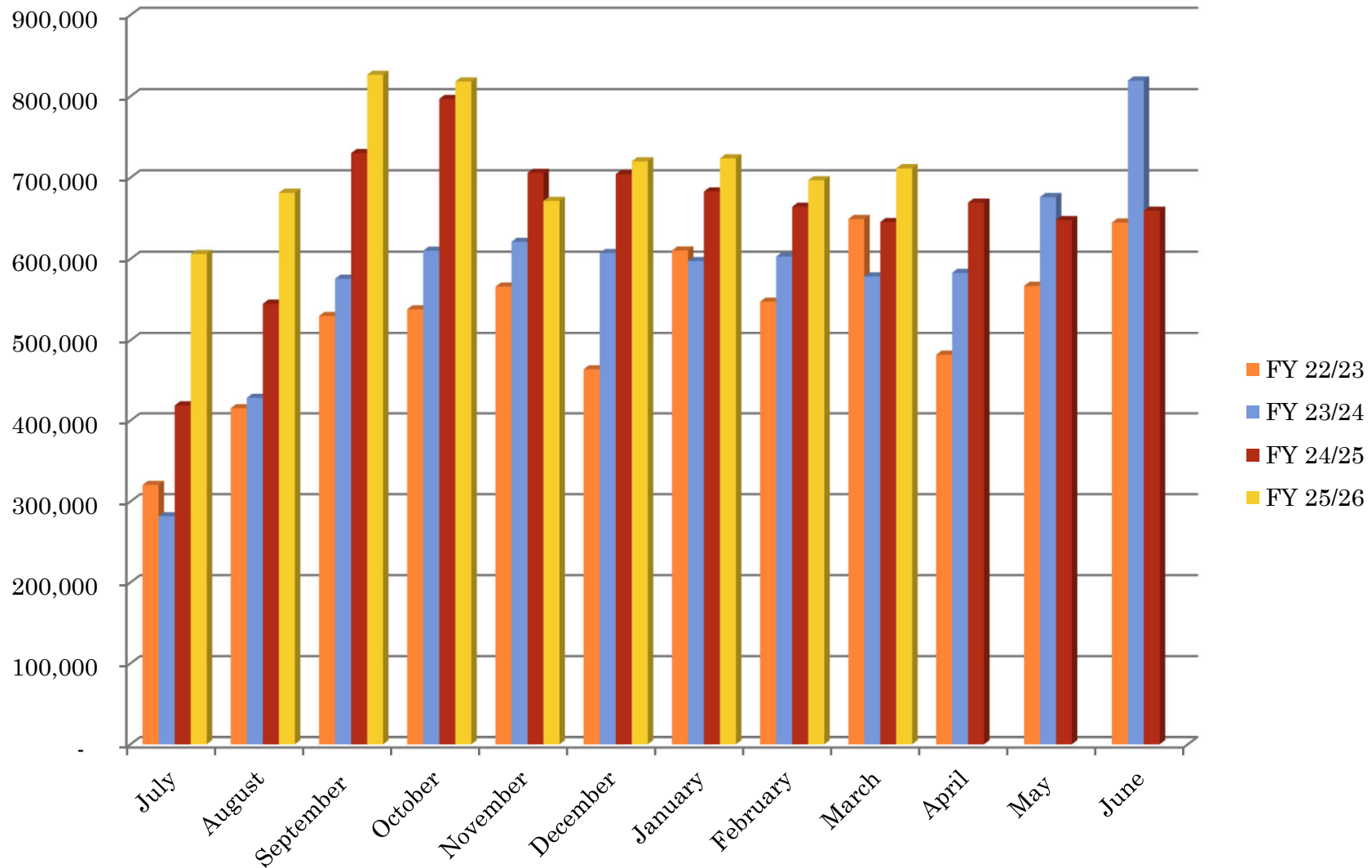
# DCS REVENUE YEAR OVER YEAR



# FY 25-26 FINANCIALS

- EXPENSES
- Expenditures were **(\$27,302)** more than forecasted
  - \$0 – Certificated Employees
    - On budget
  - \$0 – Classified Employees
    - On budget
  - **(\$1)** – Employee Benefits
    - On budget
  - **(\$3,229)** – Books and Supplies
    - Approved textbook costs were higher than projected for the month
      - Amazon
  - **(\$24,073)** – Services and Other Operating Expenses
    - EU's were higher than projected for the month
      - Learners by Nature and Gemstone Gymnastics
  - \$0 – Capital Outlay
    - On budget

# DCS EXPENDITURES YEAR OVER YEAR



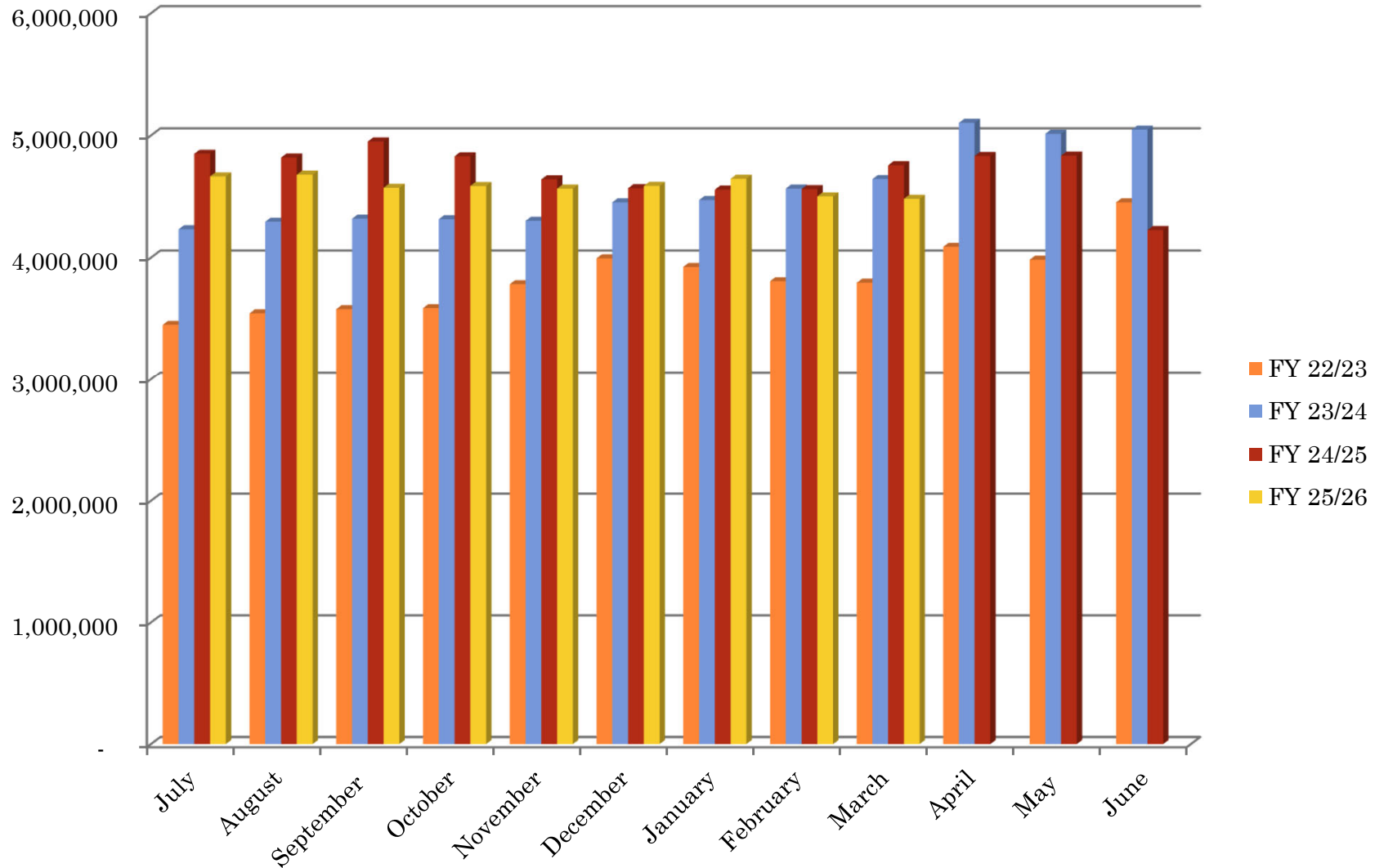
# FISCAL YEAR FINANCIAL UPDATE

- **We are currently 75 percent through the fiscal year**
  - Certificated Salaries are at 76 percent of budget
  - Classified Salaries are at 83 percent of budget
  - Employee Benefits are at 77 percent of budget
  - Books and Supplies are at 85 percent of budget
  - Services and Other Operating expenses are at 85 percent of budget
  - Capital Outlay expenses are at 0 percent of budget
  - Total Expenses are at 78 percent of budget

# CASH FORECAST

- DCS started off March 2026 with \$4,501,920 in cash
  - DCS spent \$20,379 more in cash than they received in the month of March
  - DCS ended the month of March 2026 with \$4,481,542 in cash
    - \$1,613,002 of which is reserved for economic uncertainties
    - \$2,000,000 of which is reserved future building purchases, replacements and or modernizations
    - \$868,540 of which has no designations. This represents undesignated cash reserves of 11% (4% or \$69,000 whichever is greater – minimum)

# DCS CASH YEAR OVER YEAR



Dimensions Collaborative School As of March 31, 2026	March Actuals	March Budget	Variance	YTD Actuals	YTD Budget	Budget
<b>REVENUE</b>						
General Block Grant	508,678	508,678	-	4,843,559	4,843,559	6,519,090
Other State Income	181,742	136,741	45,001	744,299	652,225	837,716
Federal Income	4,232	4,232	0	16,442	16,441	106,188
Local Revenue	2,604	1,478	1,126	88,691	84,185	92,625
<b>Total Revenue</b>	<b>\$ 697,256</b>	<b>\$ 651,129</b>	<b>\$ 46,127</b>	<b>\$ 5,692,990</b>	<b>\$ 5,596,410</b>	<b>\$ 7,555,619</b>
<b>EXPENSES</b>						
Certificated Employees	312,137	312,137	0	2,500,445	2,500,446	3,278,667
Classified Employees	100,951	100,951	(0)	843,794	843,790	1,018,150
Employee Benefits	114,136	114,135	(1)	1,029,843	1,029,846	1,337,268
Books and Supplies	35,260	32,031	(3,229)	628,331	625,102	743,000
Services and Other Operating Expenses	149,052	124,979	(24,073)	1,453,050	1,426,377	1,711,618
Capital Outlay/Depreciation	-	-	-	-	-	145,000
Other Outflows	-	-	-	-	-	-
<b>Total Expenditure</b>	<b>\$ 711,535</b>	<b>\$ 684,233</b>	<b>\$ (27,302)</b>	<b>\$ 6,455,463</b>	<b>\$ 6,425,561</b>	<b>\$ 8,233,703</b>
<b>Total Other Financing Sources (Uses)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses</b>	<b>\$ (14,279)</b>	<b>\$ (33,104)</b>	<b>\$ 18,825</b>	<b>\$ (762,472)</b>	<b>\$ (829,151)</b>	<b>\$ (678,084)</b>
Fund Balance, Beginning of Period	\$ 4,285,092	\$ 4,237,239		\$ 5,033,286	\$ 5,033,286	\$ 4,923,660
<b>Fund Balance, End of year</b>	<b>\$ 4,270,814</b>	<b>\$ 4,204,135</b>		<b>\$ 4,270,814</b>	<b>\$ 4,204,135</b>	<b>\$ 4,245,576</b>

Dimensions Collaborative School As of March 31, 2026	March Actuals	March Budget	YTD Actuals	YTD Budget	Budget
<b>REVENUE</b>					
8012 - Education Protection Account	22,794	22,794	77,767	77,767	103,794
8011 - Charter School General Purpose Aid	485,884	485,884	4,765,792	4,765,792	6,090,463
8096 - In Lieu of Property Taxes	-	-	-	-	324,833
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-
<b>General Block Grant</b>	<b>\$ 508,678</b>	<b>\$ 508,678</b>	<b>\$ 4,843,559</b>	<b>\$ 4,843,559</b>	<b>\$ 6,519,090</b>
8019 - Prior Year Revenue not Accrued	-	-	-	-	-
8311 - Other State Apportionments	87,200	87,200	353,260	353,260	486,518
8319 - Other State Apportionments - Prior Years	-	-	(9,630)	(9,630)	(9,630)
8520 - State School Lunch	2,389	2,389	14,302	14,302	28,032
8550 - Mandated Cost Reimbursement	-	-	16,655	16,655	16,655
8560 - State Lottery Revenue	47,153	47,152	102,639	102,638	141,141
8590 - All Other State Revenue	45,000	-	267,073	175,000	175,000
<b>Other State Income</b>	<b>\$ 181,742</b>	<b>\$ 136,741</b>	<b>\$ 744,299</b>	<b>\$ 652,225</b>	<b>\$ 837,716</b>
8182 - Special Education Reimbursement	-	-	5,942	5,942	91,425
8220 - Federal School Lunch	1,008	1,008	7,276	7,275	14,763
8297 - Prior Year Federal - Not Accrued	-	-	-	-	-
8290 - Other Federal Revenue	3,224	3,224	3,224	3,224	-
<b>Federal Income</b>	<b>\$ 4,232</b>	<b>\$ 4,232</b>	<b>\$ 16,442</b>	<b>\$ 16,441</b>	<b>\$ 106,188</b>
8639 - Sales	288	288	780	780	1,500
8650 - Leases and Rentals	-	-	-	-	-
8660 - Interest	1,190	1,190	67,406	67,405	75,125
8699 - All Other Local Revenue	-	-	-	-	-
8701 - Student Fees	-	-	-	-	-
8781 - All Other Transfers from Districts or Charter Schools	-	-	-	-	-
8797 - All Other Financing Sources	-	-	-	-	-
8803 - Fundraising	226	-	19,604	16,000	16,000
8999 - Uncategorized Revenue	901	-	901	-	-
<b>Local Revenue</b>	<b>\$ 2,604</b>	<b>\$ 1,478</b>	<b>\$ 88,691</b>	<b>\$ 84,185</b>	<b>\$ 92,625</b>
<b>Total Revenue</b>	<b>\$ 697,256</b>	<b>\$ 651,129</b>	<b>\$ 5,692,990</b>	<b>\$ 5,596,410</b>	<b>\$ 7,555,619</b>
<b>EXPENSES</b>					
1100 - Teachers Salaries	260,453	260,453	2,068,164	2,068,164	2,702,977
1101 - Teacher Stipends	3,300	3,300	26,909	26,909	34,000
1200 - Certified Pupil Support Salaries	12,573	12,573	100,363	100,362	131,339
1300 - Certificated Supervisors and Administrators Salaries	35,811	35,811	305,010	305,011	410,351
<b>Certificated Employees</b>	<b>\$ 312,137</b>	<b>\$ 312,137</b>	<b>\$ 2,500,445</b>	<b>\$ 2,500,446</b>	<b>\$ 3,278,667</b>
2100 - Instructional Aide Salaries	18,944	18,944	127,732	127,731	159,021
2200 - Classified Support Salaries	18,816	18,816	164,884	164,883	194,298
2300 - Classified Supervisors and Administrators Salaries	23,680	23,680	222,703	222,700	269,925
2400 - Clerical, Technical and Office Staff Salaries	35,686	35,686	293,397	293,397	353,492
2900 - Classified Other Salaries	-	-	-	-	-
2930 - Maintenance and Grounds	3,825	3,825	35,079	35,079	41,414
<b>Classified Employees</b>	<b>\$ 100,951</b>	<b>\$ 100,951</b>	<b>\$ 843,794</b>	<b>\$ 843,790</b>	<b>\$ 1,018,150</b>
3101 - CalSTRS	58,933	58,933	469,837	469,836	626,225
3202 - 403B/457/401A Employer Contribution	5,911	5,911	49,416	49,416	64,290
3301 - OASDI/Medicare- Certificated Postions	4,331	4,331	35,131	35,131	48,360
3302 - OASDI/Medicare- Classified Postions	7,415	7,415	60,559	60,559	86,124
3401 - Health & Welfare Benefits, Certificated Positions	25,839	25,839	302,284	302,285	372,833
3402 - Health & Welfare Benefits, Classified Positions	8,714	8,714	82,769	82,769	100,958
3501 - SUI- Certificated Positions	9	9	4,809	4,809	6,452
3502 - SUI- Classified Postions	345	345	3,585	3,586	4,327
3503 - Employer Other - Certificated	-	-	-	-	-

Dimensions Collaborative School As of March 31, 2026	March Actuals	March Budget	YTD Actuals	YTD Budget	Budget
3504 - Employer Other - Classified	-	-	-	-	-
3601 - Workers Comp - Certificated	1,980	1,980	15,942	15,945	20,026
3602 - Workers Comp - Classified	658	658	5,510	5,510	7,673
<b>Employee Benefits</b>	<b>\$ 114,136</b>	<b>\$ 114,135</b>	<b>\$ 1,029,843</b>	<b>\$ 1,029,846</b>	<b>\$ 1,337,268</b>
4100 - Approved Textbooks and Core Curricula Materials	8,185	4,956	153,228	150,000	150,000
4105 - Digital Text Books	-	-	-	-	-
4205- Subscriptions	222	222	4,695	4,695	7,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	4,999	4,999	91,392	91,392	110,000
4325 - Instructional Materials	14,919	14,919	223,486	223,484	245,000
4330 - Supplies	1,779	1,779	47,428	47,430	72,500
4352 - Staff Meetings	731	731	11,473	11,474	15,000
4353 - Testing Materials	467	467	6,513	6,514	12,500
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	1,075	1,075	5,514	5,514	10,500
4400 - Noncapitalized Expenditures	-	-	1,731	1,731	5,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	-	-	3,619	3,619	15,000
4433 - Administrative Technology	-	-	60,358	60,357	65,000
4700 - Food	2,883	2,883	18,892	18,892	35,000
<b>Books and Supplies</b>	<b>\$ 35,260</b>	<b>\$ 32,031</b>	<b>628,331</b>	<b>\$ 625,102</b>	<b>\$ 743,000</b>
5103 - Resource Center Instructor	1,926	-	1,926	-	-
5104 - Shredding	55	55	540	541	750
5105 - Educational Units (EU's)	28,834	13,579	215,256	200,000	200,000
5108 - Student Memberships	109	109	12,697	12,698	15,000
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5200 - Travel and Conferences	1,702	1,702	17,057	17,055	15,000
5300 - Dues and Memberships	-	-	188	188	2,500
5305 - Dues and Memberships Professional	347	347	18,804	18,804	20,000
5400 - Insurance	(2,638)	(2,638)	91,985	91,987	101,312
5500 - Operations and Housekeeping	-	-	1,050	1,050	5,000
5510 - Electricity	3,211	3,211	27,331	27,330	40,000
5515 - Janitorial & Gardening Services	585	585	2,404	2,404	5,900
5520 - Alarm Services	257	257	1,987	1,988	3,500
5525 - Trash	-	-	164	164	350
5530 - Water	180	180	535	534	1,750
5808 - Property Tax	-	-	-	-	-
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	753	753	3,939	3,940	10,000
5610 - Facility Leases	49,373	49,373	456,910	456,909	540,000
5615 - Repairs and Maintenance Building	450	450	10,712	10,712	22,500
5617 - Equipment Maintenance Contracts & License Fees	376	376	152,726	152,726	155,975
5618 - Repairs & Maintenance - Auto	5	5	154	153	2,500
5800 - Professional/Consulting Services	14,197	14,197	123,217	123,217	120,000
5804 - Board Reimbursement	240	240	1,560	1,560	3,960
5805 - Management Fee	-	-	-	-	-
5809 - Banking Fees	353	353	3,396	3,396	3,600
5887 - ITConsultants	-	-	-	-	-
5821 - Interest Expense	-	-	-	-	-
5824 - District Oversight Fees	-	-	-	-	65,191
5830 - Fieldtrips	350	350	29,371	29,371	60,000
5839 - Fundraising	2,444	2,444	2,444	2,444	2,500
5843 - Interest	-	-	-	-	100
5845 - Legal Fees	-	-	23,481	23,480	27,500
5851 - Marketing and Student Recruitment	5,073	-	38,571	30,900	30,900
5860 - Printing and Delivery	1,209	1,209	2,865	2,866	5,500

Dimensions Collaborative School As of March 31, 2026	March Actuals	March Budget	YTD Actuals	YTD Budget	Budget
5863 - Professional Development	-	-	12,214	12,213	20,000
5869 - Special Education Services	35,410	33,591	163,874	162,055	162,055
5905 - Cell Service	2,360	2,360	13,060	13,059	17,500
5910 - Internet	1,484	1,484	18,383	18,383	40,000
5915 - Postage	-	-	555	555	1,775
5920 - Telephone	407	407	3,695	3,695	9,000
<b>Services and Other Operating Expenses</b>	<b>\$ 149,052</b>	<b>\$ 124,979</b>	<b>1,453,050</b>	<b>\$ 1,426,377</b>	<b>\$ 1,711,618</b>
6000 - Capital Outlay	-	-	-	-	100,000
6900 - Depreciation	-	-	-	-	45,000
<b>Capital Outlay</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 145,000</b>
7000 - Other Outflows	-	-	-	-	-
<b>Other Outflows</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 711,535</b>	<b>\$ 684,233</b>	<b>\$ 6,455,463</b>	<b>\$ 6,425,561</b>	<b>\$ 8,233,703</b>
<b>Total Other Financing Sources (Uses)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses</b>	<b>\$ (14,279)</b>	<b>\$ (33,104)</b>	<b>\$ (762,472)</b>	<b>\$ (829,151)</b>	<b>\$ (678,084)</b>
Fund Balance, Beginning of year	\$ 4,285,092	\$ 4,237,239	\$ 5,033,286	\$ 5,033,286	\$ 5,033,286
<b>Fund Balance, End of Period</b>	<b>\$ 4,270,814</b>	<b>\$ 4,204,135</b>	<b>\$ 4,270,814</b>	<b>\$ 4,204,135</b>	<b>\$ 4,355,202</b>

Dimensions Collaborative School  
As of March 31, 2026

	2025/26 Actual & Forecast											
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Forecast	May Forecast	Jun Forecast
<b>Beginning Cash</b>	<b>4,225,939</b>	<b>4,665,244</b>	<b>4,679,235</b>	<b>4,571,485</b>	<b>4,586,872</b>	<b>4,564,836</b>	<b>4,587,202</b>	<b>4,645,330</b>	<b>4,501,920</b>	<b>4,481,542</b>	<b>4,355,789</b>	<b>4,247,699</b>
<b>Revenue</b>												
General Block Grant	344,912	344,912	648,327	620,840	620,840	648,326	620,840	485,884	508,678	485,884	485,884	594,369
Federal Income	-	-	-	-	2,229	7,821	-	2,159	4,232	2,307	2,307	60,190
Other State Income	24,120	47,044	43,564	163,017	42,769	47,214	142,614	52,215	181,742	41,405	41,405	90,977
Local Revenues	13,379	9,234	8,715	5,310	1,283	26,177	11,560	10,429	2,604	6,549	2,647	-
<b>Total Revenue</b>	<b>382,411</b>	<b>401,190</b>	<b>700,606</b>	<b>789,167</b>	<b>667,122</b>	<b>729,537</b>	<b>775,014</b>	<b>550,686</b>	<b>697,256</b>	<b>536,145</b>	<b>532,243</b>	<b>745,536</b>
<b>Expenses</b>												
Compensation & Benefits	171,992	488,910	575,462	531,941	502,135	527,315	529,615	519,487	527,224	512,723	496,059	507,882
Books & Supplies	115,220	83,476	116,899	140,382	32,228	21,936	46,310	36,619	35,260	35,817	34,103	32,920
Services & Other Operating Expenses	318,747	108,986	134,127	145,888	137,082	170,771	147,736	140,662	149,052	113,358	110,171	131,698
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	45,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>605,959</b>	<b>681,372</b>	<b>826,487</b>	<b>818,212</b>	<b>671,446</b>	<b>720,022</b>	<b>723,661</b>	<b>696,768</b>	<b>711,535</b>	<b>661,898</b>	<b>640,333</b>	<b>717,500</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(223,548)</b>	<b>(280,182)</b>	<b>(125,882)</b>	<b>(29,044)</b>	<b>(4,323)</b>	<b>9,515</b>	<b>51,353</b>	<b>(146,082)</b>	<b>(14,279)</b>	<b>(125,753)</b>	<b>(108,090)</b>	<b>28,036</b>
Accounts Receivable	809,573	80,894	-	40,711	-	-	-	-	-	-	-	-
Other Current Assets	167,258	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(3,613)	1,052	(2,751)	(4,516)	20	36	635	(308)	(519)	-	-	-
Other Current Liabilities	(310,365)	212,227	20,883	8,236	(17,733)	12,815	6,139	2,980	(5,580)	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>4,665,244</b>	<b>4,679,235</b>	<b>4,571,485</b>	<b>4,586,872</b>	<b>4,564,836</b>	<b>4,587,202</b>	<b>4,645,329.89</b>	<b>4,501,920</b>	<b>4,481,542</b>	<b>4,355,789</b>	<b>4,247,699</b>	<b>4,275,735</b>

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code  
 Expression: ([Fund] = '62') ; Balance Date: 03/31/2026; Detail: No

Description	Total
9110-7639 - Cash In Treasury	\$ 2,794,279.34
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 2,554.73
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash in Bank - Wells Fargo Sweep	\$ 1,595,049.14
9124-4018 - Cash in Bank - Wells Fargo Operating	\$ 89,658.33
9191 - Due to / from - Community Montessori	\$ -
9210- AR PCSGP Grant	\$ -
9219- AR Special Education (Fed)	\$ -
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ -
9233- AR Lottery	\$ -
9239- AR Special Education	\$ -
9246- AR Child Nutrition (State)	\$ -
9253- AR ASAP	\$ -
9260- AR Misc	\$ -
9312 - Due from CM	\$ -
9330- Prepaid Expenditures	\$ -
9340- Due from US Bank	\$ -
9420 - Land Improvement	\$ 38,879.18
9425 - Accumulated Depreciation - Land Improvements	\$ (5,950.86)
9430 - Buildings	\$ 369,786.16
9436 - Accumulated Depreciation - Buildings	\$ (300,718.88)
9440 - Equipment	\$ 517,782.62
9445 - Accumulated Depreciation- Equipment	\$ (443,583.52)
9360 - Other Assets Deposits	\$ 96,961.73
9371 - Right of Use Asset Operating	\$ 2,632,079.00
9372 - Right of Use Asset Operating Accumulated Amortization	\$ (1,358,845.00)
<b>Subtotal of Account Group: Assets</b>	<b>\$ 6,027,931.97</b>
9500 - Accounts Payable	\$ 125,451.65
9501- Accrued Accounts Payable	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing Fee	\$ 1,430.44
9515 - Ramp EEI	\$ (9,076.14)
9515 - CCSB-Ramp	\$ 13,996.34
9520 - Met Legal	\$ 21.99
9522 - Group Life Insurance	\$ 204.17
9523 - Voluntary Benefits	\$ 619.92
9525 - FSA	\$ 1,548.50
9540 - Payroll Taxes Liability	\$ 37,215.50
9555 - STRS Liability	\$ 94,520.88
9570 - Wages Payable	\$ 144,958.14
9572 - Accrued PTO/Vacation	\$ 105,696.34
9580 - 403B	\$ 5,886.36
9585 - Training	\$ (1,328.94)
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 1,359,841.00
9650 - Deferred Revenue	\$ -
9655 - Deferred Rent	\$ -
9669 - Other General Long Term Debt	\$ -
APSB - AP Balancing	\$ (123,867.76)
<b>Subtotal of Account Type: Liability</b>	<b>\$ 1,757,118.39</b>
9760 - Fund Balance, unreserved	\$ 5,033,285.83
Net Increase/Decrease	\$ (762,472.25)
<b>Subtotal of Account Type: Fund Balance/Retained Earnings</b>	<b>\$ 4,270,813.58</b>
<b>Subtotal of Account Group: Liabilities/Fund Balance</b>	<b>\$ 6,027,931.97</b>

# Coversheet

## Consideration of Updated Independent Study Policy

**Section:** XI. Action Item(s) for Element Education  
**Item:** A. Consideration of Updated Independent Study Policy  
**Purpose:** Vote  
**Submitted by:** Terri Novacek  
**Related Material:** Independent Study policy.Updated 4.24.26.pdf

### BACKGROUND:

It is required that every independent study charter school have an independent study policy that contains specified elements.

The updated policy includes elements that are missing from the current policy. Adoption of this new policy will not change our practices, but it will bring the policy into compliance with the education code.

### RECOMMENDATION:

Approve updated Independent Study Policy.



### **Independent Study**

**Subject:** Independent Study

**Date of Origination:** 10/08/2001

**Last Revision Date:** 06/21/2024

### **Scope:**

All Element Schools.

### **Policy:**

Element Education will operate K-12 Independent Study Schools in accordance with Education Code Section 51747. Academic content shall align to appropriate grade level standards substantially equivalent to in-person instruction. High school students shall have access to all courses offered by the school for graduation and approved by the University of California or the California State University as creditable under the A-G admission criteria.

### **Procedure:**

1. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of one or more certificated employee(s).
2. For all grade levels, the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) school days in accordance with learning periods outlined on the master calendar. When special or extenuating circumstances justify a longer period, the School Director or designee, may extend the maximum length of an assignment to thirty (30) school days.
3. Students are expected to demonstrate satisfactory academic progress on a weekly basis with the Educational Facilitator. Failure to do so will result in an evaluation to determine whether it is in the best interest of the pupil to remain in independent study or return to the regular school program. A written record of the finding of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school .

Satisfactory academic progress shall be based on the following indicators, as applicable:

- Pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil level measure of pupil achievement and pupil engagement set forth in EC 52060(d)(4) – (5).
- Completion of assignments, assessments, or other indicators that evidence the pupil is progressing toward completion of the course of study as determined by the teacher of record .
- Learning required concepts, as determined by the supervising teacher.

4. A current written agreement for each independent study student shall be maintained on file including, but not limited to, the following:

- a. The manner, time, frequency, and place for submitting assignments and for reporting progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- b. The objectives and methods of study for the work, and the methods utilized to evaluate that work.
  - i. The specific resources, including materials and personnel that will be made available as well as access to connectivity and devices adequate to participate in the academic program and complete assigned work.
  - ii. The dates of all required parent/guardian, student, and Educational Facilitator meetings/conferences.
- c. A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory academic progress, and the number of missed assignments allowed prior to an evaluation of whether the student should be allowed to continue in independent study. The level of satisfactory academic progress and missed assignments shall conform to the requirements specified in this policy.
- d. The duration of the independent study agreement, including the beginning and ending dates for participation in independent study under the agreement. The independent study agreement shall be valid for one semester.
- e. A statement of the subjects (K-8) or courses and course credits (high school) to be earned upon completion.
- f. A statement that independent study is an optional educational alternative in which no student may be required to participate.

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English Learners, individuals with exceptional needs as needed to be consistent with the pupil's individualized education program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- h. Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for aiding the student.

For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code. Upon the request of the parent or guardian, before signing a written agreement, the School shall conduct a phone, virtual, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent, or guardian, and if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

- i. Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file.

5. Educational opportunities offered include, but are not limited to:

- a. Special assignments extending the content of regular courses and instruction
- b. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
- c. Individualized alternative education designed to teach the knowledge and skills of the core curriculum
- d. Continuing and special study during travel
- e. Volunteer community service activities that support and strengthen pupil achievement

6. Opportunities for synchronous instruction and live interaction shall be offered at a minimum:

- Transitional Kindergarten (TK)–3: Daily synchronous instruction
- Grades 4–8: Daily live interaction and weekly synchronous instruction
- Grades 9–12: Weekly synchronous instruction
  
- Live Interaction: In-person, virtual, or telephonic interaction between the student and school employee, which may include peers, with the purpose of maintaining learning engagement and monitoring progress and appropriateness of learning plan.
  
- Synchronous Instruction:  
Small group or one-to one direct instruction provided by teacher of record and delivered virtually or telephonically and involving live two-way communication.

7. The tiered reengagement procedure shall be prompted for:

- Pupils not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar,
- Pupils found not participating in synchronous instruction offering pursuant to Education Code section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school learning period as applicable by grades span, and/or
- Pupils who are in violation of the written agreement pursuant to subdivision (g) stated above shall prompt the Tiered Reengagement process.

The procedure shall include, but is not limited to, all of the following:

- Verification of current contact information for each enrolled pupil
- Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day.
- A plan for outreach from the school to determine pupil needs, including connections with health and social services as necessary.

- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement.

8. Procedures will be in place for pupils whose families wish to return to in-person instruction from independent study may do so in five instructional days or less.

9. The following information will be posted on school websites:

- Parent right to request a pupil-parent-educator conference before enrollment
- Pupil's rights for enrolling, disenrolling, and reenrolling in independent study
- Synchronous/Asynchronous instruction available in independent study
- EF and/or Student Support Team will create a plan to support in-person instruction and student engagement within five instructional days

# Coversheet

## Consideration of the Community Montessori Declaration of Need

**Section:** XII. Action Items(s) for Community Montessori  
**Item:** A. Consideration of the Community Montessori Declaration of Need  
**Purpose:** Vote  
**Submitted by:** Kiran Sihota  
**Related Material:** DON CM 2026.pdf

### BACKGROUND:

The Declaration of Need is an annual form submitted to the California Commission on Teacher Credentialing. This form must be completed and submitted to comply with regulations to be eligible to apply for any emergency and/or limited assignment permits.

This form is required to be approved by the Governing Board.

This form contains an estimated number of emergency permits, limited assignments, and internship credentials that may be requested during the upcoming school year.

### RECOMMENDATION:

Approve the Declaration of Need form.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 651 Bannon Street, Suite 601  
 Sacramento, CA 95811

Email: [DON@ctc.ca.gov](mailto:DON@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Community Montessori District CDS Code: 10371-0137695

Name of County: San Diego County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 4/24/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Terri Novacek Executive Director

*Name*

*Signature*

*Title*

760-743-7919

760-743-7880

*Fax Number*

*Telephone Number*

*Date*

1441 Montiel Road, #143, Escondido, CA 92026

*Mailing Address*

tnovacek@myelement.org

*EMail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	4 _____
Bilingual Authorization (applicant already holds teaching credential)	1 _____
List target language(s) for bilingual authorization: <u>Spanish</u>	
Resource Specialist	2 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	3 _____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	2
Special Education	2
TOTAL	7

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English	1	Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. We use outside programs, including HTH, SDCOE, RCOE, King Chavez

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

We participate in an internship program through High Tech High, SDCOE, RCOE, and King Chavez  
and not through a college or university.

# Coversheet

## Consideration of Contract with Molinar Construction

**Section:** XII. Action Items(s) for Community Montessori  
**Item:** B. Consideration of Contract with Molinar Construction  
**Purpose:** Vote  
**Submitted by:** Doug Miller  
**Related Material:** Oak Hill Community Montessori rev.2.pdf

### BACKGROUND:

In February 2021, the existing gazebo structure on campus, originally intended to serve as an outdoor classroom, was red-tagged due to construction that did not meet applicable building code requirements. Since that time, the structure has remained unused and has not been brought into compliance.

Staff have evaluated options for addressing the structure and identified an opportunity to repurpose the existing footprint into a small barn to support an expanded hands-on learning environment. The proposed barn would house up to two goats and a small number of chickens, providing students with access to agricultural and farm learning opportunities aligned with Community Montessori's educational program.

As part of this project, additional site improvements are proposed to ensure the facility is safe, functional, and accessible to all students. These include:

- Construction of a new trash enclosure to replace the existing enclosure, which is currently not compliant with code requirements
- Americans with Disabilities Act (ADA) improvements to pathways and access points so that all students, including those with mobility challenges, can safely access the new barn area

The proposed improvements will bring that structure into compliance with current building and accessibility standards while transforming an unusable structure into a purposeful educational asset.

Staff solicited bids from four contractors for this project. Following an initial review, the proposals were narrowed to two qualified contractors who were asked to further refine their scopes and pricing. After this process, Molinar Construction was identified as the lowest cost contractor with the demonstrated capacity and experience to complete the project as proposed.

There is currently \$279,990.00 allocated to this project in the FY25/26 budget.

Financial Impact: 275,530.67

RECOMMENDATION:

Approve the contract with Molinar Construction.



Community Montessori							
Project Address 1816 Oak Hill DR Escondido, CA 92027						15-Apr-26	
Cost-Code	Item	Description	Vendor	Quantity	Unit	Unit Price	Total Cost
<b>PROJECT SUMMARY</b>							
00000	Soft Costs	Permit Costs, Plan Check, Design, etc. (Paid for By Owner)			By Owner		NIC
10000	General Requirements	General Materials, Fencing, Rental Equipment					3,000.00
11000	General Conditions / Supervision	On Site Supervision, Project Management and Labor					36,300.00
20000	Site Construction	Site work					34,882.00
30000	Concrete	Concrete					60,819.00
40000	Masonry	Masonry					NIC
50000	Metals	Metals					41,900.35
60000	Wood	Framing					32,700.00
70000	Thermal & Moisture Control	Thermal & Moisture Control: Waterproofing, Insulation, and Roofing					5,282.00
80000	Doors	Doors					2,820.00
90000	Finishes	Finishes: Stucco, Drywall, Paint and Flooring					4,120.00
130000	Special Construction	Special Construction					1,500.00
160000	Electrical	Electrical					3,350.00
<b>Subtotal</b>							<b>226,673.35</b>
	Contractor Contingency	Construction Contingency				2.00%	<b>4,533.47</b>
17-0020	Contractor Fee	General Contractor Fee				12.00%	27,744.82
<b>Subtotal</b>							<b>258,951.64</b>
17-0010	Liability Insurance	Insurance				2.00%	5,179.03
<b>TOTAL PROJECT BUDGET Soft Costs, Direct Construction &amp; Fees</b>							<b>264,130.67</b>
<b>Division 01000 - General Requirements</b>							
01-0020	General Materials	General Materials to include pedestrian safety, plywood to cover trenching, caution tape, small tools, clean up materials, visqueen and ram board to protect during demolition etc. Additional material as required to protect (18) units during pipe restoration scope of work, including carpet protection, misc. clean up.		1.00	LS	3,000.00	3,000.00
<b>Subtotal 01000: General Requirements</b>							<b>3,000.00</b>
<b>Division 01100 - General Conditions / Supervision</b>							
01-0010	General Labor	General Labor as needed to keep project clean and organized with dust control; pick up materials; remove debris and take to dump; providing street/pedestrian safety and flagging, etc.		80.00	Hours	65.00	5,200.00
01-0210	Superintendent			10.00	Week	2,400.00	24,000.00
01-0250	Project Manager			4.00	Week	1,100.00	4,400.00



01-0170	Project Engineer			3.00	Week	900.00	2,700.00
01-0160	Administration Coordination			1.00	Week	-	NIC
<b>Division 01100 - General Conditions / Supervision</b>							<b>36,300.00</b>
<b>Division 02000: Site Construction</b>							
02-0000	SWEPS	Provide stormwater protection		1.00	LS	4,200.00	4,200.00
02-0190	Asphalt	Patch asphalt, new signage, new bumper stops and stripping per plans. 20 x 20 area on new asphalt overlay at ADA. Red paint at Existing fire lane approx. 600ft		1.00	LS	6,988.00	6,988.00
02-0190	Asphalt	Patch asphalt approx. 18" around new trash enclosure		1.00	LS	2,600.00	2,600.00
02---30	Demo	Demo entire wood deck and haul off debris. Also included removing and saving material NOTE:15 wall for concrete to be completed		1.00	LS	6,400.00	6,400.00
02-0340	Fences and gates	Option #1 fence per detail A4		1.00	LS	7,444.00	7,444.00
02-0340	Fences and gates	Provide and install new horse gate #12		4.00	EA	1,100.00	4,400.00
02-0340	Fences and gates	Provide and install new gate #1		1.00	LS	550.00	550.00
02-0340	Fences and gates NOTE #8	40 sqft Aivitivin chicken coop \$490.00. includes labor for pick up and install		1.00	LS	1,500.00	1,500.00
02-0340	Fences and gates NOTE #7	Add new horizontal 2x and repair and support fence		1.00	LS	800.00	800.00
<b>Subtotal 2000: Site Construction</b>							<b>34,882.00</b>
<b>Division 03000: Concrete</b>							
03-0000	Concrete	All saw cut break and haul for new footings per plans, all hold downs and anchors per plans, new footing at columns per plans. New CMU, curb and pad per plans.		1.00		51,320.00	51,320.00
03-0001	Concrete ramp	New ADA ramp with truncated dome		1.00		4,999.00	4,999.00
03-0001	Concrete footing at CMU surcharge	With block wall footing being so close to drainage ditch we propose a large deep footing		1.00	Allowance	4,500.00	4,500.00
<b>Subtotal 3000: Concrete</b>							<b>60,819.00</b>
<b>Division 05000: Metals</b>							
05-0000	Metals	Trash enclosure steel per plans, to be primed and painted		1.00		36,805.00	<b>36,805.00</b>
05-0000	Metals - Fencing	1. Installation of 20 sections of 5 foot tall 2 in. x 4 in. welded wire fence; 5 foot tall 14 gauge welded wire, 4" x 6" x 8' pressure treated post set into 3 f??? ?f concrete 2" x 6" x 8' caps, and 2" x 4" x 8' rails. (approximately 156 feet) 2. Installation of a tarter 5 ft. x 7 ft. walk through pen kid goat wire panel; gate shall consist of the following 4 x 6 x 8' post set into three feet of concrete, with glav. hardware and fittings.		1.00		5,095.35	<b>5,095.35</b>
<b>Subtotal 5000: Metals</b>							<b>41,900.35</b>



<b>Division 06000: Woods</b>							
06-0010	Framing	Demo existing framing to allow for new footing at perimeter		1.00		2,800.00	<b>2,800.00</b>
06-0010	Framing	All new framing per plans, shear walls, hold downs and hardware, all strapping. New walls and reinstall existing siding per note #15		1.00		29,900.00	<b>29,900.00</b>
<b>Subtotal 6000: Woods</b>							<b>32,700.00</b>
<b>Division 07000: Roofing</b>							
07-0010	Roofing	Remove roof ridge and perimeter of shingles and replace to match as close as possible		1.00		5,282.00	<b>5,282.00</b>
<b>Subtotal 7000: Roofing</b>							<b>5,282.00</b>
<b>Division 08000: Doors</b>							
08-0030	Doors	New 3-0 x 7 -0 Solid doors and jambs doors. Hardware per plans		2.00		1,410.00	<b>2,820.00</b>
<b>Subtotal 8000: Doors</b>							<b>2,820.00</b>
<b>Division 09000: Finishes</b>							
09-0160	Paint Trash	Paint stucco at trash enclosure. Paint ( ) solid core doors and steel enclosure		1.00	LS	4,120.00	4,120.00
<b>Subtotal 9000: Finishes</b>							<b>4,120.00</b>
<b>Division 13000: Special Construction</b>							
13-0000	Final Clean	Includes final cleaning at the end of the project.		1.00	LS	1,500.00	1,500.00
<b>Subtotal 13000: Special Construction</b>							<b>1,500.00</b>
<b>Division 16000: Electrical</b>							
	24 hr. load meter	24 hr. load meter		1.00	EA	950.00	950.00
16-0000	Electrical	Furnish and install 2 new battery backup exist light and powers needed		1.00	LS	2,400.00	2,400.00
<b>Subtotal 16000: Electrical</b>							<b>3,350.00</b>
<b>Contingency - Not Included in Project Total Budget.</b>							
	Asphalt remove and replace	4" new asphalt at dumpster area where alligating.		3,000.00	Sq. Ft.	7.30	21,900.00
	Wheel stops	ADD each if needed		1.00	EA	125.00	125.00
	ADA ramp to barn concrete	saw cut , remove and pour to include truncated dome		1.00	EA	5,100.00	5,100.00
	ADA ramp to barn asphalt patch allowance	slope asphalt to ramp		1.00	EA	800.00	800.00
	Seal all new T&G siding	Seal coat all new wood ????		1.00	Allowance nice	4,500.00	4,500.00



**Exclusions:**

**NOTE:**

**Unforeseen Pipes, drainage, electrical or any structural footings not visible**

Unforeseen conditions to be a change order.

Scope of Work to be as detailed above ONLY. Additional requests to be Owner Change Order.

All Permits and Plans.

Any unforeseen electrical work found in concrete.

Molinar Construction will not be held responsible for future leaks within or around perimeter of building(s).

Molinar Construction will perform scope of work and be released from liability as Owner has chosen not to consult a water intrusion consultant or architect on this project. Molinar Construction will perform work based on standard means and methods of construction that meet codes and manufacturer requirements.

Molinar Construction will provide warranty on above specified scope of work only and will not provide warranty for any work outside of this scope or associated future repairs performed by others.

All unforeseen water, gas, sewer lines at exterior of building with exception of irrigation specifically noted in bid.

Due to work being contracted during winter season, Owner understands that work may be delayed due to rainy weather and holiday work schedules.

Any unforeseen structural repairs.

# Coversheet

## Consideration of Child Development Course Descriptions: Child Development 2 AB and Child Development Capstone Project

<b>Section:</b>	XIII. Action Item(s) for Dimensions Collaborative School
<b>Item:</b>	A. Consideration of Child Development Course Descriptions: Child Development 2 AB and Child Development Capstone Project
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	Paul Johnson
<b>Related Material:</b>	Child Development 2 AB.pdf Child Development Capstone Project.pdf

### BACKGROUND:

For the sake of consistency and accountability, students may not enroll in courses in which an approved course description is unavailable.

Child Development 2 A/B and Child Development Capstone will be the final two courses to implement the Child Development Career Technical Education Pathway. A second course and a Capstone Course are anticipated to be added over the next two school years.

The Child Development CTE pathway prepares high school students for careers in education, early childhood development, and human services through a sequence of technical courses. It includes foundational, concentration, and capstone classes focused on child growth, psychology, and practical classroom experience, often leading to industry certifications like the CDA (Child Development Associate) or college credit.

Curriculum Focus: Students learn about child growth and development, preschool curriculum planning, health and safety, and family studies.

Sequential Courses: Typically, pathways start with an introductory class (e.g., Child Development & Psychology) and move toward capstone courses that include internships or work-based learning. Child Development 2 A/B and Child Development Capstone will allow Dimensions to offer a complete Child Development CTE pathway,

Once approved by the Governing Board, Child Development 2 A/B and Child Development Capstone will be submitted for approval as UC A-G G Elective courses. The pathway prepares students for positions such as preschool aides, infant caregivers, and after-school program supervisors.

### RECOMMENDATION:

Approve the addition of Child Development A/B and Child Development Capstone to the Dimensions Collaborative School's course list.

# DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

**Course Title:** Child Development 2 A&B

**Subject Area:** Elective

**Grade Levels:** 9-12

**Pre-Requisites:** Child Development 1 A&B

**Unit Value:** 10

**Is this course repeatable?** No

**Does this course meet A-G requirements?** No

## Brief Course Description:

This course is designed to provide an introduction to the basic concepts of child development. Students are introduced to the processes of research in child development, genetics and prenatal development, birth and growth, cognitive development, information processing and language development, intelligence, social and emotional development, moral development and aggression, gender and sexuality and schooling, culture and society.

## COURSE CONTENT

### A. Course Goals and/or Major Student Outcomes

The main goal of this course is to help deepen student understanding in the field of and the research surrounding child development. Students will apply what they have learned in the stages of child development and how to identify each stage.

### B. Course Objectives

The course objective is to allow students to deepen their understanding of theories, controversies, and discoveries in the field of child development.

### C. Course Outline

1. Review the field of child development
  - Provide a brief overview of the field of child development.
  - Recognize stages of development outline by Erik Erikson and Jean Piaget.
2. Research in child development

Course List Contact:

Dimensions Academic Counselor

[dscounselor@dimensions.org](mailto:dscounselor@dimensions.org)

- Discuss the relationships between theories and hypotheses.
  - Dive deep into the theories of well-known theorists in the field.
3. Genetics and Prenatal Development
    - Identify the relationship between genes and chromosomes and how they contribute to hereditary features.
    - Identify prenatal disabilities and threats to pregnancy.
    - Be able to describe the stages of development from conception to birth.
    - Learn about how an infant grows in the womb and trimesters of pregnancy.
  4. Birth and the Newborn Infant
    - Discuss the possible consequences of using anesthesia drugs during labor.
    - Understand the developments from conception through the third trimester, and the progression of the baby in the womb to outside of the womb.
    - Learn about attachment styles and the research done by Mary Ainsworth.
    - Learn the milestones of a child's first year of life.
  5. Physical Growth
    - Outline the progression of body growth during early childhood, middle childhood, and adolescence.
    - Learn about how some disabilities may affect physical development.
    - Understand the regulations and policies regarding playgrounds and classrooms of each stage of childhood.
  6. Cognitive Growth
    - Understand Piaget's four major stages of cognitive development.
    - Understand information processing and synaptic communication in the brain.
    - Describe the fundamental elements of the information processing theory: encoding, storage and retrieval.
    - Understand the parts of the brain and their functions, especially the development of the prefrontal cortex, the hippocampus, and the cerebellum.
  7. Language Development
    - Compare the behavioral, nativist, and interactionist approaches to language acquisition.
    - Understand how learning verbal language differs from learning written language.
    - Understand the concept of "serve and return" in social connections.
  8. Intelligence
    - Describe Alfred Binet's contributions to the field of intelligence testing.
    - Investigate educational methods spanning from early humanity through the ages and how it compares to our modern educational system. Develop opinions based on facts regarding the efficacy of the modern education system and how it supports learning.
  9. Social and Emotional Development
    - List the ways in which infants through adolescents express their sociability.
    - Understand temperament and personality archetypes.
    - Understand the value of relationships with others through Bronfenbrenner's ecological systems model.
  10. Development of the Self
    - Summarize Erik Erikson's view of identity formation during adolescence.
    - Identify Freud's theory of the ID, Ego, and Superego.
    - Utilize Power Traits results to reflect on your own self-development.
  11. Moral Development and Aggression

- Outline theories of moral development, including the theories of Piaget and Kohlberg.
12. Gender and Sexuality
    - Discuss the primary ways in which school environments differ for boys and girls.
    - Discuss how temperaments and personality traits can be expressed differently in boys and girls.
  13. Friends and Family
    - Provide reasons for the importance of peer relationships during adolescence.
    - Compare and contrast parenting styles such as permissive, authoritative, and authoritarian.
  14. Schooling, Culture, and Society
    - Recognize various positions concerning the issue of whether or not children should be “pushed” to excel academically.
    - Compare and contrast family dynamics and how they vary by culture, including attachment styles, household expectations, and societal pressures.

#### **D. Texts & Supplemental Instructional Materials**

- Child Development by Robert Feldman – ISBN-13: 978-0205989546
- How to Talk So Kids Will Listen & Listen So Kids Will Talk by Adele Faber and Elaine Mazlish - ISBN-13: 978-1451663884

#### **E. Key Assignments**

1. Write a formal academic essay on student choice of topic from the field of child development.
2. Gain field experience by working directly with children and keeping reflection journals and observation logs.
3. Select a theorist and/or specific theory to create a Power Point or similar project on who they are, the details of the theory, the history and “why?” behind the discovery, and how it still applies today.
4. Compare and contrast how child development theories from previous centuries relate to the 21<sup>st</sup> century. How has technology changed how children develop and how we learn from them?
5. Compare and contrast child development in different countries and/or cultures.
6. Outline how cognitive, physical, and socioemotional development interconnect.
7. Design a playground that meets the specific needs and regulations of a given age range.
8. Complete “How to Talk So Kids Will Listen, and How to Listen So Kids Will Talk” by reading and completing the write-in exercises throughout the book.

#### **F. Instructional Methods and/or Strategies**

Instructional methods may include, but are not limited to, the following techniques: research, discussion, cooperative learning, readings, projects, field trips, videos, and biographies.

#### **G. Assessment Methods and/or Tools**

Assessment methods for this course may include but are not limited to the following techniques: teacher evaluations of work, projects, participation, presentations, self and peer evaluation, research papers and/or presentation of learning, and portfolio compilation.

All work will be evaluated on an objective basis based on articulated and communicated criteria.

# DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

**Course Title:** Child Development Capstone

**Subject Area:** Child Development

**Grade Levels:** Recommended 11<sup>th</sup> – 12<sup>th</sup>

**Pre-Requisites:** Child Development 1 A&B and 2 A&B

**Unit Value:** 10 - This is intended as a yearlong course

**Is this course repeatable?** Yes

**Does this course meet A-G requirements?** Yes

## **If ‘Yes,’ students taking this course must follow these guidelines:**

1. Students are expected to spend at least one hour per week per “A-G” course engaged in interactive instruction through learning center classes, or an EF approved method of specialized instruction.
2. Students will have access to a DCS specialist through email or learning center office hours. The specialist will answer students’ questions about curriculum, explain assignments, and provide feedback on student work in a prompt manner.
3. Students are expected to be assessed to ensure mastery of the content standards. Acceptable assessments include, but are not limited to, tests, essays, projects, research papers, presentations, and exams. All courses have a final exam or a significant final project.
4. Major assessments will be proctored by a student’s EF or qualified professional.
5. Student work shall be evaluated by a student’s EF.
6. Students that are unable to meet all of the guidelines can earn up to a “C” letter grade.

**Which A-G subject is this course approved to meet**

**G:** Elective

## **Brief Course Description**

In this course, you will choose a passion project of your choice related to the field of Child Development and participate in hands-on field experience working with children.

A passion project is a personal project that someone undertakes out of a strong interest or curiosity in a particular topic, idea, or skill. It is usually a self-directed project and will be supported by your EF.

Passion projects can take many forms, including creative endeavors, community initiatives, research projects, career research projects, personal challenges, etc.

First and foremost, passion projects provide a great opportunity for personal growth. By leading a new initiative or organization, you're practicing what it takes to become a leader and learning project management skills that you can utilize for the rest of your life. You're doing things like organizing events, delegating tasks, reaching out to outside parties, becoming a better speaker, and thinking creatively to achieve goals. Learning how to set up a vision and execute it is an incredible skill to have, and it's something you'll be able to practice through a passion project. While doing so, you'll also be able to collaborate with other students in your community and build great relationships as a result. Moreover, all of these skills and learning experiences that you would get out of a passion project are things that you can showcase to the world, whether that's for a job, college admissions, or to just show yourself what you're capable of.

## **Course Goals/Major Student Outcomes**

1. Deepen passion to address the challenges of an increasingly complex world.
2. Develop critical leadership skills and skills in working with and guiding children in and out of the classroom.
3. Establish proficiency in knowledge of the various stages of a child's development and educational options for them.
4. Build project management skills: Planning, drafting, collecting resources, executing, and reflecting. Follow the "five basic areas" framework outlines in the course objectives.
5. Complete 25 hours of field experience with students in grades TK-6.
6. Obtain a valid CPR certificate.
7. Build a portfolio and/or resume featuring Child Development learning and certificates.
8. Showcase skills in a variety of presentation and oral speaking.

## **Course Objectives/Standards**

Five Basic Areas: The Components of the Passion Project

1. Organization and Writing (**Project Proposal**)
2. Reading and Research (**Research Paper/Project Action Plan**)
3. Use and Application of Technical Skills (**Project**)
4. Real World Leadership Skills (**Project Management**)
5. Oral Presentation (**Presentation of Learning**)

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

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## **Ideas for your passion project**

### **1. STEM Workshops**

Organize science, technology, engineering, and math, i.e. STEM workshops for middle school students, sparking their interest in these fields and showcasing high schoolers' leadership and knowledge of STEM. See if you can get a high school STEM teacher to help with developing this initiative.

### **2. Creative Arts Showcase**

Plan an arts or culture event that features student or even faculty performances in music, dance, theater, and includes paintings, visual arts, etc. celebrating creativity within the school community. Think about inviting community members to this for possible fundraising.

### **3. Volunteer Outreach Program**

Develop a program that connects students with local [volunteer opportunities](#), enabling them to give back to the community and build valuable life skills.

### **4. Student-Led Workshops**

Organize skill-sharing workshops where students teach their peers about subjects, they're passionate about. School is often so focused on faculty teaching students that we forget that students have a lot of knowledge that they can share with each other.

### **5. College and Career Interest Research Project**

This project is broken down into clear and detailed descriptions for each slide of the presentation. It differs from other projects on the list because it weaves college research into the assignment, showing students the connection between education and careers. With 22 slides to complete, students will have an in-depth understanding of their chosen career(s) and how to navigate school or no school post-high school and plan for future success.

A few other ideas:

- Develop a website or app on a specific topic.

Course List Contact:

Dimensions Academic Counselor

dcscounselor@dimensions.org

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- Write a book or blog.
- Organizing a fundraiser or event that benefits the local community.
- Conducting your own self-guided research in your academic area of interest.

## Unit Summaries & Key Assignments

### **Unit 1: Introduction & Interests and Values Exercise**

**Action Plan:** Introduce the elements of a passion project and conduct different assessments to figure out their core values, goals, and career aspirations.

**Learning Goals:** Students brainstorm their specific areas of interests (i.e. age-range of students, school subjects, job capacity, specific disabilities) and asking self-reflective questions to establish areas of strength and areas of weakness.

**Outcome:** This data will assist students in developing self-knowledge and relate interests to the world of work, community, and independent living. Students learn to use a variety of these inventories, research them in the aim that these help them form a realistic passion project in something they are interested in and that the project may be something they pick as a college major or as a career.

#### **Unit Assignment(s):**

Students learn how to begin to form a project proposal. Students will research a variety of careers and interest inventories to complete in this unit. Students will utilize the Holland Code/RIASEC and the Power Traits assessments for self-reflection purposes. The goal of this assignment is for students to use a variety of these inventories, research them in the aim that these help them form a realistic passion project in something they are interested in and that it may be something they pick as a college major or as a career.

[Holland Code \(RIASEC\) Test](https://powertraitsforlife.com/)  
<https://powertraitsforlife.com/>

### **Unit 2: Initiation and Mapping Out Ideas**

**Action Plan:** Goal Setting & Identifying Passion Project ideas.

**Learning Goals:** Students will use the SMART goals technique to maintain a realistic framework for their passion project. Students will then identify and then write a theme for their passion project to help them organize their thoughts around a main theme. This theme needs to be approved by the Child Development Advisor at your school and shared with your EF.

**Outcome:** Identification and writing of the Passion Project theme. Students learn to map out and organize their ideas. Students learn to keep their goals in a realistic framework that is unique and personalized to them and create a plan for execution.

#### **Unit Assignment(s):**

Students will use Idea Mapping and SMART goals to organize a variety of thoughts and ideas they may have for their Passion Project. Students should begin to focus on a theme for their project. This will be unique and personalized to the student based on their own research from Unit 1.

[Mind Mapping | Teaching Strategies #3 \(youtube.com\)](#)

[SMART goals](#)

### Unit 3: Scope of Project & Planning

**Action Plan:** What does the project look like? Begin to take the research done in Units 1 and 2 and create an Action Plan for your Passion Project.

**Learning Goals:** Students will begin to visualize what their project will look like. Students will take what they researched in Units 1 and 2 and begin to answer the question: "What is your Passion Project?" Students will begin to think about potential barriers in their Project Action Plan and map out the specifics (i.e. which days of the week will you be getting your field experience? Where will it be? How will you get there? What structure of data collection will you use (classroom observation form, lesson plan templates, reflection journals)?

**Outcome:** A detailed vision of the passion project and a completed Action Plan for Passion Project.

#### Unit Assignment(s):

Students will create a vision statement and answer the question, "What is your Passion Project? Students will complete a Passion Project Action Plan: [Copy of Action Plan Passion Project.docx](#). This will help students begin to see their projects in full scope in a clear and organized way. This will give students a tool to go back to if they get stuck on something while working on their passion project.

### Unit 4: Execution & Closure

**Action Plan:** Begin the field work of your project and begin to have a product rather than just envisioning an idea. Students bring their Action Plan into reality.

**Learning Goals:** Students learn to manage their time and components of their project. They will learn the great skill of flexibility, which comes from adjusting expectations, work assignments, goals, and deadlines while work is in progress. If students are working in groups, they will learn soft skills and how to work with others on a long-term project. Students will learn real world work experience in working on a big project long-term as well as developing more in-depth project management skills.

**Outcome:** Passion Project field work completion.

#### Unit Assignment(s):

Students work on their passion projects to completion and utilize the Action Plan to keep on track.

## Unit 5: Final Presentation

**Action Plan:** Create a final Presentation of Learning (POL)

**Learning Goals:** Plan presentation and speech organization for the intended audience. Practice effective group delivery, beginning with one person or a small group. Practice presentation skills such as ordering information logically and coherently, using appropriate academic language, and working with a visual aid (Power Point, poster board, art project, performance, photo gallery (Note: Do not take pictures of children without parent permission first. Talk to your Child Development Advisor first if you would like to take photos to use in your presentation)).

Students will learn to gain self-confidence through presenting their passion project. Students will gain public speaking confidence, learn effective body language, create engaging presentation content, and learn about different delivery styles in presentations.

**Outcome:** Presentation of Learning for your Passion Project in front of a peer audience. The idea of these presentations is to be more of a celebration rather than a chore. This will emulate a real-world conference speaking experience for the students.

### Unit Assignment(s):

Students will present their final POL

<https://youtu.be/K5mVmHxHiIQ?si=5A7hOerf77rgPmih>

### Recommended Texts & Supplemental Instructional Materials:

- [Teacher's Guide to Passion Projects \(Genius Hour\) | OER Commons](#)
- [Holland Code \(RIASEC\) Test \(openpsychometrics.org\)](#)
- [RIASEC.pdf \(ucsd.edu\)](#)
- <https://youtu.be/h0TM880uqQM>
- [Mind Mapping | Teaching Strategies #3 \(youtube.com\)](#)
- [High School Students Should Learn Project Management Skills - SRF \(studentresearchfoundation.org\)](#)
- <https://youtu.be/K5mVmHxHiIQ?si=5A7hOerf77rgPmih>
- [Amazon.com: The 7 Habits of Highly Effective People: 15th Anniversary Infographics Edition eBook : Covey, Stephen R.: Kindle Store](#)
- [THE PASSIONS PROJECT](#)
- [30 Passion Project Ideas College Admissions Love - Crimson Education NZ](#)
- [Passion to Impact: High School Passion Project Program - Next Gen Admit](#)

### Instructional Methods/Strategies:

Instruction will include but not be limited to the following techniques: lecture, lab, discussion, cooperative learning groups, readings, projects, field trips, vendor classes, graphic materials, computer material, library research, internet research, videos, CD Rom, oral reports, laboratory investigations, lab reports and presentations, term papers, biographies, Socratic questioning, drill, review questions, study guides, debate, guest speakers, model constructions, & use of scientific instrumentation.

### **Assessment Methods/Tools:**

Assessment for this course can include but not be limited to the following techniques: unit and final exams, NLE I, quizzes, teacher evaluations of work, projects, participation, standardized tests, presentations, self and peer evaluation, research papers and biographies, portfolio and notebook of general principles and abstracts of reading done.

Note on Assessment: Exams and quizzes will be evaluated according to a conventional department approved percentage scale. Students must maintain at least an average of a C grade (at least 70%) to be considered proficient in the subject. Proficient students must be conversant in the subject. Proficient students must thoroughly complete lab procedures and corresponding lab reports; projects may be evaluated according to a rubric. All work will be evaluated on an objective basis based on articulated and communicated criteria.

# Coversheet

## Consideration of Spanish 4 AB Course Description

**Section:** XIII. Action Item(s) for Dimensions Collaborative School  
**Item:** B. Consideration of Spanish 4 AB Course Description  
**Purpose:** Vote  
**Submitted by:** Paul Johnson  
**Related Material:** Spanish\_4\_AB.pdf

### BACKGROUND:

For the sake of consistency and accountability, students may not enroll in courses in which an approved course description is unavailable.

Spanish 4 A/B is an advanced-level, year-long language course designed to move students toward intermediate-high or advanced-low proficiency by refining communicative competence in speaking, listening, reading, and writing. The course is usually conducted entirely in Spanish and focuses on using authentic materials to explore complex, abstract topics, literature, and culture.

The purpose of this course is to increase proficiency in reading, writing, speaking, listening, and deepen intercultural competence. By interweaving language and culture, the level 4 Curriculum seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. Use of the target language becomes less sheltered as students express opinions and draw inferences in the target language

Once approved by the Governing Board, Spanish 4 A/B will be submitted for approval as a UC A-G E Language Other Than English course.

### RECOMMENDATION:

Approve the addition of Spanish 4 A/B to the Dimensions Collaborative School's course list.

# DCS Course Description

Element Education, Inc. 1441 Montiel Road #143 Escondido, CA 92026

**Course Title:** Spanish 4 A\_B

**Subject Area:** World Language

**Grade Levels:** 11, 12

**Pre-Requisites:** Spanish 1, 2, and 3

**Unit Value:** 10

**Is this course repeatable?** No

**Does this course meet A-G requirements?** Yes

**If 'Yes,' students taking this course must follow these guidelines:**

1. Students are expected to spend at least one hour per week per "A-G" course engaged in interactive instruction through learning center classes, or an EF approved method of specialized instruction.
2. Students will have access to a DCS specialist through email or learning center office hours. The specialist will answer students' questions about curriculum, explain assignments, and provide feedback on student work in a prompt manner.
3. Students are expected to be assessed to ensure mastery of the content standards. Acceptable assessments include, but are not limited to, tests, essays, projects, research papers, presentations, and exams. All courses have a final exam or a significant final project.
4. Major assessments will be proctored by a student's EF or qualified professional.
5. Student work shall be evaluated by a student's EF.
6. Students that are unable to meet all of the guidelines can earn up to a "C" letter grade.

**Which A-G subject is this course approved to meet**

E. Language Other Than English

## **Brief Course Description**

This Spanish 4 class builds on target language skills in the areas of listening, reading, writing, and speaking. Students further develop vocabulary skills through oral and written exercises and apply learned vocabulary to create complex written and oral products. Students gain listening and speaking skills through online activities, audio, and video resources, (and where applicable through personal interactions with teacher and classmates during online synchronous sessions). This includes conversation development of familiar and contemporary topics, historical and cultural products, challenges facing the global community, making plans for the future, international travel, expressing preferences, visiting historical sites, driving, appropriate work behavior, the cinema, and studying the work of artists. Students will read short literary texts, articles, or excerpts related to unit themes.

Students will continue to learn grammar concepts such as expressing preferences and dislikes, irregular verbs, the subjunctive, using verbs as nouns, the passive voice, demonstrative adjectives, relative clauses, the narrative past, and pluperfect, and the superlative.

## **Course Goals/Major Student Outcomes:**

- Compare and make connections between students' native language and culture and that of diverse areas of the Spanish-speaking world, and be able to demonstrate culturally appropriate use of products, practices, and perspectives to others.
- Apply newly learned vocabulary to create complex written, oral products in a culturally authentic way.
- Identify specific information from a listening situation, such as dialogues, poems, or short stories and authentic texts.

## **Course Objectives/Standards:**

- Communicate and exchange information on complex, concrete, factual, and abstract topics related to the immediate and external environment.
- Read, discuss, summarize, and demonstrate comprehension of main ideas.
- Identify specific information from a listening situation, such as dialogues, poems, or short stories and authentic texts.
- Students will read short literary texts, articles, or excerpts related to unit themes.

## **Unit Summaries & Key Assignments**

### **Unit 1: La vida actual**

#### **Concepts/Skills: Grammar in context:**

- Imperative Mood; informal (tú) , formal (Ud. and Uds.), and nosotros commands.
- Present Subjunctive Mood (including all verbs; regular, irregular, special spelling changes, etc)
- Conditional tense
- Explain and demonstrate how to respectfully communicate in a culture that is different from your own, including the conservative use of idiomatic expressions, body language, and gestures that have cultural significance.

#### **Key Assignments:**

- Listen to and interpret audio conversations focused on friendships and personality traits. Respond to/comment on these conversations using accurate vocabulary and structures. (Interpretive Communication)
- Engage in conversational interviews focused on travel experiences and preferences; give advice for upcoming trips. (Interpersonal Speaking)

- Describe what it means to be a “traveler” instead of a “tourist,” including the expectations of each. (Interpretive, Interpersonal & Presentational Communication)

## **Unit 2: La creatividad; art and design**

### **Concepts/Skills: Grammar in context:**

- Preterite and imperfect tenses (used together)
- Present subjunctive mood after the use of impersonal expressions.
- Present perfect of the indicative
- Por/para and relative pronoun
- Use the present-perfect tense accurately in conversation and in written responses to discuss what you have done or seen as it relates to the arts and creativity.
  - Use vocabulary and the verb tenses taught in this unit to ask/answer questions regarding universal themes portrayed in various art forms. Move from scripted questions and answers to more spontaneous conversation.

### **Key Assignments:**

- Engage in conversational interviews focused on different art forms and artistic preferences. Use vocabulary, verbs and other grammatical structures taught in the unit. (Interpersonal Speaking)
- Listen to and interpret audio conversations focused on different Hispanic artists and the role their work played in history. Respond to/comment on these conversations using accurate vocabulary and structures. (Interpretive)
- Present an informative presentation on a Hispanic artist including a biography, a collection of art works, a detailed description of one of their pieces, and what role and influence this person had in the world of art. (Interpretive, Interpersonal & Presentational Communication)

## **Unit 3: Las identidades**

### **Concepts/Skills: Grammar in context:**

- Imperfect subjunctive (expressing emotions or recommendations in the past)
- Future conditional; expressing something possible or conditional
- Apply the vocabulary and verbs of the unit to converse about the origins of notable figures and how they made their way to success.
- Use the conditional to communicate, "If I were in his/her position, I..."

### **Key Assignments:**

- Write a narrative essay in the target language and give an oral presentation about a Hispanic-American person of their choosing. (Presentational Writing)
- Complete short-answer written responses to demonstrate an understanding of vocabulary, the imperfect and past subjunctive, and the conditional tenses, regional dialect and idiomatic expressions.
- Research notable Hispanic-American people living in the United States. Learn about their lives and contributions; explore their roots and their reasons for coming to the United States.

## **Unit 4: Las comunidades**

### **Concepts/Skills: Grammar in context:**

- Subjunctive mood of the present perfect
- Indicative mood of the present perfect
- Express emotions or desires about a completed action using the present perfect of the subjunctive.

- Communicate in both the subjunctive mood of the present perfect as well as the indicative mood of the present perfect to define and discuss the role formal and informal education has played in your life.

### **Key Assignments:**

- Complete short-answer written responses to demonstrate an understanding of vocabulary and the present-perfect of the subjunctive.
- View the documentary called Jóvenes por una Ciudadanía Global (Young People for Global Citizenship) and compare/contrast the challenges and opportunities of different communities.
- Research and discuss different challenges faced in a variety of communities throughout the Spanish-speaking world. Compare opportunities, obstacles, education, and lifestyles.
- Use vocabulary and the present-perfect of the subjunctive to react and make statements about the similarities and differences in education from one community to the next.

## **Unit 5: Global Challenges (Desafíos Globales)**

### **Concepts/Skills: Grammar in context:**

- Subjunctive mood in all tenses
- Subjunctive, infinitive, and indicative tenses (used together)
- Verbs Ser & Estar to describe characteristics and express conditions of people or things.

### **Key Assignments:**

- Complete short-answer assessments to demonstrate an understanding of the vocabulary, history, and geography of Venezuela, and basic immigration laws.

- Integrate vocabulary and grammatical structures to engage in conversation about (1) climate change and how we can make lifestyle changes to lessen our ecological impact; (2) immigration and why people leave their homelands to come to the United States; (3) how we can support immigrants.
- Discuss and write a reflective essay about how the stories of refugees and immigrants have impacted your understanding or opinion about immigration.

## **Unit 6: El bienestar y la medicina**

### **Concept/Skills: Grammar in context:**

- Expressing future, uncertain actions.
- Temporal expressions using the future of the subjunctive
- Temporal expressions using the indicative or the infinitive verb forms.

### **Key Assignments:**

- Complete short answer assessments to demonstrate comprehension of the vocabulary and grammar in context.
- Compare healthcare experiences in the United States with those of teens in Colombia and share your findings with others in a creative presentation. (Interpretive, Interpersonal, Written & Presentational Communication, Cultures & Comparisons)
- Research and compare a marginalized population in Colombia and in your community. Share information orally using appropriate vocabulary, verbs and other grammatical structures taught in the course. (Interpretive, Interpersonal & Presentational Communication, Culture & Connections)

## **Recommended Textbooks:**

Entre Culturas 4: Communicate, Explore, and Connect Across Cultures Mar, Davis, Sloan, Watson-López, Wayside Publishing

[EntreCulturas 4 ©2026 - Wayside Publishing](#)

[Login | Learning Site](#)

Realidades 4, 2014

Authors: Peggy Palo Boyles

Publisher: Pearson Prentice Hall

ISBN-10: 0133199681

[SpanishDictionary.com | English to Spanish Translation, Dictionary, Translator](#)

A Spanish/English- English/Spanish dictionary in print form

## **Instructional Methods/Strategies:**

Instruction will include but not be limited to the following techniques: vendor classes, lecture, lab, discussion, cooperative learning groups, readings, projects, field trips, graphic materials, computer material, library research, internet research, videos, CD Rom, oral reports, laboratory investigations, lab reports and presentations, term papers, biographies, Socratic questioning, drill, review questions, study guides, debate, guest speakers, model constructions, & use of scientific instrumentation.

## **Assessment Methods/Tools:**

Assessment for this course will include but not be limited to the following techniques: unit and final exams, NLE I, quizzes, teacher evaluations of work, projects, participation, standardized tests, presentations, self and peer evaluation, research papers and biographies, portfolio and notebook of general principles and abstracts of reading done.

Note on Assessment: Exams and quizzes will be evaluated according to a conventional department approved percentage scale. Students must maintain at least an average of a C grade (at least 70%) to be considered proficient in the subject. Proficient students

must be conversant in the subject. Proficient students must thoroughly complete lab procedures and corresponding lab reports; projects may be evaluated according to a rubric. All work will be evaluated on an objective basis based on articulated and communicated criteria.

# Coversheet

## Consideration of the Dimensions Collaborative School Declaration of Need

**Section:** XIII. Action Item(s) for Dimensions Collaborative School  
**Item:** C. Consideration of the Dimensions Collaborative School Declaration of Need  
**Purpose:** Vote  
**Submitted by:** Kiran Sihota  
**Related Material:** DON DCS 2026.pdf

### BACKGROUND:

The Declaration of Need is an annual form submitted to the California Commission on Teacher Credentialing. This form must be completed and submitted to comply with regulations to be eligible to apply for any emergency and/or limited assignment permits.

This form is required to be approved by the Governing Board.

This form contains an estimated number of emergency permits, limited assignments, and internship credentials that may be requested during the upcoming school year.

### RECOMMENDATION:

Approve the Declaration of Need form.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 651 Bannon Street, Suite 601  
 Sacramento, CA 95811

Email: [DON@ctc.ca.gov](mailto:DON@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Dimensions Collaborative District CDS Code: 10371-0137752

Name of County: San Diego County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 4/24/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Terri Novacek Executive Director

*Name*

*Signature*

*Title*

760-743-7919

760-743-7880

*Fax Number*

*Telephone Number*

*Date*

1441 Montiel Road, #143, Escondido, CA 92026

*Mailing Address*

tnovacek@myelement.org

*EMail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_



Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	<b>3</b>
Single Subject	<b>2</b>
Special Education	<b>2</b>
<b>TOTAL</b>	<b>7</b>

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	<b>1</b>
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science	<b>1</b>	Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. We use outside programs, including HTH, SDCOE, RCOE, King Chavez

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

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If no, explain why you do not participate in an internship program.

We participate in an internship program through High Tech High, SDCOE, RCOE, and King Chavez  
and not through a college or university.