



REGULAR MEETING
December 13, 2017
10:00 a.m.
Board Room
200 Kalmus Drive, Costa Mesa, CA

ORANGE COUNTY BOARD OF EDUCATION
AGENDA

WELCOME

CALL TO ORDER

STATEMENT OF PRESIDING OFFICER: For the benefit of the record, this Regular Meeting of the Orange County Board of Education is called to order.

INVOCATION

Pastor Daniel de Leon, Sr.
Templo Calvario
2501 W 5th Street
Santa Ana, CA 92703

PLEDGE OF ALLEGIANCE

Kelly Gaughran, Administrator, Community and Student Support Services

ROLL CALL

(*)AGENDA

Regular Meeting of December 13, 2017 - adoption

(*)MINUTES

Regular Meeting of November 8, 2017 – approval

PUBLIC COMMENTS

(30 minutes)

TIME CERTAIN

10:15 a.m.

1. Special Presentation – Holiday Musical Presentation by “The Entertainers” from Woodbridge High School, Irvine Unified School District

10:45 a.m.

2. Public Hearing/Charter School Initial Presentation – Kelly Gaughran, Administrator, Charter Schools will facilitate the public hearing

Discussion Format:

- Samueli Academy (15 minutes)
- Department Response (15 minutes)
- Public Comments – Samueli Academy Only (30 minutes)
- Board Questions

3. Student Program Update – Inside the Outdoors presented by Stacy Deeble-Reynolds, Director, Community and Student Support Services
4. Charter School Update – Scholarship Prep presented by Jason Watts, Chief Operations Officer

12:30 p.m.

Lunch Break

CONSENT CALENDAR

- (*) 5. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division
- (*) 6. Accept the 1st Quarter Report on Williams Uniform Complaints for OCDE student programs, for the period of July 1 to September 30, 2017
- (*) 7. Adopt Resolution #10-17 to approve compensation for absent member, John W. Bedell, Ph.D., pursuant to California Education Code Section 1090, for the regular Board Meeting on November 8, 2017

STAFF RECOMMENDATIONS

- (*) 8. Adopt the OCDE charter petition review team’s recommendation regarding the Vista Condor Charter School petition:

OPTION ONE: Grant the appeal and approve the charter petition. This action would result in the charter petition being approved as written;

OPTION TWO: Grant the appeal with conditions by approving the charter petition with conditions. This action would result in the charter petition being approved and requiring petitioners to address the areas of concern noted in the findings of fact and addressing the operational relationship of the parties in an Agreement prior to initiating operations; or

OPTION THREE: Deny the appeal and deny the charter petition
- (*) 9. Approve the 2017-18 First Interim Report, which has been certified as positive by the County Superintendent of Schools
- (*) 10. Approve board meeting dates for 2018-2019

- (*) 11. Approve revisions to the Orange County Workforce Innovation High School (OCWIHS) charter

TIME CERTAIN (continue)

12. Inter-district Appeal Hearing (closed) – Student #12132017001I – Fountain Valley School District to Huntington Beach City School District

BOARD RECOMMENDATIONS

CLOSED SESSION

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
Anaheim Union High School District and Anaheim Elementary School District v. Orange County Board of Education and Orange County Department of Education, Case No. 30-2016-00891539-CU-PT-CJC
Government Code section 54956.9(a)

INFORMATION ITEMS

BOARD DISCUSSION ITEMS

- Orange County Board of Education Webpage (Status Update)
- California Healthy Kids survey (Williams)
- Resolution for Black History Month (Williams)
- Possible Revisions to Board Policy 400-12: Charter Schools (Boyd/Lindholm)
 - Timing of Staff Reports to Board and Petitioners (Current five business day policy)
 - Implement new ten business day policy for staff recommended denials based in part on inadequate financial resources
 - Implement a new policy on MOU's – Any changes to the Board approved standard MOU must be submitted to the Board for approval before it is given to the charter for signature. (Red line any changes to the standard MOU)
- Net Neutrality, December 14, 2017 (Bedell)

ANNOUNCEMENTS

- Superintendent
- Associate Superintendent

Legislative Updates

- CSBA Update
- CCBE Update
- NSBA Update
- Capitol News Update
- School Services Update

BOARD MEMBER COMMENTS

EXECUTIVE COMMITTEE REPORT

PUBLIC COMMENTS (15 minutes)

ADJOURNMENT



Nina Boyd
Assistant Secretary, Board of Education

Next Regular Board Meeting: Wednesday, January 10, 2018 at 10:00 a.m. The meeting will be in the Board Room at 200 Kalmus Drive, Costa Mesa, CA.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966.4012.

(*) Printed items included in materials mailed to Board Members

QB

MINUTES
Regular Meeting
November 8, 2017

ORANGE COUNTY BOARD OF EDUCATION
MINUTES

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order at 10:03 a.m., November 8, 2017 in the Board Room, 200 Kalmus Drive, Costa Mesa, California

PLEDGE OF ALLEGIANCE

Carl Fong, Chief Technology Officer

ROLL CALL

Present:

Linda Lindholm
David L. Boyd
Rebecca "Beckie" Gomez

Absent:

John W. Bedell, Ph.D. – Absent due to illness
Ken Williams, D.O. - Arrived at 10:26 a.m.

AGENDA

Motion by Gomez, seconded by Lindholm, and carried by a vote of 3-0 (Bedell and Williams absent), to approve the agenda of the November 8, 2017 board meeting

MINUTES

Motion by Gomez, seconded by Lindholm, and carried by a vote of 3-0 (Bedell and Williams absent), to approve the minutes from the October 18, 2017 Regular board meeting

PUBLIC COMMENTS

- Susan Mas – Vista Condor Global Academy
- Nancy Gomez – Vista Condor Global Academy
- Beethoven Lubin - Vista Condor Global Academy
- Mayra Sanchez - Vista Condor Global Academy
- Zoila Lubin – Vista Condor Global Academy
- Daniel de Leon - Vista Condor Global Academy
- Donna Avila - Vista Condor Global Academy
- Michelle Anderson - Vista Condor Global Academy

Trustee Williams arrived at 10:26 a.m.

TIME CERTAIN

1. Student Program Presentation – Special Schools/ Deaf & Hard of Hearing (DHH) Update, Dennis Roberson, Chief, Special Education Services and David Longo, Principal, facilitated
2. Charter School Update – Vista Heritage Update, Don Wilson, Ed.D, Superintendent, facilitated

The board took a recess from 11:17 a.m. to 11:28 a.m.

3. Public Hearing/Charter School Initial Presentation – Vista Condor Global Academy, Aracely Chastain, Coordinator, Charter Schools, facilitated

Vista Condor Global Academy – presented by Dr. Don Wilson, Superintendent and Dr. Collin Felch, Principal

District Response – presented by Dr. Sonia Llamas, Assistant Superintendent, Educational Services, Santa Ana Unified School District (SAUSD) and SAUSD Counsel

CONSENT CALENDAR

4. Motion by Williams, seconded by Gomez, and carried by a vote of 4-0 (Bedell absent), to approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division

STAFF RECOMMENDATIONS

5. Motion by Williams, seconded by Lindholm, and carried by a vote of 4-0 (Bedell absent), to adopt the Suicide Prevention Policy for Alternative, Community and Correctional Education Schools and Services
6. Motion by Lindholm, seconded by Williams, and carried by a vote of 4-0 (Bedell absent), to approve the material revision to the Orange County Academy of Sciences and Arts allowing an additional 30 students to the total maximum enrollment to be reached by 2020-2021
7. Motion by Williams, seconded by Lindholm, and carried by a vote of 4-0 (Bedell absent), to approve the material revisions to Samueli Academy Bylaws
8. The Samueli Academy charter petition renewal was received by the Board

9. The results of the California School Dashboard – Local Indicators for Alternative, Community and Correctional Education Schools and the Special Education Division was received by the Board
10. The results of the California School Dashboard – Local Indicators for the College and Career Preparatory Academy was received by the Board
11. Motion by Williams, seconded by Gomez, and carried by a vote of 4-0 (Bedell absent), to approve the Agreement between the Orange County Board of Education and Oxford Preparatory Academy and designate the Associate Superintendent to sign the Agreement on behalf of OCBE

CLOSED SESSION

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

Anaheim Union High School District and Anaheim Elementary School District v. Orange County Board of Education and Orange County Department of Education, Case No. 30-2016-00891539-CU-PT-CJC
Government Code section 54956.9(a)

The board did not go into closed session.

INFORMATION ITEMS

ANNOUNCEMENTS

Superintendent

- Teachers of the Year – Bedell, Boyd, and Gomez attended
- Irvine State of the Schools Breakfast- Terry Walker
- Met with Susan Mas and Dean of Education at UCI, Dr. Arum - School of Humanities
- CSBA Local Control Funding Formula panel – December 7th

Associate Superintendent

- Next board meeting on December 13, 2017- board deadline is November 29, 2017
- Closed for the Holidays on: November 10th, 23rd, 24th and December 25th, 26th, 29th
- Sunburst Graduation on Saturday, December 9th- RSVP to Darou
- CSBA Conference- Golden Bell Award

BOARD MEMBER COMMENTS

- Ken Williams- time limit on charter updates and changes to OCDE website
- Rebecca Gomez- Teachers of the Year event, Zachary Samarin was also honored at the Tustin Business Recognition luncheon

ADJOURNMENT

On a motion duly made, and seconded, the Board meeting of November 8, 2017, was declared ended at 1:21 p.m.



Nina Boyd
Assistant Secretary, Board of Education

John W. Bedell, Ph.D.
President, Board of Education

Next Regular Board Meeting, Wednesday, December 13, 2017, 10:00 a.m. - The meeting will be held in the Board Room at 200 Kalmus Drive, Costa Mesa, CA.

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: November 29, 2017

TO: Nina Boyd, Associate Superintendent

FROM: Laura Strachan, Assistant Superintendent Alternative Education
Byron Fairchild, Director Alternative Education

SUBJECT: Granting of Diplomas

The students listed on the attached pages have been certified for graduation by the Custodian of Records or their designee for the Division of Alternative Education of the Orange County Department of Education. These students have met the standards of proficiency in the basic skills prescribed by the governing board in accordance with Education Code 51412. It is requested that the Board approve the granting of diplomas to these students.

RECOMMENDATION:

Approve granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

LS:sl

Pages 10-11 removed (CONFIDENTIAL STUDENT INFORMATION)



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: December 13, 2017
TO: Nina Boyd, Associate Superintendent
FROM: Stacy Deeble-Reynolds, Director
Community and Student Support Services
SUBJECT: Acceptance of 1st Quarter Report on Williams Uniform Complaints
for the Period of July 1 to September 30, 2017 for OCDE Student Programs

California Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The enclosed report indicates no complaints were filed for the Orange County Department of Education student programs in the Divisions of Alternative Education and Special Education Services for the period of July 1 to September 30, 2017.

RECOMMENDATION:

Accept the 1st Quarter Report on Williams Uniform Complaints for OCDE student programs, for the period of July 1 to September 30, 2017.

NSN:ts

ORANGE COUNTY DEPARTMENT OF EDUCATION

2017-18 Quarterly Report on Williams Uniform Complaints
July 1 – September 30, 2017

Education Code section 35186(d) requires that school districts and county operated programs report summarized data on the nature and resolution of all Williams Uniform complaints on a quarterly basis to the County Superintendent of Schools and their governing board. This report includes the number of complaints filed, if any, by general subject area and identifies the number of resolved and unresolved complaints.

Division of Alternative Education

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facilities Conditions	0		
TOTALS	0		

Division of Special Education Services

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facilities Conditions	0		
TOTALS	0		



Orange County Board of Education

Board Agenda Item

DATE: December 13, 2017
TO: Al Mijares, Ph.D, Superintendent
FROM: Nina Boyd, Associate Superintendent
SUBJECT: Resolution #10-17
Education Code Section 1090

RECOMMENDATION:

Adopt Resolution #10-17 to approve compensation for absent member, John W. Bedell, Ph.D., pursuant to California Education Code Section 1090, for the regular Board Meeting on November 8, 2017

RESOLUTION OF THE ORANGE COUNTY BOARD OF EDUCATION
PURSUANT TO EDUCATION CODE SECTION 1090
RESOLUTION #10-17

WHEREAS, the Board Policy 200-1 and the California Education Code Section 1090 states that “a member of a county board of education may be paid for any meeting for which he or she is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting he or she was performing services outside the meeting on behalf of the board, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board”; and

WHEREAS, Board Member John W. Bedell, Ph.D., was ill and recovering from a recent surgery;

WHEREAS, the members of the Orange County Board of Education deemed the situation to comply with both Board Policy 200-1 and California Education Code Section 1090;

THEREFORE, LET IT BE RESOLVED that pursuant to California Education Code Section 1090, Board Member John W. Bedell, Ph.D., is entitled to be compensated for the meeting of the Orange County Board of Education on November 8, 2017.

The foregoing Resolution was duly and regularly adopted by the Orange County Board of Education at its meeting held on December 13, 2017, and received the following vote:

AYES:

NOES:

ABSENT:

Darou Sisavath, Recording Secretary



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: November 29, 2017

TO: Nina Boyd, Associate Superintendent

FROM: Aracely Chastain, Coordinator, Charter Schools

SUBJECT: Vista Condor Global Academy charter petition on appeal

BACKGROUND:

The Orange County Board of Education has three options for action regarding the Vista Condor Global Academy charter petition:

1. **OPTION ONE:** Grant the appeal and approve the charter petition as written.
2. **OPTION TWO:** Grant the appeal and approve the charter petition with conditions. This action would result in approval of the charter petition and require the execution of an Agreement/MOU to address the issues outlined in the Staff Report and Findings of Fact and establish appropriate timelines for the petitioners to meet the conditions as specified.
3. **OPTION THREE:** Deny the appeal and deny the charter petition.

RECOMMENDATION:

The Orange County Department of Education Charter Schools Unit staff recommend that the Orange County Board of Education approve with conditions (Option Two) the Vista Condor Global Academy charter petition.

November 29, 2017

To: Members, Orange County Board of Education

From: Orange County Department of Education Charter Schools Unit

Re: Staff Report - Findings of Fact and Recommendation, Vista Condor Global Academy

The following is a summary of the review conducted by Orange County Department of Education (OCDE) staff of the Vista Condor Global Academy (VCGA) petition presented on appeal following action by the governing board of the Santa Ana Unified School District, and constitute the findings of fact required by the Charter Schools Act.

The information in this report has been condensed to the most relevant areas and does not include items deemed less significant. In addition, commendations or suggestions for improvement are not included as the review process is intended to highlight deficits.

Based on information gathered throughout the entire review process, which included a clarification meeting held with petitioners on November 13, 2017, OCDE staff is recommending approval with conditions of VCGA charter school. This action would result in approval of the charter and require the execution of an Agreement/MOU to address the issues outlined in this Staff Report and Findings of Fact and establish appropriate timelines for the petitioners to meet the conditions as specified.

Synopsis of Review Recommending Approval with Conditions¹

- I. Educational Program
- II. Governance and Operations
- III. Finance

¹The legal basis for the reviewed items include the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 *et seq.*; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. §794; California Education Code §§47605, 47607, 52052, 49010 *et seq.*; Title V, California Code of Regulations §11967.5.1.

I. Educational Program

A. Special Education

Charter indicates language that encompasses VCGA being a school of the district for special education and joining El Dorado SELPA. The charter inaccurately references OCBE in due process hearings. Language within the petition should reflect one scenario for special education.

B. Uniform Mandate

As written, the uniform mandate which requires the purchase from a specific vendor with a school logo would constitute an unlawful pupil fee in violation of the California Constitution and Education Code Section 49010.

C. Measurable Pupil Outcomes/LCAP

1. State Priority 3 – Parent engagement/involvement is described in the charter petition, however the charter is lacking in specific details regarding actions/services to promote parental participation for parents of English learners (beyond ELAC), low income, foster youth and special education students.
2. State Priority 5 – Charter lists ADA as a measure for attendance but actual attendance rate is required. Goals should reflect expected attendance rate and annual goals. Student baseline goal for chronic absenteeism is unclear.
3. State Priority 7 – Course access is generally addressed in the charter, however specific actions/services developed and provided to individuals with exceptional needs (special education students specifically) are not included.

II. Governance and Operations

A. Affirmations and Assurances

The petition does not indicate adherence to the Political Reform Act.

B. Employee Qualifications

The Chief Financial Officer is omitted from organizational chart and there is no job description included in the charter.

C. Health and Safety

1. No indication in the charter that school will comply with EC 44830.1, that no person who has been convicted of a violent or serious felony shall be hired in a position requiring certification.
2. Charter does not indicate that sexual harassment training will be provided in accordance with Government Code 12950.1.
3. Charter does not include language regarding medical exemptions for immunizations per SB 277.

D. Admissions

1. While VCGA leadership has indicated that the school will comply with requirements under AB 1360, which goes into effect January 1, 2018, this language is not included in charter.
2. Language regarding time period for parents to respond to lottery space offer is unclear.
3. Timelines regarding notification of student status after lottery conflicts in two areas of the charter.

E. Suspension and Expulsion

1. Charter does not contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent per AB 1360.
2. Charter states that students may expelled for sexual harassment, hate violence, or harassment/threats/intimidation. However, California law limits this to only suspensions of students grade 4-12.
3. Charter states that policy for suspensions and expulsions may be “amended from time to time without the need to amend the charter as long as the amendments comport with legal requirements,” which is inconsistent with the Charter Schools Act regarding material revisions.
4. Charter does not include number of days when notification of expulsion will be sent to the student and family to ensure adequate time for the appeal process.

F. Dispute Resolution

Charter does not indicate that school will accept written notices by email.

III. Finance

A. PERS/STRS/Service Credit

Charter states that sick, vacation leave or years of service credit will not be transferred to VCGA which may impede teacher recruitment efforts.

B. Audits

Charter does not indicate that school will comply with the California School Accounting Manual as applied to charter schools.

C. Budget

Charter does not indicate the manner in which Vista Charter Public Schools will address shared expenses for each charter school it oversees or how those expenses will be attributable for auditing purposes.

Staff recommends the following conditions

- I. Fully execute an Agreement/MOU, agreed to by all parties, that addresses the operational relationship between the School, the Board and OCDE, and the concerns noted in this Staff Report, that establishes the appropriate timelines for the petitioners to meet the conditions as specified no later than the Board’s regularly scheduled meeting in March 2018.
- II. During the clarification meeting held on November 13, 2017, petitioners agreed to make corrections to the charter petition, which are designed to clarify ambiguities and not substantively change the petition. Once changes are complete, petitioner shall submit a final copy of the updated charter document.
 - A. Affirmations and Assurances

Page 1 #2: Change citation to Education Code section 47605(b)(6)

Page 2 #14: Change citation to read Education Code section 47605(c)(2) and add “legal guardians”
 - B. Element 1: Educational Program

Page 102: Correct paragraph under Student Records to specify Element 15.
 - C. Element 4: Governance

Page 127 & 129: Change section, and throughout petition as necessary, to identify the Orange County Board of Education as OCBE not “the district” to alleviate confusion.
 - D. Element #13: Rights of District Employees

Page 180: Clarify section to alleviate confusion of “PSDE” referring to both Public School District Employee and Public School District.

Conclusion

The Orange County Board of Education has three options for action regarding the charter petition:

Option One: Grant the appeal and approve the charter petition as written.

Option Two: Grant the appeal and approve the charter petition with conditions. This action would result in approval of the charter and require the execution of an Agreement/MOU to address the issues outlined in the Staff Report and Findings of Fact and establish appropriate timelines for the petitioners to meet the conditions as specified.

Option Three: Deny the appeal and deny the charter petition.

The Orange County Department of Education Charter Schools Unit staff recommend that the Orange County Board of Education approve with conditions (Option Two) the Vista Condor Global Academy charter petition.

**AGREEMENT BETWEEN
ORANGE COUNTY BOARD OF EDUCATION AND
VISTA CHARTER PUBLIC SCHOOLS
FOR THE OPERATION OF
VISTA CONDOR GLOBAL ACADEMY**

This Agreement is made and entered into this ____ of _____, _____ by and between the Orange County Board of Education (“Board”) and Vista Charter Public Schools, a nonprofit public benefit corporation operating the Vista Condor Global Academy (hereinafter collectively referred to as “Charter School”).

Hereinafter, the Board and Charter School shall be collectively referred to as “the parties,” and the Board-designated staff of the Orange County Superintendent of Schools (“County Superintendent”) shall be referred to as “OCDE.”

I. INTRODUCTORY PROVISIONS

- A. The Board approved with conditions the petition of Charter School, filed on appeal from a district-denied petition for a five-year period beginning on **7/1/2018** through **6/30/2023**, with specific conditions placed upon opening and operations, including entering into this Agreement. The Staff Report and Findings of Fact and Recommendation, submitted to and approved by the Board is incorporated herein by reference, and identifies the conditions for approval to be met by **July 1, 2018** that will be part of the monitoring and oversight of the charter.
- B. Vista Charter Public Schools is a California non-profit public benefit corporation that will operate the Charter School. Charter School shall ensure that at all times throughout the term of this charter, the terms and conditions of any agreement between Charter School and a third party, as well as the Articles of Incorporation and Bylaws of Vista Charter Public Schools as they pertain to Vista Condor Global Academy are and remain consistent with the Charter School’s Act, all applicable laws and regulations, provisions of the charter, and this Agreement.
- C. The purpose of this Agreement is to set forth the responsibilities of the parties with respect to the operational relationship between Charter School, the Board, and OCDE; to address those matters that require clarification; and to outline the parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationships. To the extent this Agreement contains terms that are inconsistent with the terms of the charter approved on December 13, 2017, the terms of this Agreement shall control.

II. TERM OF AGREEMENT

- A. This Agreement is effective from the date upon which it is approved by the governing boards of each party for the term of the charter, shall be reviewed at least annually but no later than **October 1**, and may be amended at any time with written mutual agreement of the parties. The parties agree that this document may be amended as required by applicable laws and regulations.
- B. Any modification of this Agreement must be in writing, and such amendments may only be submitted to the Board upon the approval of Charter School’s Board, and will take effect only if approved by the Board. Likewise, modifications to any appendices, exhibits, or materials incorporated herein by reference may only take effect if approved by the Board and agreed upon by Charter School except where necessary to comply with changes in law or implementing regulations.

- C. The approved Agreement continues in existence until Charter School voluntarily closes or its charter is non-renewed or revoked and closure procedures are completed, as determined by the Board and Charter School, after which the Agreement automatically expires. This Agreement is subject to termination during the charter term or during any subsequent renewal as specified by law or as otherwise set forth in this Agreement.
- D. Any modifications of the approved charter must be in writing and submitted to OCDE for review and determination as to whether such amendments must be submitted to the Board as a material revision to the charter. Such amendments may only be submitted to the Board upon the approval of the Vista Charter Public Schools board, and will take effect only if approved by the Board.

III. FULFILLING CHARTER TERMS

A. Governance

- 1. Charter School acknowledges and agrees it shall comply with all applicable laws and regulations as they may be amended or added during the term of the charter, including the Public Records Act, the Political Reform Act, Government Code section 1090 et seq. and all applicable conflict of interest laws, federal and state nondiscrimination laws and regulations, and prohibitions against unauthorized student fees.
- 2. Within ten (10) working days of board meetings, Charter School shall provide OCDE with an audio recording of the meeting and all materials provided to the governing board by its administration, contractors, or the public including approved previous meeting minutes, except for confidential communications as defined in Evidence Code section 952 and Government Code section 54963.

B. Educational Program

- 1. Local Control and Accountability Plan: Charter School shall comply with all applicable laws and regulations related to the Local Control Funding Formula, as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP), using the template adopted by the State Board of Education, to OCDE on or before **July 1** of each applicable year. Charter School shall annually update its actions to achieve the goals identified in the charter.
- 2. Annual Assessment of Students: Charter School shall comply with all state and federal student assessment requirements. Charter School shall test independent of OCDE and shall comply with state requirements for participation and administration of all state-mandated tests. Charter School hereby grants authority to the State of California to provide a copy of all test results from Charter School directly to OCDE as well as Charter School.
- 3. Independent Study: Any independent study program operated by Charter School shall comply with all applicable laws and regulations regarding independent study. Charter School may on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness. Any such independent study will be limited to occasional, incidental instances of extended absences and must be fully compliant with all independent study statutes and regulations applicable to charter schools.
- 4. Family Educational Rights and Privacy Act (FERPA): Charter School, its officers and employees will comply with FERPA at all times. Charter School will authorize OCDE to access educational records maintained by Charter School, in accordance with FERPA, and provide notice in Charter School policies and Parent/Student Handbook.

C. Fiscal Operations

1. Charter School will be directly funded in accordance with Education Code section 47630 *et seq.* Charter School's general purpose entitlement will be calculated in accordance with Education Code section 47633 *et seq.* The parties recognize the authority of Charter School to pursue additional sources of funding.
2. The parties agree that OCDE is not responsible to provide funding in lieu of property taxes to Charter School.
3. Charter School shall adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each affiliated charter school. Shared expenses shall be apportioned to each charter school in proportion to its average daily attendance. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchases orders, and other appropriate documentation shall be maintained by the Charter School and shall be deemed to be public records subject to disclosure to OCDE upon request. Each year the Charter School shall make all records relating to the expenses of all affiliated charter schools available to OCDE and the Charter school's auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, the Charter School shall promptly respond as required by Education Code section 47604.3.
4. Charter School shall establish a fiscal plan for repayment of any loans received by Charter School on behalf of Charter School. It is agreed that OCDE shall receive written notice of all loans sought for Charter School in excess of five percent (5%) of total budget that are not scheduled to be repaid within the fiscal year, and repayment of loans shall be the sole responsibility of Charter School. In no event shall the Board and/or OCDE have any obligation for repayment of such loans.
5. Fiscal Agent
 - a. The parties agree that neither the Board nor OCDE shall act as fiscal agent for Charter School. It is agreed that the Charter School shall be solely responsible for all fiscal services such as payroll, purchasing, attendance reporting, and completion and submission of state budget forms, but may contract with OCDE for such services by way of a separate written contract.
 - b. Charter School is responsible for establishing the appropriate funds or accounts in the Orange County Treasury for Charter School and for making the necessary arrangements for Charter School's participation in the State Teachers' Retirement System, the Public Employees Retirement System, or social security. Charter School will provide OCDE with documentation that it has arranged to provide these services. Nothing in this paragraph shall be interpreted to mean that Charter School must maintain all funds in the County Treasury. If funds are not maintained in the County Treasury, they must be deposited with a federally insured bank or credit union. Charter School acknowledges and agrees that under this provision, any bank records are subject to disclosure to OCDE.
6. Student Attendance Accounting and Reporting
 - a. No later than **July 1, 2018**, Charter School will submit proposed attendance accounting procedures, including software, for review and comment by OCDE. Charter School shall utilize commercially available attendance accounting software.

7. Oversight Fees

- a. Charter School will be charged an annual oversight fee not to exceed one percent (1%) of the revenue received by Charter School in accordance with Education Code section 47613. The oversight fee will be calculated on the LCFF base grant, supplemental grant and concentration grant funding provided at the First Principal Apportionment (P-1). The amount will be calculated in April of each year based upon first principal apportionment (P-1) data for ninety-five percent (95%) of the estimated total. The calculation will also include an adjustment for the preceding year based upon final revenue for that year.
- b. Payment Schedule: Charter School shall pay to County Superintendent its actual oversight costs not to exceed one percent (1%) of the LCFF base grant, supplemental grant, and concentration grant revenue received by Charter School ("Oversight Fee") in two equal payments during each Fiscal Year: (1) First Payment -- fifty percent (50%) of the Oversight Fee will be paid on or about **January 15**; and (2) Second Payment -- the remaining fifty percent (50%) plus any adjustment necessary to the First Payment, will be paid on or about **June 15**. County Superintendent will bill Charter School for the Oversight Fee that is due and Charter School shall make payment within thirty (30) days from the date of receipt of the bill, or thirty-two (32) days from the date of the bill. If County Superintendent does not receive the payment within the above-specified timeframe, Charter School hereby authorizes County Superintendent to transfer the payment from Charter School account to County Superintendent's account upon expiration of the thirty (30) days from the receipt of the bill or thirty-two (32) days from the date of the bill.
- c. Charter School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this Agreement for the students enrolled and attending Charter School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation. Notwithstanding this provision, Charter School may temporarily loan funds between schools that it operates pursuant to a resolution approved by its Board of Directors that specifies the duration and interest rate of the loan and understands and agrees to provide access to records of Vista Public Charter School and its affiliated charter schools, not just those directly related to Vista Condor Global Academy, upon request from OCDE in accordance with Education Code section 47604.3.

8. Insurance and Liability

- a. Charter School will provide certificates of insurance coverage to OCDE prior to opening and annually thereafter. The certificates shall indicate that the Board, County Superintendent, and OCDE have each been endorsed as an additional insured under the coverage and shall include a provision that the coverage will be primary and will not participate with nor be excess over any valid and collectible insurance or program of self-insurance carried or maintained by the Board, County Superintendent or OCDE. Exhibit A, Insurance Coverage and Policies, indicates the minimum insurance requirements and is incorporated by reference herein. The Charter School shall forward any written notice to OCDE within **three business days** of any modification, change or cancellation of any of the above insurance coverage. OCDE may request to see evidence of insurance coverage during site visits. It shall be expressly understood that the coverage and limits referenced herein shall not in any way limit the liability of Charter School. In addition, Charter School shall assure that its vendors have adequate insurance coverage for the goods and/or services provided to

Charter School to protect the interests of Charter School as well as OCDE, OCBE and the County Superintendent.

- b. Charter School shall hold harmless, defend, and indemnify the Board, the County Superintendent, and OCDE, its officers, agents, and employees, from every liability, claim, or demand (including settlement costs and reasonable attorneys' fees) which may be made by reason of: 1) any injury to volunteers; and 2) any injury to person or property sustained by any person, firm or Charter School caused by any act, neglect, default or omission of Charter School, its officers, employees or agents, including any claims for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors. In cases of such liabilities, claims or demands, Charter School, at its own expense and risk, shall defend all legal proceedings which may be brought against it and/or the Board, the County Superintendent or OCDE, its officers and employees, and satisfy any resulting judgments up to the required Agreements that may be rendered against any of them. Notwithstanding the foregoing: (a) any settlement requiring the Board, the County Superintendent or OCDE to admit liability or to pay any money will require the prior written consent of the Board, the County Superintendent or OCDE, as applicable; and (b) the Board, County Superintendent and/or OCDE may join in the defense with its counsel at its own expense.
- c. Charter School understands and agrees that its employees, contractors, subcontractors and agents shall not be considered officers, employees or agents of the Board, the County Superintendent or OCDE, and are not entitled to benefits of any kind or nature normally provided to OCDE employees. Charter School further assumes the full responsibility for acts and/or omissions of its employees, agents or contractors as they relate to the services to be provided under the charter and this Agreement. Charter School shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance (as applicable), social security and income tax withholding with respect to employees of Charter School.
- d. Inquiries or Requests for Information: Charter School shall immediately inform OCDE regarding any third-party inquiries by a government and/or regulatory agency.

D. Human Resources

- 1. STRS and PERS Reporting Requirements: Charter School shall accept and assume sole financial responsibility for any and all STRS and PERS reporting fines and penalties, including any and all financial consequences from the implementation of regulations, or any other action, that renders employees of Charter School ineligible to participate in a governmental defined-benefit retirement plan.

E. Contracts

- 1. Charter School shall ensure that all contracts for goods and services comply with the criteria noted in Title V, section 11967.5.1. Charter School shall comply with bidding requirements tied to receipt of any state, federal or grant funds that require compliance with more stringent bidding or purchasing requirements. Additionally, Charter School shall specify how prompt responses to reasonable inquiries for records and information regarding implementation of the contract will be provided to OCDE in accordance with Education Code section 47604.3.
- 2. A letter of assurance from Charter School that it will make every effort to ensure that the vendor complies with all reasonable inquiries by OCDE for records and information related to this contract.

3. Charter/Education Management Organization Contracts: Charter School shall ensure the following for any C/EMO contract.
 - a. Require that any C/EMO contract that is entered into be in compliance with state and federal law and the charter.
 - b. Require that Charter School ensure that there is language in any agreement (or revision to an agreement) with a C/EMO stating that any provision of the agreement that is in violation of state or federal law or the charter is void.
 - c. Upon approval by the Charter School board, Charter School shall provide OCDE a copy of the C/EMO agreement (or revision to an agreement) with this language in it.
 - d. All contracts between the Charter School and the C/EMO shall include a provision that the C/EMO shall comply with Education Code section 47604.3 and the California Public Records Act, Government Code sections 6250 et. Seq.
 - e. Any change of C/EMO vendor shall be presented to the Board for approval as a material revision to the charter, if all above requirements are met.

F. Facilities Agreement

1. No later than **July 1, 2018**, Charter School will provide a written signed agreement, lease or other similar document indicating Charter School's right to use the principle school site identified in the charter, and any ancillary facilities identified by Charter School, for at least the first year of Charter School's operation, and evidence that the facility will be adequate for Charter School's needs.
2. A pre-opening site visit will be conducted by OCDE prior to opening of Charter School. Once open, Charter School may change facilities only with prior approval of the Board, which shall not be unreasonably withheld. Following an approved revision to the charter, OCDE will, without unreasonable delay, conduct a site visit of a new or changed Charter School facility prior to students attending the new facilities. Under extraordinary circumstances (e.g., a change of facilities necessitated by fire, natural disaster or inhabitability) the parties may waive the pre-opening site visit.

G. Zoning and Occupancy

1. Charter School shall provide OCDE with a Certificate of Occupancy issued by the applicable permitting agency, allowing Charter School to use and occupy the site, prior to opening, unless Charter School is located at a public school site provided pursuant to Proposition 39 or other facilities use agreement with a school district. In lieu of the zoning certification, Charter School can provide OCDE with evidence that zoning ordinances have been overridden by the school district in which the facility is located or by another entity authorized to override zoning ordinances pursuant to current or future state law. The facility must meet all applicable health and fire code requirements and zoning laws, in accordance with Education Code section 47610. An OCDE site review of Charter School's facilities will confirm, through documentation maintained by Charter School, that the facilities are clean, safe, American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act compliant, and have the necessary local approvals to operate. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to OCDE for each facility before the school is scheduled to open or operate in the facility or facilities. If Charter School ever seeks facilities from a school district in which it intends to locate (or is located) under Education Code

section 47614 (Proposition 39), it will follow applicable statute and regulations regarding submission of such a request to the school district.

2. Notwithstanding any language to the contrary in this charter, the interpretation, application and enforcement of this provision are not subject to the Dispute Resolution Process outlined in the charter. The parties agree, should a dispute arise under this section, to meet to attempt to resolve any concerns within ten calendar days of the dispute.

IV. CHARTER-SPECIFIC CONDITIONS

1. As a condition of charter petition approval by the Board, Charter School agrees to all charter specific conditions set forth in Exhibit B, Charter-specific Conditions, which is herein incorporated by reference.
2. Prior to commencing operations and no later than **July 1, 2018**, Charter School shall submit documentation to OCDE to verify the conditions in Exhibit B are fully met.
3. Should Charter School fail to fully meet the conditions in Exhibit B, the Board reserves the right to take further action, including but not limited to revoking its approval of the charter.

V. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy or statute, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

VI. NON-ASSIGNMENT

No portion of this Agreement or the Charter petition approved by the Board may be assigned to another entity without the prior written approval of the Board.

VII. WAIVER

A waiver of any provision or term of this Agreement must be in writing and signed by both parties. Any such waiver shall not constitute a waiver of any other provision of this Agreement. All parties agree that neither party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992.

VIII. NONDISCRIMINATION

The parties recognize and agree that in addition to complying with all nondiscrimination requirements of the Charter Schools Act, including agreement that the Charter School shall not charge tuition, shall be nonsectarian, and pursuant to Education Code section 200 the School shall be open to all students. In addition to these nondiscrimination provisions, Charter School shall not discriminate against applicants or employees on the basis of any characteristics or categories protected by state or federal law. Charter School acknowledges and agrees that it shall comply with all applicable federal and state nondiscrimination laws and regulations as they may be amended.

IX. NOTIFICATION

All notices, requests and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

To OCDE at:

Nina Boyd, Associate Superintendent
Orange County Department of Education
200 Kalmus Drive, Costa Mesa CA, 92628-9050

To Vista Charter Public Schools/Vista Condor Global Academy at:

Don Wilson, Superintendent
2900 West Temple Street
Los Angeles, CA 90026

X. INTEGRATION

This Agreement contains the entire Agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no Agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

XI. ORDER OF PRECEDENCE

The parties further acknowledge and agree that, unless otherwise noted in this Agreement, any inconsistency in the charter shall be resolved by giving precedence in the following order:

- a) The Agreement/MOU
- b) The Charter
- c) Documents incorporated by reference to the Agreement, including Exhibit A, Exhibit B, and the redlined changes to the charter petition to reflect the Board's specific conditions required in the charter petition.
- d) The bylaws and articles of incorporation of the nonprofit public benefit corporation operating or acting as the charter school, as applicable.

For Vista Charter Public Schools/
Vista Condor Global Academy:

For the Board:

Date: _____

Date: _____

Signature

Signature

Print name

Print name

EXHIBIT A

INSURANCE COVERAGE AND POLICIES

The Charter School, at its sole cost and throughout the charter term, shall procure and maintain in effect each insurance listed below. All required insurance, and if self-insurance will be provided, must contain coverage that complies, at a minimum, with the following requirements:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in Charter School's property inventory and consumables. If full replacement value coverage is not available, Charter School shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.
2. General Commercial Liability with at least \$2,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, Fire Legal Liability, of Charter School, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of Charter School, its governing board, officers, agents, employees, and/or students.
3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect Charter School from claims under Workers' Compensation Acts, which may arise from Charter School's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
4. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
5. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

EXHIBIT B

CHARTER-SPECIFIC CONDITIONS

Prior to commencing operations and no later than **July 1, 2018** Charter School shall comply with the following conditions.

1. **Special Education**

Amend language in the charter pages 90-99 to indicate that Charter School shall be joining the El Dorado SELPA and ensure that all language reflects that choice, including due process hearings for mediation to defend care.

2. **Uniform Mandate**

Amend uniform policy in charter page 17 to accurately reflect that dress code allows for purchase of uniforms from any vendor, remove requirement of school logo or provide school logo free of charge to families who choose to purchase uniform from other vendors, and includes a clear statement that the school will provide a sufficient amount uniforms for families who request them regardless of ability to purchase uniforms.

3. **Measurable Pupil Outcomes/LCAP**

State Priority 3 – Add specific details regarding actions/services to promote parental participation for parents of English learners (beyond ELAC), low income, foster youth and special education students.

State Priority 5 –Modify goals to reflect expected attendance rate and annual goals. Clarify student baseline goal for chronic absenteeism.

State Priority 7 – Add specific actions/services developed and provided to individuals with exceptional needs (special education students specifically).

4. **Affirmations and Assurances**

Add adherence to the Political Reform Act

5. **Employee Qualifications**

Add Chief Financial Officer to the organizational chart on page and include job description.

6. **Health and Safety**

A. Add language to charter (page 145) that school will comply with EC 44830.1 that no person who has been convicted of a violent or serious felony shall be hired in a position requiring certification.

B. Add language (page 146) that school will provide sexual harassment training in accordance with Government Code 12950.1.

C. Add language (page 146) regarding medical exemptions for immunizations per SB 277.

7. **Admissions**

A. Clarify language (page 153) regarding time period for parents to respond to lottery space offer.

B. Align notification timelines of student status after lottery in conflicting areas (pages 153 & 155).

- C. Add language to charter Element 8 (page 152) that Charter School will comply with requirements under AB 1360 that go into effect January 1, 2018.

AB 1360: Admissions Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

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

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

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

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

8. Suspension and Expulsion

- A. Add language to charter Element 10 (page 157) per AB 1360:

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective

date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

- B. Clarify language in charter (page 166) that states that students may expelled for sexual harassment, hate violence, or harassment/threats/intimidation. However, California law limits this to only suspensions of students grade 4-12.
- C. Strike from charter (page 157) the following language that is inconsistent with the Charter Schools Act regarding material revisions regarding suspensions and expulsions: "and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements."
- D. Add specific number of days when notification of expulsion will be sent to the student and family to ensure adequate time for the appeal process.

9. Dispute Resolution

Add language to charter (page 181) that school accepts written notices by email and include the email address that should be used.

10. Finance

- A. Clarify language (page 180) that states "Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Vista Condor Global Academy."
- B. Add language to charter does (page 156) that school will comply with the California School Accounting Manual as applied to charter schools.
- C. Reconcile Staffing Plan table (page 140) FTEs in charter to numbers in budget.
- D. Add language to charter (page 156) that states, "*Vista Charter Public Schools will adopt accounting policies and practices that establish separate accounts and/or sub-accounts for each charter school it oversees. Shared expenses shall be apportioned to each charter school in proportion to its average daily attendance. The expenses attributable to each charter school shall be paid only from the account or sub-account of that charter school. Invoices, purchase orders, and other appropriate documentation shall be maintained by Vista charter Public Schools. Each year Vista Charter Public Schools shall make all records relating to the expenses of its charter schools available to OCDE and its auditor for review and audit to ensure that all expenses are appropriately allocated. In addition, Vista Charter Schools shall promptly respond to all reasonable inquiries from OCDE as required by Education Code section 47604.3.*

**RESOLUTION AND WRITTEN FINDINGS
OF THE ORANGE COUNTY BOARD OF EDUCATION
TO APPROVE THE PETITION FOR A CHARTER SCHOOL
FOR VISTA CONDOR GLOBAL ACADEMY**

WHEREAS, the Legislature has enacted the Charter Schools Act of 1992, Education Code section 47600 et seq.;

WHEREAS, Education Code section 47605(j)(1) states that if the governing board of a school district denies a petition for charter school, a petitioner may elect to submit the petition to the county board of education;

WHEREAS, the county board of education is required to review the petition on appeal pursuant to Education Code section 47605(b);

WHEREAS, Section 47605(b) states that the county board is required to grant the charter if it is satisfied that granting the charter is consistent with sound educational practice;

WHEREAS, the county board of education cannot deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition setting forth specific facts stating the reasons for the denial of the charter petition;

WHEREAS, on October 18, 2017, the Orange County Board of Education (“Board”) received a petition from Vista Charter Public Schools for the operation of Vista Condor Global Academy (“Petition”) appealing the action on its Petition by the Governing board of the Santa Ana Unified School District (“District”) on December 10, 2017;

WHEREAS, charter schools, as part of the California public school system and subject to the laws governing public agencies generally, are subject to the provisions of the Ralph M. Brown Act (Government Code section 54950 et seq.), the requirements of conflict of interest laws, including, but not limited to, Government Code section 1090 et seq., 1126, and 87100 et seq., and the California Public Records Act (Government Code section 6250 et seq.);

WHEREAS, charter schools are subject to the requirements of federal law, including, but not limited to, the Every Student Succeeds Act, 20 U.S.C. §6301 et seq. and the Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.;

WHEREAS, the law requires that the county board obtain information regarding the operation and potential impacts of the proposed charter school;

WHEREAS, the Board has obtained, reviewed and analyzed all information received with respect to the petition, including information related to the operation and potential impacts of the proposed charter school;

WHEREAS, the Board held a public hearing on the Petition on November 8, 2017, and received public comment thereon;

WHEREAS, in reviewing charter school petitions the Board is guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system, and that establishment of charter schools should be encouraged; and

WHEREAS, the Board, at its regular meeting of December 13, 2017, reviewed and considered the petition and all appropriate information received with respect to the petition, including the petition submitted to the District, the written findings of the Governing Board of the District, a rebuttal to the District’s written findings submitted by the lead petitioner, and a Staff Report prepared by members of Orange County Department of Education (“OCDE”) staff.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby approves the petition for a charter school by Vista Charter Public Schools for the operation of Vista Condor Global Academy.

BE IT FURTHER RESOLVED that the Board approves the Petition with the understanding that Vista Charter Public Schools will enter into an Agreement/MOU that addresses the operational relationship between the School, the Board and OCDE no later than the Board’s regularly scheduled meeting in **March 2018**. The terms of this Resolution are severable.

STATE OF CALIFORNIA)
COUNTY OF ORANGE)
_____)

I, Darouny Sisavath, Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 13th day of December, 2017, and that it was so adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

BY:

Clerk of the Orange County Board of Education

**RESOLUTION AND WRITTEN FINDINGS
OF THE ORANGE COUNTY BOARD OF EDUCATION
TO APPROVE WITH CONDITIONS
THE PETITION FOR A CHARTER SCHOOL
FOR VISTA CONDOR GLOBAL ACADEMY**

WHEREAS, the Legislature has enacted the Charter Schools Act of 1992, Education Code section 47600 et seq.;

WHEREAS, Education Code section 47605(j)(1) states that if the governing board of a school district denies a petition for charter school, a petitioner may elect to submit the petition to the county board of education;

WHEREAS, the county board of education is required to review the petition on appeal pursuant to Education Code section 47605(b);

WHEREAS, Section 47605(b) states that the county board is required to grant the charter if it is satisfied that granting the charter is consistent with sound educational practice;

WHEREAS, the county board of education cannot deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition setting forth specific facts stating the reasons for the denial of the charter petition;

WHEREAS, on October 18, 2017, the Orange County Board of Education (“Board”) received a petition from Vista Charter Public Schools for the operation of Vista Condor Global Academy (“Petition”) appealing the action on its Petition by the Governing board of the Santa Ana Unified School District (“District”) on December 10, 2017;

WHEREAS, charter schools, as part of the California public school system and subject to the laws governing public agencies generally, are subject to the provisions of the Ralph M. Brown Act (Government Code section 54950 et seq.), the requirements of conflict of interest laws, including, but not limited to, Government Code section 1090 et seq., 1126, and 87100 et seq., and the California Public Records Act (Government Code section 6250 et seq.);

WHEREAS, charter schools are subject to the requirements of federal law, including, but not limited to, the Every Student Succeeds Act, 20 U.S.C. §6301 et seq. and the Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.;

WHEREAS, the law requires that the county board obtain information regarding the operation and potential impacts of the proposed charter school;

WHEREAS, the Board has obtained, reviewed and analyzed all information received with respect to the petition, including information related to the operation and potential impacts of the proposed charter school;

WHEREAS, the Board held a public hearing on the Petition on November 8, 2017, and received public comment thereon;

WHEREAS, in reviewing charter school petitions the Board is guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system, and that establishment of charter schools should be encouraged; and

WHEREAS, the Board, at its regular meeting of December 13, 2017, reviewed and considered the petition and all appropriate information received with respect to the petition, including the petition submitted to the District, the written findings of the Governing Board of the District, a rebuttal to the District’s written findings submitted by the lead petitioner, and a Staff Report prepared by members of Orange County Department of Education (“OCDE”) staff.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby adopts the findings and recommendations set forth in the attached Staff Report and Findings of Fact dated November 29, 2017, which is attached hereto and integrated herein by this reference, and the Board further finds as follows:

- (1) The Petition as written may not present a sound educational program for the students to be enrolled in VCGA unless petitioners comply with conditions specified in the Staff Report and Findings of Fact;
- (2) The Petition as written may not contain reasonably comprehensive descriptions of the certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P) unless petitioners comply with

conditions to address the findings as specified in the Staff Report and Findings of Fact.

BE IT FURTHER RESOLVED that the Board approves with conditions the Petition on the basis of the findings herein adopted and subject to conditions to address the findings as specified in the Staff Report and Findings of Fact. To satisfy the conditions, Petitioner and Board must fully execute an Agreement/MOU that addresses all of the conditions, as well as addressing the operational relationship between the Petition, the Board and OCDE no later than the Board’s regularly scheduled meeting in **March 2018**. Should the Petitioner and Board fail to reach agreement by the regularly scheduled meeting in March 2018, the Board reserves the right to take further action, including but not limited to revoking its approval of the charter. The terms of this Resolution are severable. Should it be determined that one or more of the findings is invalid, the remaining findings and the board action shall remain in full force and effect. Each finding is, in and of itself, a sufficient basis for the conditional approval.

STATE OF CALIFORNIA)
COUNTY OF ORANGE)
_____)

I, Darouny Sisavath, Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 13th day of December, 2017, and that it was so adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

BY:

Clerk of the Orange County Board of Education

**RESOLUTION AND WRITTEN FINDINGS
OF THE ORANGE COUNTY BOARD OF EDUCATION
TO DENY THE PETITION FOR A CHARTER SCHOOL
FOR VISTA CONDOR GLOBAL ACADEMY**

WHEREAS, the Legislature has enacted the Charter Schools Act of 1992, Education Code section 47600 et seq.;

WHEREAS, Education Code section 47605(j)(1) states that if the governing board of a school district denies a petition for charter school, a petitioner may elect to submit the petition to the county board of education;

WHEREAS, the county board of education is required to review the petition on appeal pursuant to Education Code section 47605(b);

WHEREAS, Section 47605(b) states that the county board is required to grant the charter if it is satisfied that granting the charter is consistent with sound educational practice;

WHEREAS, the county board of education cannot deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition setting forth specific facts stating the reasons for the denial of the charter petition;

WHEREAS, on October 18, 2017, the Orange County Board of Education (“Board”) received a petition from Vista Charter Public Schools for the operation of Vista Condor Global Academy (“Petition”) appealing the action on its Petition by the Governing board of the Santa Ana Unified School District (“District”) on December 10, 2017;

WHEREAS, charter schools, as part of the California public school system and subject to the laws governing public agencies generally, are subject to the provisions of the Ralph M. Brown Act (Government Code section 54950 et seq.), the requirements of conflict of interest laws, including, but not limited to, Government Code section 1090 et seq., 1126, and 87100 et seq., and the California Public Records Act (Government Code section 6250 et seq.);

WHEREAS, charter schools are subject to the requirements of federal law, including, but not limited to, the Every Student Succeeds Act, 20 U.S.C. §6301 et seq. and the Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.;

WHEREAS, the law requires that the county board obtain information regarding the operation and potential impacts of the proposed charter school;

WHEREAS, the Board has obtained, reviewed and analyzed all information received with respect to the petition, including information related to the operation and potential impacts of the proposed charter school;

WHEREAS, the Board held a public hearing on the Petition on November 8, 2017, and received public comment thereon;

WHEREAS, in reviewing charter school petitions the Board is guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system, and that establishment of charter schools should be encouraged; and

WHEREAS, the Board, at its regular meeting of December 13, 2017, reviewed and considered the petition and all appropriate information received with respect to the petition, including the petition submitted to the District, the written findings of the Governing Board of the District, a rebuttal to the District’s written findings submitted by the lead petitioner, and a Staff Report prepared by members of Orange County Department of Education (“OCDE”) staff; and

WHEREAS, the Board specifically notes that this Resolution does not include findings relative to every defect in the Petition, but is limited to the most significant issues, which as set forth in the Staff Report and Findings of Fact are legally sufficient to support the Board’s denial of the charter petition.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby adopts the findings and conclusions set forth in the attached Staff Report and Findings of Fact dated November 29, 2017, which is attached hereto and integrated herein by this reference, and the Board further finds as follows:

- (1) The Petition does not contain reasonably comprehensive descriptions of the certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

BE IT FURTHER RESOLVED that the Board denies the Petition based on the findings herein adopted. The terms of this Resolution are severable. Should it be determined that one or more of the findings is invalid, the remaining findings and the board action shall remain in full force and effect. Each finding is, in and of itself, a sufficient basis for the denial.

STATE OF CALIFORNIA)
COUNTY OF ORANGE)
_____)

I, Darouny Sisavath, Clerk of the Orange County Board of Education, do hereby certify that the foregoing Resolution was duly passed, approved and adopted by the Orange County Board of Education at a regular meeting thereof held on the 13th day of December, 2017, and that it was so adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

BY:

Clerk of the Orange County Board of Education



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: December 13, 2017
TO: Nina Boyd, Associate Superintendent
FROM: Renee Hendrick, Associate Superintendent *RH*
SUBJECT: 2017-2018 First Interim Report

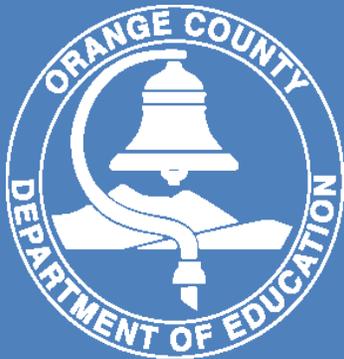
As required by Education Code Section 1240 (j) county offices of education are required to submit to the Superintendent of Public Instruction a First Period Interim Report, Second Period Interim Report, and Annual Report of the county office's financial status.

The superintendent shall certify in writing whether or not the county office of education is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for two subsequent fiscal years. The certifications shall be classified as positive, qualified, or negative, pursuant to standards prescribed by the Superintendent of Public Instruction.

RECOMMENDATION:

Approve the 2017-18 First Interim Report, which has been certified as positive by the County Superintendent of Schools.

RH:sh



Orange County Department of Education

2017-18 First Interim Budget

Budget Summary

Al Mijares, Ph.D., County Superintendent of Schools

Orange County Board of Education

Rebecca "Beckie" Gomez	Trustee Area 1
David L. Boyd	Trustee Area 2
Ken L. Williams, Jr., D.O.	Trustee Area 3
John (Jack) W. Bedell, Ph.D.	Trustee Area 4
Linda Lindholm	Trustee Area 5

12/13/2017

About OCDE



The Orange County Department of Education (OCDE) is a public education organization offering support services to 27 school districts and more than 600 schools and 20,000 educators serving over 500,000 students in Orange County. OCDE's personnel offer support, professional development, and student programs through its divisions and departments: Administrative Services, Alternative Education, Business Services, Career and Technical Education, Communication/Media, Information Technology, Instructional Services, Legal Services, Community and Student Support Services, and Special Education.

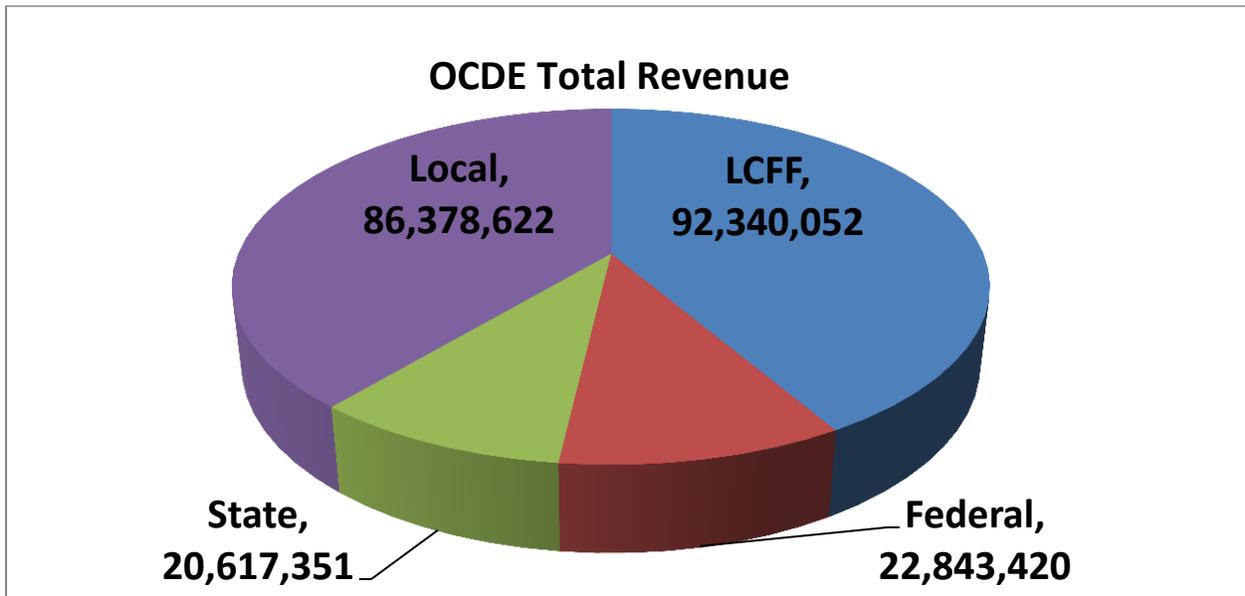
Our vision is that **Orange County students will lead the nation in college and career readiness and success**. We play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, and community organizations. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students.

The Budget Summary is an overview of the Orange County Department of Education Budget and reflects the goals and priorities of the County Superintendent and Governing Board against the backdrop of the available financial resources. The budget is a complex document that is required to follow state accounting guidelines. This budget summary is using Projections for 2017-18 that align with the LCAP. The LCAP lays out the main objectives for meeting the learning requirements of high need students. The LCAP also identifies the expenditures for meeting the identified objectives, as such becomes a second statement of the Superintendent and Board priorities along with those identified on these pages.

For the purpose of this Budget Summary, the Orange County Department of Education is using data from the Projections based on the State Adopted Budget for 2017-18 signed by Governor Brown. Our proposed General Fund budget is \$233,170,405 and includes negotiated settlements for Certificated (OCSEA). We currently have a deficit of \$10,990,960 which is created by a combination of one-time funding that was received in prior years with expenditures in 2017-18 budget. We have been evaluating our student programs and are in the process of developing a multi-year plan that will use one-time funding for one-time expenditures. Some of the expenditures are included in this budget and accounts for the planned deficit in 2017-18.

Revenue

The Total General Fund Revenue Projections are \$222,179,445



Local Control Funding Formula (LCFF) is \$92,340,052

The Local Control Funding Formula (LCFF) for County Offices incorporates funding for Countywide services to districts and direct funding for students in Juvenile Court Schools, and referrals from Probation or Social Services. This is 42% of our total revenue. The LCFF formula for County Offices is separated into two major components.

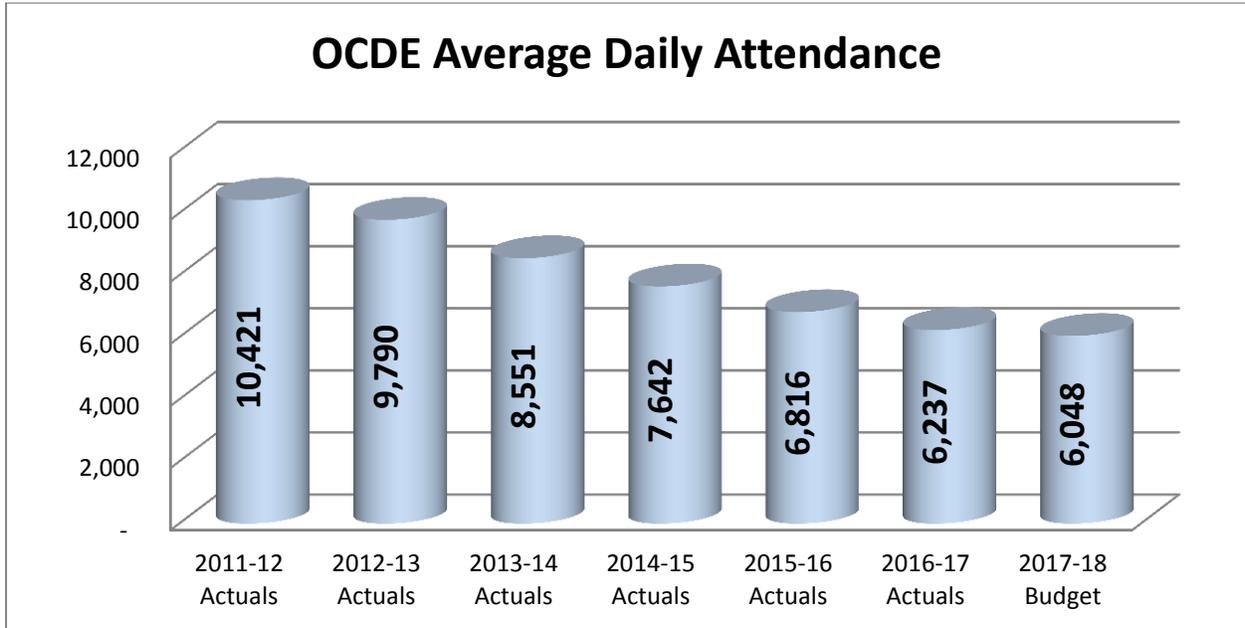
County Operations Grants: This funding is based on the number of students who attend school in the County or Average Daily Attendance (ADA), and the number of school districts we support. This funding is to perform services mandated under the education code such as financial oversight and services to districts. ***Projected funding for 2017-18 is \$25,628,552***

Pupil Driven Grants: Base funding is received per ADA, plus supplemental and concentration grants for students that are one of the following: English Language Learners, Foster Youth or qualify for Free and Reduced Lunch program. Our 2017-18 unduplicated count is 84%.

- Students in Juvenile Court Schools receive base funding and 100% of the students qualify for Supplemental and Concentration funding. ***Projected funding for 2017-18 is \$8,949,358***
- Students that are considered type “C” probation referred, expelled or social service referred
 - Supplemental is 35% of Base Grant
 - Concentration is 25% of Base Grant for Unduplicated Count over 50%
Projected funding for 2017-18 is \$27,498,287

OCDE serves students that are referred from school districts, this ADA is added to total enrollment for staffing ratios, but the funding for district referred students is recognized under Local Revenue.

Average Daily Attendance for OCDE Programs



	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Budget
Juvenile Court Schools	858	737	519	492	506
Community Schools "C"	2,672	2,079	1,583	1,267	1,110
Community Schools Secondary 1st Semester	462	419	466	557	400
CHEP and PCHS	1,613	1,547	1,321	1,073	975
PCHS Secondary 1st Semester "A" & "B"	797	889	911	972	1,252
Expelled	147	130	132	115	124
County Community "A" & "B"	1,064	874	958	780	637
County Community "A" & "B" Secondary 1st Semester	501	537	467	464	426
Charter			41	141	242
Total For ACCESS	8,114	7,212	6,398	5,861	5,672
Special Schools	436	430	418	376	376
Total	8,551	7,642	6,816	6,237	6,048
Difference from prior year	(1,239)	(908)	(827)	(579)	(189)

Average Daily Attendance

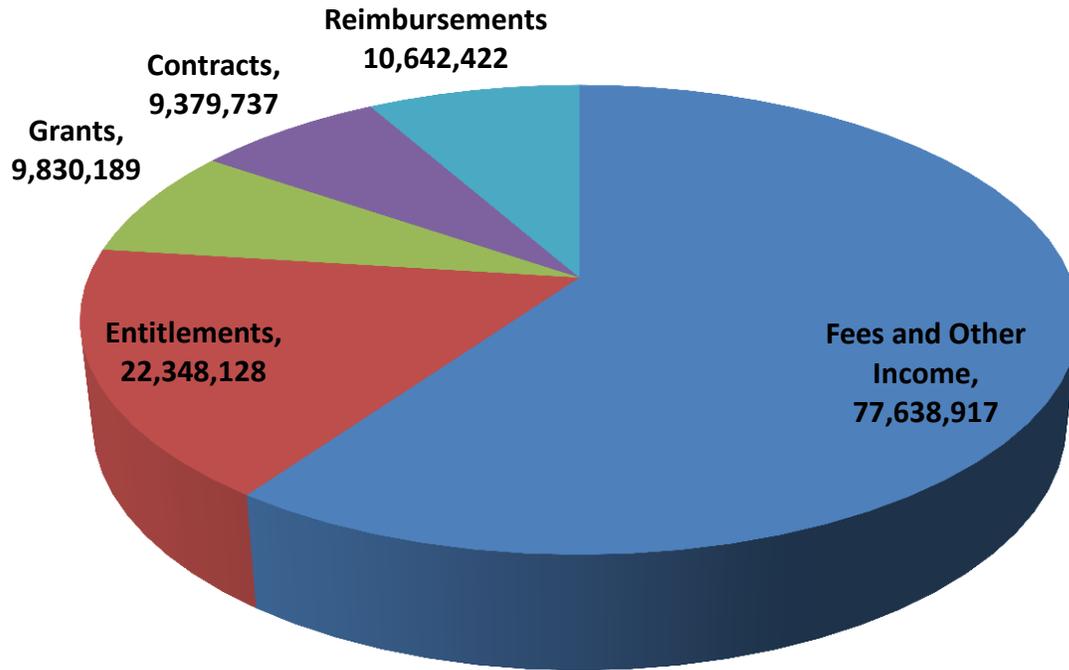
OCDE has been declining in enrollment since 2012-13, with a decline of 579 ADA in 2016-17. The 2017-18 Proposed Budget includes a projected growth of enrollment of 101 ADA from Scholarship Prep Charter and an increase in our S1S program. A change in State and County guidelines regarding alternatives to incarceration means that fewer students are enrolled in our program and stay in their home districts. To adjust to the changing environment, we are developing new programs and improving our outreach activities so that we are better able to serve our students. As you may remember, some of these services are outlined in our Local Control Accountability Plan (LCAP).

Revenue Outside of LCFF

Outside of LCFF we receive income in five different ways from Federal, State or Local resources. Below we will detail examples of the revenue we receive as a County Office:

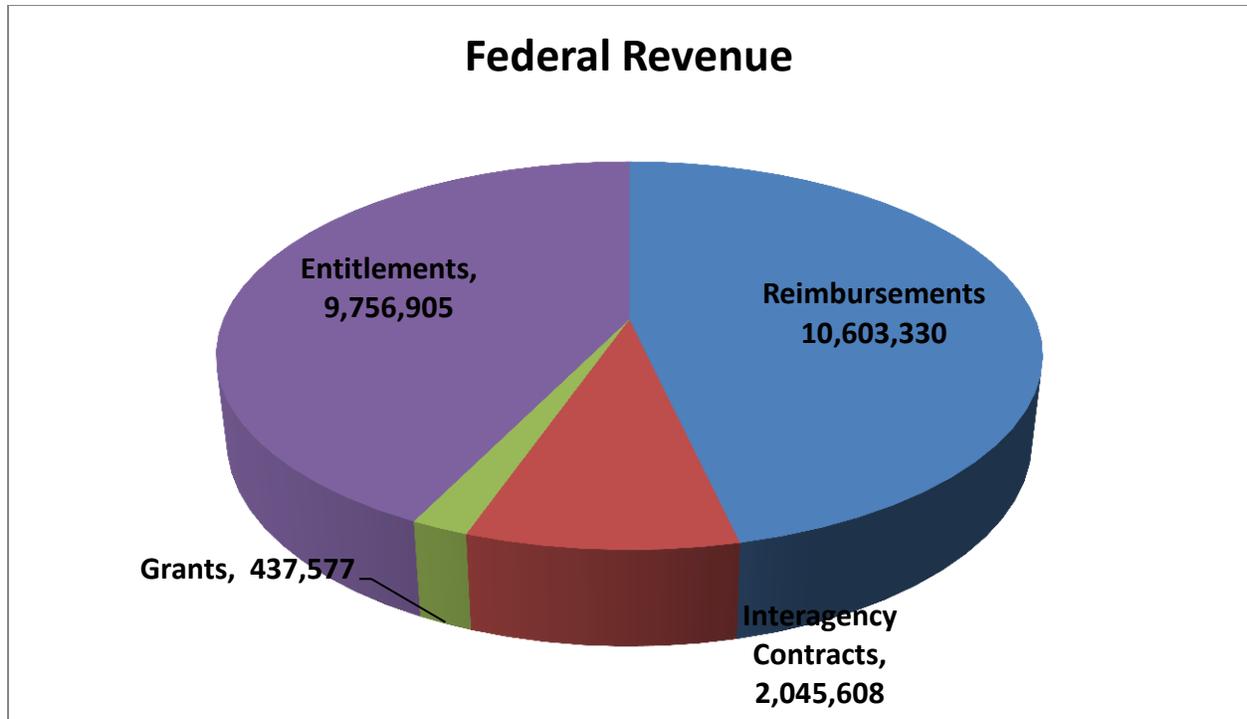
- Entitlements are funding normally received on a per student basis and is either part of the State or Federal Budget authority. Most of these funds are on-going appropriations and may have restricted guidelines for expenditures.
- Grants are projects that OCDE has applied to funding agencies for and could come from Federal, State or Local agencies. These are competitive in nature and will require specific expenditures as part of the grant.
- Contracts: are services provided to Federal, State or Local agencies that are outlined in a contract.
- Reimbursements: revenue received to reimburse a portion of the cost of providing specific services to students (Medi-Cal Administrative Services (MAA), Medi-Cal billing and Child Nutrition).
- Fee for Service programs: Most of the fees for service are in Local revenue and they include billing to school districts for students they have referred, excess billing for Special Schools, billing for Inside the Outdoors, Professional Development for school districts, and various services OCDE provides on a county-wide basis.

Total Revenue without LCFF



Total Revenue without LCFF is \$129,839,393

Federal Revenue



Total Federal Revenue is \$22,843,420

Federal Entitlements: \$9,756,905

\$7,684,893 for Title I,II,III programs for delinquent and neglected students.
\$1,723,163 for Special Education grants for OCDE students, and \$348,849 for various grants.

Reimbursements: \$10,603,330

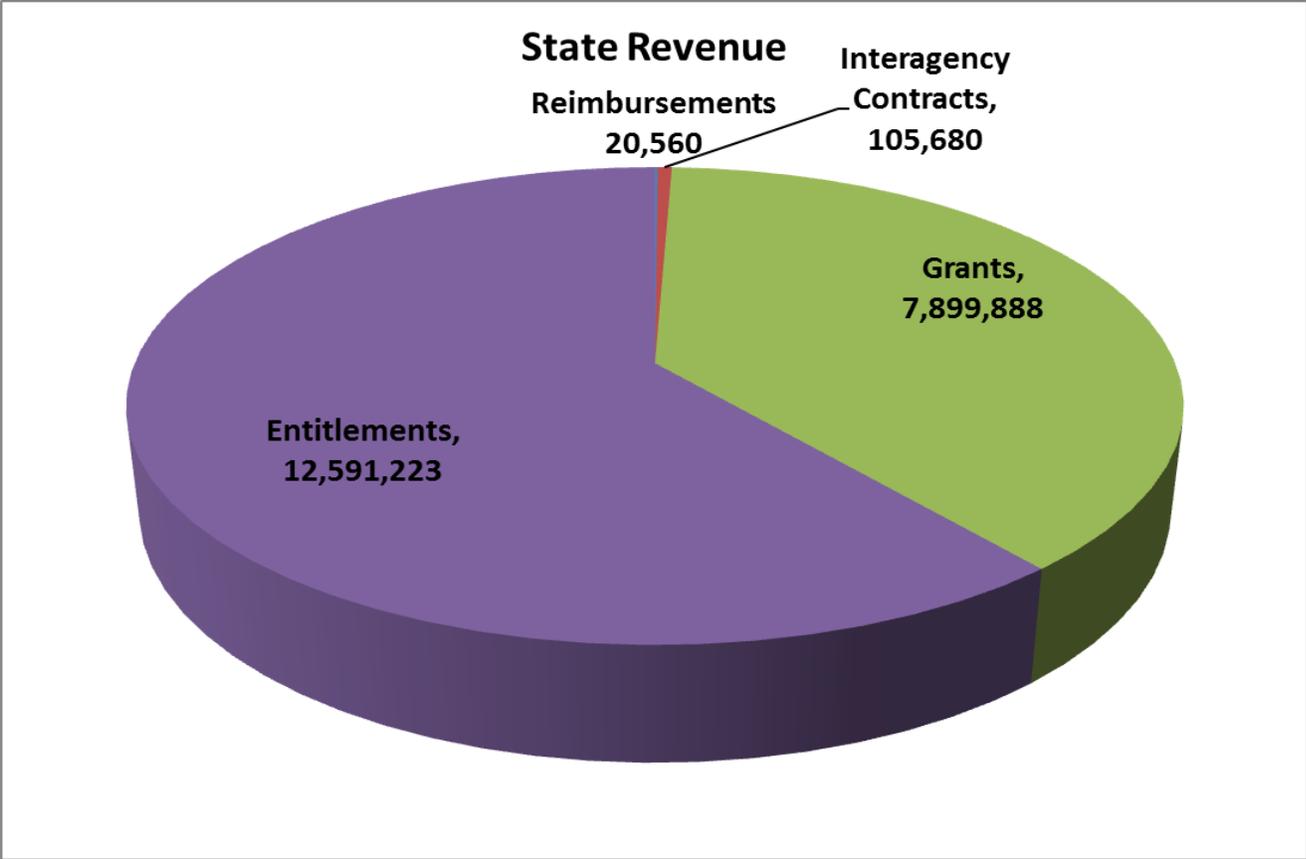
\$9,597,730 Medi-Cal Administrative Activities (MAA) which is passed thru to Orange, Imperial and San Diego County school districts, \$775,600 Medi-Cal, and \$230,000 Federal school lunch program.

Interagency Contracts: \$2,045,608

\$898,129 for various other programs with pass through funding, and \$459,743 for Regional System of District Support pass through from San Diego COE, \$400,000 for Friday Night Live and \$287,736 for Nutrition Network pass through from the Orange County Health Care Agency.

Grants: \$437,577

\$324,332 for various programs and \$113,245 for California Math and Science Partnership



Total State Revenue is \$20,617,351

State Entitlements: \$12,591,223

\$4,901,698 for the GASB 68 requirements to recognize STRS paid by the state on behalf of the district [see same entry in benefits], \$2,187,514 for Countywide Foster Youth Services \$1,719,954 for the Mandated Cost Block Grant, \$1,187,086 for Lottery funds, \$936,091 for Prop 39 California Clean Energy Job Act, \$555,810 in various programs, \$504,819 for COE LCAP approval and technical assistance for districts, \$418,251 for Mental Health for ACCESS Special Education students and \$180,000 for countywide unemployment administration.

State Grants: \$7,899,888

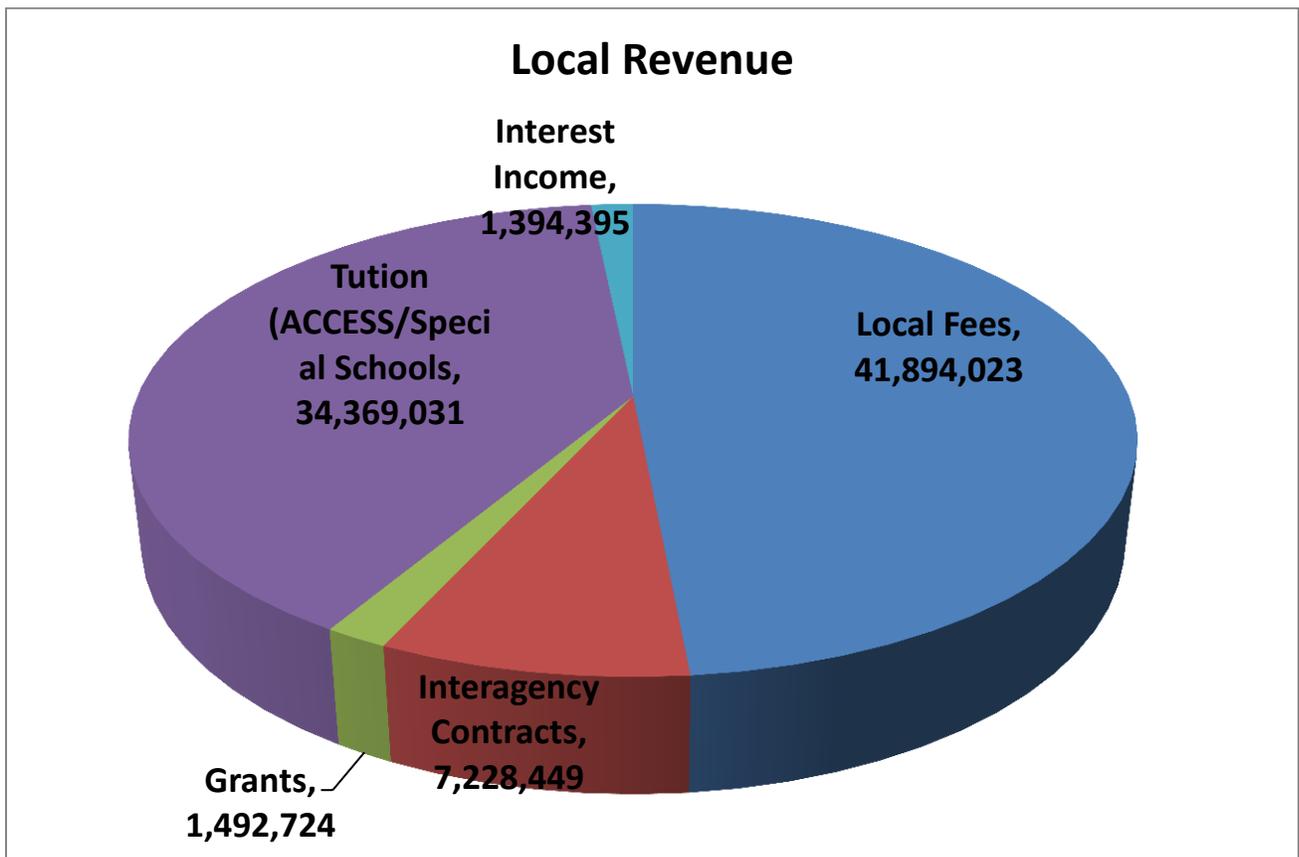
\$4,632,088 for Career Technical Education Incentive Grant (CTEIG), \$2,326,486 Career Pathways Trust Grant 4th year of 5 years in partnership with school districts, community colleges and community partners, \$664,040 for Tobacco, Drugs and Alcohol intervention grant, \$216,203 for Classified School Employee Grant and \$61,071 for various programs

State Reimbursements: \$20,560

State Child Nutrition reimbursements

State Interagency Contracts: \$105,680

\$105,680 for various programs



Total Local Revenue is \$86,378,622

Local Fees \$41,894,023

Is funding for programs such as billing for Special Schools, Inside the Outdoors, professional development, and other services we provide to school districts

Local Grants \$1,492,724

\$764,250 local grants from the Outdoor Science Foundation, \$532,337 in partnership with Santa Ana USD to provide mental health services, and \$196,137 in various grants from local agencies

Local Interagency Contracts \$7,228,449

\$3,533,432 for Safe School programs with Santa Ana USD, \$2,183,145 for Impact and Impact Hub contracts with the Orange County Commission, \$722,188 for various programs, \$489,684 for Educational Support Dependent Youth matching Foster Youth Services. This is pass-through revenue from school districts and Local Agencies (Orange County Health Care and Social Services), and \$300,000 Child Nutrition contracts.

Local Interest Income \$1,394,395

This revenue is interest earnings for the General Fund

Local Tuition: \$34,369,031

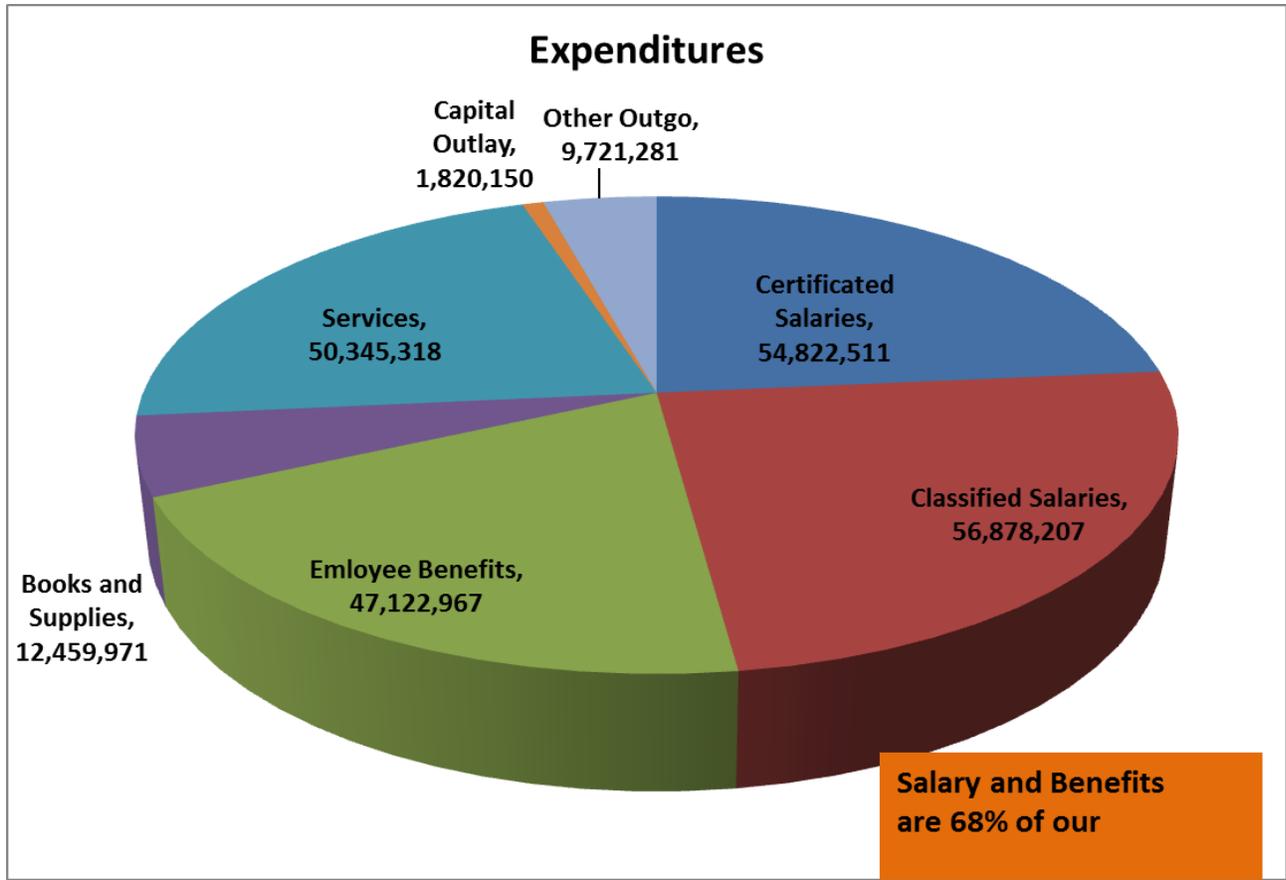
Revenue Projections for 2017-18

As a County Office we are currently at our funding target and due to an increase in local property taxes we will not receive new revenue (including cost of living adjustments) from the Local Control Funding Formula until we move out of the State Minimum Guarantee. We only receive LCFF for Juvenile Court, Probation referred or expelled students; students that are referred from school districts or attend the College and Career Preparatory Academy are outside of the LCFF and may increase our revenue.

We are projecting growth of 101 Average Daily Attendance mostly for CCPA Charter and our Secondary 1st Semester Program.

2017-18 we received discretionary funding \$147.32 per ADA. These are one time funds and should not be spent on on-going expenditures.

Expenditures



Salary and benefits are 68% of the general fund budget. OCDE has 1,587 employees, 1,249 regular employees and 338 short term and substitute positions.

Below is a historical look at salary and benefits which reflects the staffing and services reduction over the last few years as funding was decreased. Since 2007-08, we have eliminated 500 regular positions, and reduced services to our students and districts. One of the major changes in 2014-15 was the closure of the overnight program for Inside the Outdoors. We are still operating educational outdoor science programs on a daily basis. 2013-14 was the first year we received new funding under LCFF and 2014-15 was the first year since 2007-08 that employees were given an across the board salary increase. The historical data also shows how the cost of health and welfare benefits plays a significant role in our increased expenditures. Since 2007-08, the cost of medical benefits has increased by 39%. As you may be aware, OCDE collaborates

with our collective bargaining units and we add the cost of employee benefits to total compensation when bargaining.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Certificated Salaries	64,137,491	59,503,911	57,090,296	56,204,435	55,614,202	52,872,833	51,589,684	52,747,679	53,130,344	54,822,511
Classified Salaries	56,899,830	52,778,851	50,339,085	50,087,581	50,802,178	49,702,071	49,398,889	52,645,791	54,180,353	56,878,207
Employee Benefits	34,154,339	32,196,586	33,398,457	35,663,103	36,744,721	34,589,559	35,757,143	40,086,491	42,469,481	47,122,967
Total Salary and Benefits	155,191,660	144,479,348	140,827,838	141,955,119	143,161,101	137,164,463	136,745,716	145,479,961	149,780,178	158,823,685
Total Regular Employees	1,623	1,504	1,379	1,303	1,279	1,285	1,162	1,159	1,196	1,249

AB1200 guidelines require us to project revenue and expenditures for the current and two subsequent years. The chart below is an excerpt from the budget document that shows our projections for salaries and benefits. This is an important budget item to address as it is 68% of our budget.

	Actual 2015-16	Actual 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Certificated Salaries	52,747,679	53,130,344	54,822,511	54,018,459	56,548,670
Classified Salaries	52,645,791	54,180,353	56,878,207	56,409,794	58,206,016
Employee Benefits	40,086,491	42,469,481	47,122,967	49,855,096	53,532,468

We have completed negotiations for 2017-18 and all bargaining units and supervisory/management all received a 2% on-going and 2% one-time salary increase. We also have savings due to retirements and attrition of positions that, if filled, may be at lower classifications

Employee health and welfare benefits were negotiated and any increases have been included in this budget. Due to legislative changes in the 2017-18 fiscal year, the State Teachers' Retirement System (STRS) increased by 1.85% to 14.43%. The Public Employees' Retirement System (PERS) increased to 15.531% an increase of 1.643%.

Salaries

As a County Office, we have different needs than a regular school district. Our class sizes are smaller due to state regulations and the specific needs of our students. The Education Code and State Accounting Guidelines dictate how we classify positions. Below is a table that shows a summary of our Certificated and Classified positions.

Certificated Salaries	
Teacher's Salaries	36,475,046
Pupil Support Salaries	3,029,537
Supervisors' and Administrators' Salaries	12,711,831
Other Certificated Salaries	2,606,097
Total Certificated Salaries	54,822,511
Classified Salaries	
Instructional Salaries	12,925,958
Support Salaries	4,334,110
Supervisors' and Administrators' Salaries	23,164,575
Clerical, Technical and Office Salaries	15,866,034
Other Classified Salaries	587,530
Total Classified Salaries	56,878,207

Benefits

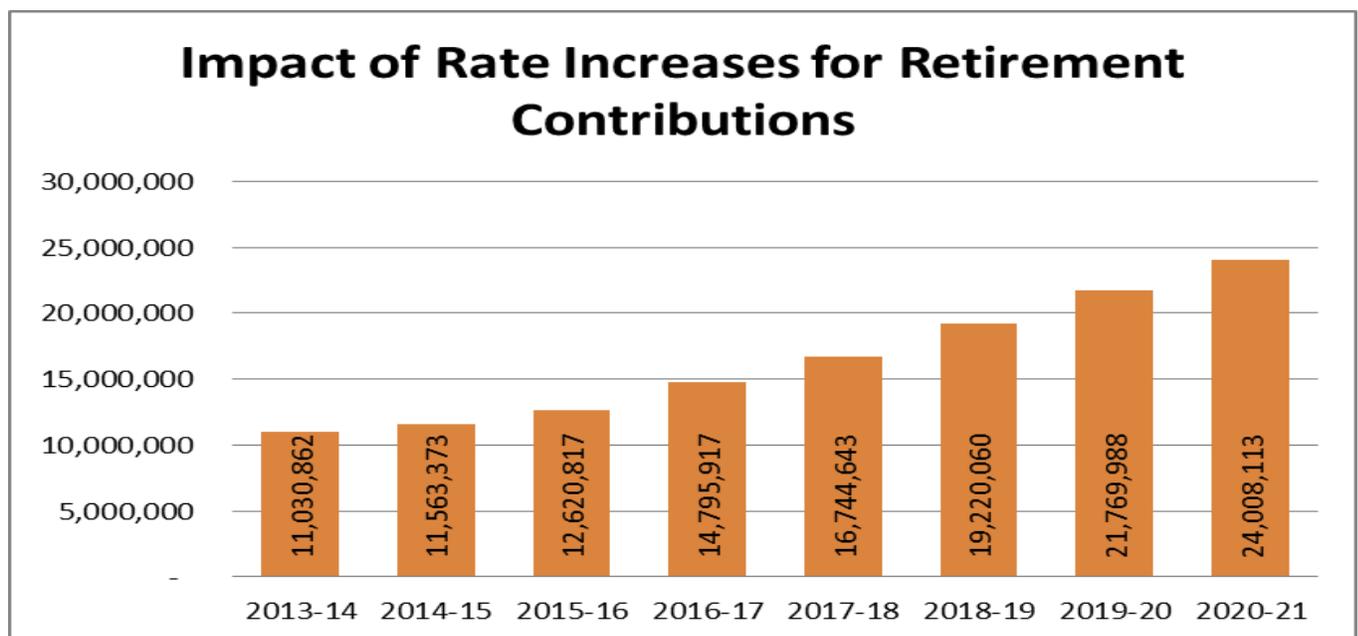
Expenditures for Health and Welfare and Statutory Benefits are summarized below: As an educational entity, we are required to participate in STRS and PERS for all regular employees. In 2015-16, we recognized the requirements of GASB 68 to recognize the STRS contribution made by the state on behalf of the district [see same entry in state revenue]. We contribute to an alternative retirement plan (PARS) for any short term or substitute employee instead of social security unless they qualify by statute for mandatory retirement.

State Teachers' Retirement (STRS)	12,454,878
Public Employers' Retirement (PERS)	8,887,168
Medicare/PARS	1,743,118
Health and Welfare Benefits	21,870,448
Unemployment	57,669
Workers' Compensation	1,966,267
Other Employee Benefits	143,419

Total Employee Benefits	47,122,967
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	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
STRS Rate	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%	19.10%
STRS Employer Contributions	4,522,857	4,868,239	5,882,455	6,896,672	7,910,888	8,925,105	9,939,321	10,471,100
PERS Rate								
PERS Employer Contributions	11.442%	11.771%	11.847%	13.888%	15.531%	18.100%	20.800%	23.800%
	6,508,004	6,695,134	6,738,361	7,899,245	8,833,754	10,294,955	11,830,667	13,537,013
Total Employer Contributions	11,030,862	11,563,373	12,620,817	14,795,917	16,744,643	19,220,060	21,769,988	24,008,113

This scenerio does not include projected changes to salaries



Projection for 2017-18

Salaries: We have completed negotiations with all groups for 2017-18 which includes a 2% on-going and 2% one-time salary adjustment which is included in our projections.

We continue to evaluate open or new positions and have included savings due attrition from resignations and retirements. All new and vacant positions are being reviewed prior to recruitments.

Medical Benefits: We continue to meet with our Health Benefits Review Committee regularly and for 2017-18 CSEA and Supervisory/Management made planned changes that reduced the amount that employees had to pay toward their employee deduction.

Retirement Benefits: STRS increased by 1.85% to 14.43% and PERS increased from 13.888% to 15.531% for 2017-18.

Books and Supplies

Expenditures in this category are specific to books, supplies and non-capitalized equipment (equipment under \$5,000).

	2016-17	2017-18	2018-19	2019-20
Textbooks/Inst. Materials	849,706	501,290	509,549	517,973
General Supplies	4,998,920	10,745,554	9,205,278	8,836,568
Equipment	775,150	1,213,127	1,228,820	1,244,827
Total	6,623,776	12,459,971	10,943,647	10,599,368

Projections 2017-18

We continue to increase spending for Instructional Materials, including new educational software, digital devices (chrome books or laptops) and internet connection devices to enhance our instructional delivery. Adoption of Science Textbooks was delayed from 2016-17 to 2017-18 but we anticipate that we will purchase them this year.

Services and Other Operating Expenditures:

Subagreements: \$22,884,817

These are contracts with other agencies for services they provide on our behalf. Multi-Tiered Support Services (MTSS) is \$13.9 million, Transportation is \$4.3 million, Career Pathways partners is \$1.9 million, and we have various other subagreements with local agencies for \$765 thousand.

Travel and Conferences: \$2,452,004

All travel is approved and is required to follow OCDE procedures. This expenditure has increased by \$357,126 from the prior budget due to an increase in staff development activities, most notably programs that we have a statewide responsibility. Major object codes for travel and mileage are below:

Object Code 5210 is for local travel, conferences and mileage. As a county-wide agency, we pay mileage to employees who travel between worksites, which to date is \$38,435 actuals to date. Local conference

registrations for local staff development opportunities are included in this budget category.

Object Code 5220 is for travel and conferences that are outside of the area and may require an overnight stay.

Object Code 5230 is for registrations for conference and workshops.

Below is 2017-18 travel and conference year to date expenditures by division

Detail Summary by Division R&U	Unrestricted	Restricted	Total	% of Total
Superintendent's Office	53,464		53,464	9.0%
Information Technology	29,748		29,748	5.0%
Legal	6,864		6,864	1.2%
Administrative Services	28,680	1,583	30,263	5.1%
Alternative Education	99,742	53,196	152,938	25.6%
Business	29,161		29,161	4.9%
Special Education		62,766	62,766	10.5%
School & Community Services	10,261	14,596	24,857	4.2%
Instruction	131,841	74,839	206,680	34.6%
Total	389,761	206,980	596,741	100.0%

Dues and Memberships: \$285,454

Existing policy on dues and memberships states that we do not pay personal dues for employees (see exceptions) unless the dues reduce the cost of a conference or subscription that will create a savings for the organization. We pay for one organizational membership for an association unless OCDE receives a benefit and there may be a cost savings.

Pupil Insurance: \$500,000

This is liability insurance for OCDE programs.

Utilities: \$1,215,656

Water, Natural Gas, Electricity, Waste Disposal, Pest Control and Sweeping services:

Rentals and Leases: \$9,662,731

Cost of leasing school sites is \$6,879,298. This category also includes equipment maintenance agreements for all of our sites.

Professional Services: \$12,531,574

This group includes expenditures for maintenance and service contracts, custodial contracts, Instructional Consultants, Consultants non-instructional,

hearings and legal costs, Data processing contracts, contract for fingerprinting services.

Communication: \$1,013,082

This category includes: Internet services at sites, postage, cell phones, telephones and emergency radios.

2017-18 Projections: We have increased our investment in staff development and anticipate continuing to focus on instructional strategies that will improve our students' college and career readiness.

Major Projects: funding for marketing plans for the CCPA charter school. Redesign of the payroll and retirement portion of the financial system and continuing to improve our services to our districts.

Capital Outlay

These are expenditures for land, building improvements, capitalized (over \$5,000) equipment or replacement equipment. We have budgeted \$1.7 for new equipment in the 2017-18 year that is one-time and expenditures will be reduced in 2018-19.

2017-18 Projections

We are in the process of completing the lighting upgrades at OCDE owned sites, air conditioning for server rooms in building A. We are in the process of scheduling exterior paint at Harbor Learning Center and preparing bids to replace exterior doors and windows at Kalmus and update animal trailers and vehicles for Inside the Outdoors. Some of these items will be reimbursed by grants or deferred maintenance funds.

Other Outgo

These are expenditures to other school districts or agencies. The Central County Career Technical Education Program continues to receive support through the transition of the LCFF until 2020-21.

Interfund Transfers:

We are budgeting to transfer \$282,778 to the Child Development Program located in Fund 12 because their state and federal entitlements cap our indirect cost rate at 8%. We are also budgeting to transfer \$980,735 for contributions to the Deferred Maintenance Program – Fund 14 for future facility maintenance needs as required by the State.

Excess/Deficiency:

This is the difference between revenue and expenditures. If we have more revenue than expenditures it is an Excess. Less revenue than expenditures is a Deficiency.

Our estimate for 2017-18 reflects a deficit of \$10.9 million; \$1.6 million is for one-time discretionary funds and \$15.8 million for MTSS funds which were received in 2016-17 but will be spent this year. We also have other projects that we reserved funding for in 2016-17 that are being spent this year to help implement actions in our LCAP.

Fund Balance

The 2017-18 Fund Balance is projected to be \$148,983,638

\$56,619,174 is committed for specific program needs

\$16,730,968 is reserved for Lottery funds that have been reserved for contingencies.

\$10,974,210 is reserved for ACCESS for identified LCAP services that will be spent in subsequent years.

\$7,950,374 is reserved for mandated cost funding that has yet to be allocated to specific programs.

\$6,322,814 is reserved for ACCESS expenditures to serve our students that we receive supplemental and concentration grants for.

\$3,495,623 is reserved for One-Time Discretionary funding that is from prior years.

\$2,731,860 is reserved for E-rate funding that is used to reimburse technology expenditures. This funding is to help with technology infrastructure and equipment replacement.

\$2,427,223 is reserved for Medi-Cal Administrative Activities (MAA) for distribution to participating districts.

\$1,916,233 is reserved for various programs that are budgeting to spend the funding in the next year.

\$994,014 is reserved for Categorical programs ending balances that will be used in subsequent years.

\$884,760 is reserved for the Instructional Services workshops that will occur in the subsequent year.

\$812,324 is reserved for Career Technical Education programs. This is funding for participating districts.

\$703,906 is reserved for Overage Payroll/Warrant checks that have not been cashed, and funds have been returned to the general fund. The reserve is to issue payment as requests are made.

\$382,000 is reserved for Information Technology for projects that we anticipated in 2016-17 but will not occur until 2017-18.

\$292,865 is reserved for the Special Education Alliance that has funds for specific trainings and legal costs.

\$28,769,342 is designated for carryover for specific programs

\$13,529,875 is restricted for Routine Maintenance and is required by state statute.

\$7,374,118 is restricted to be spent on facility or health and safety related items.

\$1,880,461 restricted for Multi-Tiered Support Systems.

\$1,573,397 Prop 39 California Clean Energy Job Act.

\$1,140,596 restricted for Lottery materials for Central County CTEp.

\$915,477 restricted for Special Schools bill back.

\$820,752 restricted for the North Orange County SELPA.

\$583,032 restricted for various Special Education program ending balances

\$379,785 restricted for various ACCESS program ending balances.

\$320,840 restricted for Lattner donation for Special Schools

\$251,009 restricted for various income accounts

\$63,525,122 is designated for Reserve for Economic Uncertainties

Required by AB1200 guidelines

\$70,000 is designated for district revolving fund

Summary

We continually monitor our budget and reduce expenditures to balance OCDE's budget. For 2017-18 we are deficit spending but it is due to one-time funds being received in 2016-17 that will be expended in future years. We also have expenditures for one-time projects that are being funded from ending balances. Due to the requirements under the Local Control Accountability Plan and the Local Control Funding Formula, we must show increased or improved services to our students who receive Supplemental and Concentration funding which is allocated in our LCAP. We need to focus on aligning our staffing ratios for instructional delivery to the number of students we are now serving. We will not receive new funding in 2017-18 for LCFF but expenditures are increasing due to STRS and PERS contributions and potential increases for health and welfare benefits. OCDE's philosophy is that ending balance reserves should only be spent on one-time expenditures since it is not an on-going stream of revenue.

Other Funds: OCDE has additional operating funds listed below. The California Department of Education requires accounting in accordance to State Account Code Structure and Generally Approved Accounting Principles. Expenditures in these funds are restricted to the funds use. See the All Funds Statement in the Second Interim Budget for detail.

Fund 10: Special Education Pass-Through Funds for the North Orange County SELPA (no salaries)

Fund 12: Child Development: These funds are specific for our Alternative Payment program for child development programs (only fund outside of Fund 01 that has salaries included)

Fund 14: Deferred Maintenance Fund is for facility repairs and requires a deferred maintenance plan for participation in the School Facility Reimbursement Program

Fund 17: Special Reserve Fund: This is our contingency fund for unforeseen events

Fund 35: State Facilities Fund. This is for approved school planning, design, purchase and construction

Fund 40: Capital Outlay Fund is our operating fund for the Esplanade Project

Fund 56: Debt Service Fund is the fund we pay the principal and interest payments for the Esplanade Project

Fund 67: Dental Self-Insurance Fund: This fund is for payments for employee dental benefits. We have an actuarial study every three years and are required to keep reserves for incurred but not received claims.

ORANGE COUNTY DEPARTMENT OF EDUCATION
2017-18 First Interim Budget
December 13, 2017

REVENUES

(1) LCFF/Revenue Limit Sources	<p>Increased by a net of \$427,467 due to the following:</p> <ul style="list-style-type: none"> • \$427,467 increase for Property Tax for North Orange County Special Education Local Plan (SELPA) Orange County Department of Education programs (corresponding decrease in state aid funds is recorded in Fund 10 for SELPA pass thru). • <i>No change in the Local Control Funding Formula (LCFF). We are currently at the Minimum State Aid Guarantee so we will not receive additional funds for ADA growth or Cost of Living Increases.</i>
(2) Federal Revenue	<p>Decreased by a net of (\$6,379,551) due to the following:</p> <ul style="list-style-type: none"> • \$676,869 increase in funding for Title I which is mostly deferred revenue from 2016-17 • \$276,714 increase for changes in various grants • (\$6,517,476) decrease for Medical Administrative Activities (MAA) from revenue received in 2016-17 (this is mostly pass through to districts) • (\$815,658) decrease for Nutrition Education program which ended September 30, 2017
(3) Other State Revenue	<p>Decreased by a net of (\$145,705) due to the following:</p> <ul style="list-style-type: none"> • \$504,819 increase for new County Office of Education (COE) Local Control Accountability Plan (LCAP) Support and Approval. This is funding for additional duties for COE's. • (\$650,524) decrease in various state programs
(4) Other Local Revenue	<p>Decreased by a net of (\$1,464,726) due to the following:</p> <ul style="list-style-type: none"> • \$405,135 increase in local revenue for various programs • \$300,000 increase in local revenue for new Healthy Schools contract with the United Way • \$231,752 increase in local revenue for Impact Hub contracts with the Orange County Commission • \$107,261 increase in local revenue for new four year contract Moving the Needle with the Californians Dedication to Education (CDE) Foundation • (\$2,047,277) decrease in local revenue for anticipated decrease in contract billings for Special Education due to less referrals • (\$461,597) decrease in contract fees for Alternative Education Safe Schools

ORANGE COUNTY DEPARTMENT OF EDUCATION
2017-18 First Interim Budget
December 13, 2017

EXPENDITURES	
(5) Certificated Salaries	Decreased by a net of (\$2,468,546) due to the following: <ul style="list-style-type: none"> • \$544,782 increase for salary settlement for certificated non-teaching positions • (\$1,943,141) decrease for (July – December) salary savings for unfilled positions budgeted for the whole year • (\$763,149) decrease for substitutes and various other changes • (\$307,038) decrease due to closed certificated positions that will not be filled due to attrition from retirements and resignations • Increases for OCSEA settlement were included in previous budget
(6) Classified Salaries	Increased by a net of \$369,997 due to the following: <ul style="list-style-type: none"> • \$2,029,720 increase for salary settlement for classified, supervisory, and management positions • \$90,293 increase for substitutes and other changes for various programs • (\$1,750,016) decrease for (July – December) salary savings for unfilled positions budgeted for the whole year
(7) Employee Benefits	Decreased by a net of (\$1,964,756) due to the following: <ul style="list-style-type: none"> • \$476,231 increase for statutory benefits for salary settlements • (\$2,067,077) decrease for (July – December) benefit savings for unfilled positions budgeted for the whole year • (\$373,910) decrease for benefits for closed positions from attrition due to retirements and resignations
(8) Books and Supplies	Decreased by a net of (\$822,079) due to the following: <ul style="list-style-type: none"> • \$191,337 increase for holding accounts for various programs • (\$1,013,416) decrease in instructional materials and supplies for various programs
(9) Services, Other Operating Expenses	Increased by a net of \$2,603,237 due to the following: <ul style="list-style-type: none"> • \$1,173,730 increase for contracts for various programs • \$659,900 increase for lighting project for California Clean Energy Job Account [Prop 39] • \$453,647 increase in pass through sub-agreements for grants and categorical programs • \$315,960 increase for various miscellaneous operating expenses for all programs
(10) Capital Outlay	Decreased by a net of (\$915,054) due to the following: <ul style="list-style-type: none"> • \$16,900 increase for improvement of sites and buildings for various programs • (\$931,954) decrease for new and replacement equipment for various programs from one-time expenditures

ORANGE COUNTY DEPARTMENT OF EDUCATION
2017-18 First Interim Budget
December 13, 2017

(11) Other Outgo	<p>Decreased by a net of (\$6,178,479) due to the following:</p> <ul style="list-style-type: none"> • \$153,436 increase in tuition transfers to school districts for Central Orange County Career Technical Education Partnership (CTEp) • \$96,964 increase in pass thru revenue to North Orange County Special Education Local Plan (SELPA) • (\$6,411,986) decrease in payments to districts for Medi-Cal Administrative Activities (MAA) due to deferred payments • (\$16,893) decrease in other outgo for various programs
(12) Indirect Costs	<p>Increased by a net of \$49,867 due to the following:</p> <ul style="list-style-type: none"> • Due to increase in expenditures in all funds
(13) Other Financing Sources	<p>Decreased by a net of (\$83,439) due to the following:</p> <ul style="list-style-type: none"> • (\$83,439) decrease for contribution in from the Child Development Fund due to prior year funding
(14) Ending Balance	<p>The total projected General ending fund balance is \$148,983,638 \$63,525,122 designated as the Reserve for Economic Uncertainties.</p> <ul style="list-style-type: none"> • \$56,619,174 designated as Legally Restricted for programs. Of that amount \$6,322,826 is the Reserve amount for the Alternative Education program • \$28,769,342 designated for programs and grants • \$70,000 is designated for the district revolving fund
(15) Designated for Economic Uncertainties	<p>The unrestricted amount designated for economic uncertainties in the General Fund is \$63,525,122</p>

Orange County Department of Education
2017-18 First Interim Budget (FI) -vs- 2017-18 Adopted Budget (AB)

11/28/2017 Revenue	2017-18 Adopted Budget (AB)		2017-18 First Interim Budget (FI)		2017-18 Unrestricted		2017-18 Restricted		2017-18 Total		Variance 2017-18 FI vs 2017-18 AB	
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
LCFF/Revenue Limit	86,591,484	5,321,101	91,912,585	87,041,984	5,298,068	92,340,052	450,500	(23,033)	427,467			
Federal	16,195,887	13,027,084	29,222,971	9,678,411	13,165,009	22,843,420	(6,517,476)	137,925	(6,379,551)			
Other State	4,621,973	16,141,083	20,763,056	3,558,563	17,058,788	20,617,351	(1,063,410)	917,705	(145,705)			
Local Revenue	45,439,586	42,403,762	87,843,348	45,463,734	40,914,888	86,378,622	24,148	(1,488,874)	(1,464,726)			
Total Revenue	152,848,930	76,893,030	229,741,960	145,742,692	76,436,753	222,179,445	(7,106,238)	(456,277)	(7,562,515)			
Expenditures												
Certificated	37,862,705	19,428,352	57,291,057	36,001,486	18,821,025	54,822,511	(1,861,219)	(607,327)	(2,468,546)			
Classified	33,648,462	22,859,748	56,508,210	34,434,611	22,443,596	56,878,207	786,149	(416,152)	369,997			
Benefits	26,836,877	22,250,846	49,087,723	25,980,563	21,142,404	47,122,967	(856,314)	(1,108,442)	(1,964,756)			
Books and Supplies	7,021,741	6,260,309	13,282,050	6,073,839	6,386,132	12,459,971	(947,902)	125,823	(822,079)			
Services	24,894,974	22,847,107	47,742,081	24,601,994	25,743,324	50,345,318	(292,980)	2,896,217	2,603,237			
Capital Outlay	2,018,290	716,914	2,735,204	1,103,236	716,914	1,820,150	(915,054)	-	(915,054)			
Other Outgo	16,100,932	1,682,402	17,783,334	9,742,763	1,862,092	11,604,855	(6,358,169)	179,690	(6,178,479)			
Transfers of Indirect	(8,124,440)	6,290,733	(1,833,707)	(8,375,303)	6,491,729	(1,883,574)	(250,863)	200,996	(49,867)			
Total Expenditures	140,259,541	102,336,411	242,595,952	129,563,189	103,607,216	233,170,405	(10,696,352)	1,270,805	(9,425,547)			
Excess/Deficiency	12,589,389	(25,443,381)	(12,853,992)	16,179,503	(27,170,463)	(10,990,960)	3,590,114	(1,727,082)	1,863,032			
Transfers In	-	-	-	-	-	-	-	-	-			
Transfers Out	(366,217)	(980,735)	(1,346,952)	(282,778)	(980,735)	(1,263,513)	83,439	-	83,439			
Other Sources	-	-	-	-	-	-	-	-	-			
Contributions	(11,173,374)	11,173,374	-	(10,981,733)	10,981,733	-	191,641	(191,641)	-			
All Other Sources	(11,539,591)	10,192,639	(1,346,952)	(11,264,511)	10,000,998	(1,263,513)	275,080	(191,641)	83,439			
Net Increase or Decrease in Fund	1,049,798	(15,250,742)	(14,200,944)	4,914,992	(17,169,465)	(12,254,473)	3,865,194	(1,918,723)	1,946,471			
Beginning Balance	108,457,107	43,927,511	152,384,618	115,299,304	45,938,807	161,238,111	6,842,197	2,011,296	8,853,493			
Audit Adjustment	-	-	-	-	-	-	-	-	-			
Ending Balance	109,506,905	28,676,769	138,183,674	120,214,296	28,769,342	148,983,638	10,707,391	92,573	10,799,964			

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1	1) LCFF Sources	8010-8099	91,912,585.00	91,912,585.00	10,138,150.25	92,340,052.00	427,467.00	0.5%
2	2) Federal Revenue	8100-8299	29,222,971.00	29,222,971.00	7,636,960.09	22,843,420.00	(6,379,551.00)	-21.8%
3	3) Other State Revenue	8300-8599	20,763,056.00	20,763,056.00	409,249.45	20,617,351.00	(145,705.00)	-0.7%
4	4) Other Local Revenue	8600-8799	87,843,348.00	87,843,348.00	18,281,955.32	86,378,622.00	(1,464,726.00)	-1.7%
	5) TOTAL, REVENUES		229,741,960.00	229,741,960.00	36,466,315.11	222,179,445.00		
B. EXPENDITURES								
5	1) Certificated Salaries	1000-1999	57,291,057.00	57,291,057.00	18,864,981.98	54,822,511.00	2,468,546.00	4.3%
6	2) Classified Salaries	2000-2999	56,508,210.00	56,508,210.00	13,795,670.55	56,878,207.00	(369,997.00)	-0.7%
7	3) Employee Benefits	3000-3999	49,087,723.00	49,087,723.00	12,778,721.43	47,122,967.00	1,964,756.00	4.0%
8	4) Books and Supplies	4000-4999	13,282,050.00	13,282,050.00	2,078,114.22	12,459,971.00	822,079.00	6.2%
9	5) Services and Other Operating Expenditures	5000-5999	47,742,081.00	47,742,081.00	8,260,670.64	50,345,318.00	(2,603,237.00)	-5.5%
10	6) Capital Outlay	6000-6999	2,735,204.00	2,735,204.00	1,019,844.31	1,820,150.00	915,054.00	33.5%
11	7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499	17,783,334.00	17,783,334.00	5,527,277.42	11,604,855.00	6,178,479.00	34.7%
12	8) Other Outgo - Transfers of Indirect Costs	7300-7399	(1,833,707.00)	(1,833,707.00)	(78,348.45)	(1,883,574.00)	49,867.00	-2.7%
	9) TOTAL, EXPENDITURES		242,595,952.00	242,595,952.00	62,246,932.10	233,170,405.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,853,992.00)	(12,853,992.00)	(25,780,616.99)	(10,990,960.00)		
13 D. OTHER FINANCING SOURCES/USES								
	1) Interfund Transfers							
	a) Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
	b) Transfers Out	7600-7629	1,346,952.00	1,346,952.00	0.00	1,263,513.00	83,439.00	6.2%
	2) Other Sources/Uses							
	a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
	b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
	3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
	4) TOTAL, OTHER FINANCING SOURCES/USES		(1,346,952.00)	(1,346,952.00)	0.00	(1,263,513.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(14,200,944.00)	(14,200,944.00)	(25,780,616.99)	(12,254,473.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	152,384,618.00	152,384,618.00		161,238,111.00	8,853,493.00	5.8%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			152,384,618.00	152,384,618.00		161,238,111.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			152,384,618.00	152,384,618.00		161,238,111.00		
14 2) Ending Balance, June 30 (E + F1e)			138,183,674.00	138,183,674.00		148,983,638.00		
15 Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	70,000.00	70,000.00		70,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	28,676,769.00	28,676,769.00		28,769,342.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	57,817,488.00	57,817,488.00		56,619,174.00		
ACCESS LCFF/LCAP Priorities	0000	9780	12,991,092.00					
Mandated Costs	0000	9780	9,161,523.00					
ACCESS	0000	9780	6,322,814.00					
2015-16 One-Time Discretionary Fund	0000	9780	2,431,333.00					
OCDE ERATE	0000	9780	2,280,076.00					
2015-16 One-Time COE LCAP Discret	0000	9780	1,392,413.00					
CTEp (ROP) Tier III	0000	9780	812,324.00					
Reserve for Outdated Checks	0000	9780	809,201.00					
Medical Administrative Activities (MAA)	0000	9780	715,497.00					
Various Other Designated Programs	0000	9780	655,975.00					
EISS Workshops	0000	9780	523,343.00					
Time & Attendance	0000	9780	507,672.00					
Information Technology Bi-Tech	0000	9780	382,000.00					
ACCESS-CHEP	0000	9780	371,100.00					
Special Schools Tier III	0000	9780	322,163.00					
Information Technology Imagining Sen	0000	9780	283,463.00					
Special Education JPA	0000	9780	267,512.00					
ACCESS Tier III	0000	9780	202,172.00					
Various Workshops and Trainings	0000	9780	142,616.00					
College & Career Ready Consortium	0000	9780	133,272.00					
Instructional Materials Lottery	1100	9780	16,744,942.00					
CTEp (ROP) Lottery	1100	9780	364,985.00					
ACCESS LCFF/LCAP Priorities	0000	9780		12,991,092.00				
Mandated Costs	0000	9780		9,161,523.00				
ACCESS	0000	9780		6,322,814.00				
2015-16 One-Time Discretionary Fund	0000	9780		2,431,333.00				
OCDE ERATE	0000	9780		2,280,076.00				
2015-16 One-Time COE LCAP Discret	0000	9780		1,392,413.00				
CTEp (ROP) Tier III	0000	9780		812,324.00				

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Reserve for Outdated Checks	0000	9780		809,201.00				
Medical Administrative Activities (MAA	0000	9780		715,497.00				
Various Other Designated Programs	0000	9780		655,975.00				
EISS Workshops	0000	9780		523,343.00				
Time & Attendance	0000	9780		507,672.00				
Information Technology Bi-Tech	0000	9780		382,000.00				
ACCESS-CHEP	0000	9780		371,100.00				
Special Schools Tier III	0000	9780		322,163.00				
Information Technology Imaging Servic	0000	9780		283,463.00				
Special Education JPA	0000	9780		267,512.00				
ACCESS Tier III	0000	9780		202,172.00				
Various Workshops and Trainings	0000	9780		142,616.00				
College & Career Ready Consortium	0000	9780		133,272.00				
Instructional Materials Lottery	1100	9780		16,744,942.00				
CTEp (ROP) Lottery	1100	9780		364,985.00				
ACCESS LCFF/LCAP Priorities	0000	9780				10,974,210.00		
Mandated Costs	0000	9780				7,950,374.00		
ACCESS	0000	9780				6,322,814.00		
OCDE ERATE	0000	9780				2,731,860.00		
2015-16 One-Time Discretionary Fund	0000	9780				2,516,193.00		
Medical Administrative Activities (MAA	0000	9780				2,427,223.00		
2015-16 One-Time COE LCAP Discret	0000	9780				979,430.00		
CTEp (ROP) Tier III	0000	9780				812,324.00		
EISS Workshops	0000	9780				728,984.00		
Reserve for Outdated Checks	0000	9780				703,906.00		
Various Other Designated Programs	0000	9780				681,272.00		
Time & Attendance	0000	9780				441,598.00		
Special Schools Tier III	0000	9780				392,266.00		
Information Technology Bi-Tech	0000	9780				382,000.00		
ACCESS-CHEP	0000	9780				371,100.00		
ACCESS Tier III	0000	9780				360,495.00		
Special Education JPA	0000	9780				292,865.00		
Information Technology Imaging Servic	0000	9780				288,991.00		
COE LCAP Support & Approval	0000	9780				241,253.00		
Various Workshops and Trainings	0000	9780				155,776.00		
College & Career Ready Consortium	0000	9780				133,272.00		
Instructional Materials Lottery	1100	9780				16,311,141.00		
CTEp (ROP) Lottery	1100	9780				411,797.00		
College & Career Preparatory Academ	1100	9780				8,030.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	51,619,417.00	51,619,417.00		63,525,122.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	24,325,880.00	24,325,880.00	6,529,270.59	23,918,358.00	(407,522.00)	-1.7%
Education Protection Account State Aid - Current Year		8012	577,000.00	577,000.00	125,319.00	485,200.00	(91,800.00)	-15.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	543,156.00	543,156.00	0.00	543,156.00	0.00	0.0%
Timber Yield Tax		8022	11.00	11.00	0.00	11.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	85,488,044.00	85,488,044.00	0.00	84,835,275.00	(652,769.00)	-0.8%
Unsecured Roll Taxes		8042	2,708,252.00	2,708,252.00	2,072,542.81	2,669,691.00	(38,561.00)	-1.4%
Prior Years' Taxes		8043	1,565,058.00	1,565,058.00	1,786,832.49	1,546,063.00	(18,995.00)	-1.2%
Supplemental Taxes		8044	2,201,318.00	2,201,318.00	963,021.24	2,356,487.00	155,169.00	7.0%
Education Revenue Augmentation Fund (ERAF)		8045	341,723.00	341,723.00	1,287.02	342,429.00	706.00	0.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	4,493,981.00	4,493,981.00	112,266.28	5,808,688.00	1,314,707.00	29.3%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			122,244,423.00	122,244,423.00	11,590,539.43	122,505,358.00	260,935.00	0.2%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	(445,520.00)	(445,520.00)	0.00	(537,320.00)	(91,800.00)	20.6%
All Other LCFF Transfers - Current Year	All Other	8091	(577,000.00)	(577,000.00)	0.00	(485,200.00)	91,800.00	-15.9%
Transfers to Charter Schools in Lieu of Property Taxes		8096	113,113.00	113,113.00	0.00	574,031.00	460,918.00	407.5%
Property Taxes Transfers		8097	(29,422,431.00)	(29,422,431.00)	(1,452,389.18)	(29,716,817.00)	(294,386.00)	1.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL LCFF SOURCES			91,912,585.00	91,912,585.00	10,138,150.25	92,340,052.00	427,467.00	0.5%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,218,572.00	1,218,572.00	2,132,833.00	1,218,572.00	0.00	0.0%
Special Education Discretionary Grants		8182	625,116.00	625,116.00	330,950.00	504,591.00	(120,525.00)	-19.3%
Child Nutrition Programs		8220	230,000.00	230,000.00	0.00	230,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	2,399,804.00	2,399,804.00	251,698.09	1,713,160.00	(686,644.00)	-28.6%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	4,317,765.00	4,317,765.00	0.00	4,463,330.00	145,565.00	3.4%
Title I, Part D, Local Delinquent Programs	3025	8290	2,446,522.00	2,446,522.00	186,423.00	2,842,075.00	395,553.00	16.2%
Title II, Part A, Educator Quality	4035	8290	49,382.00	49,382.00	0.00	118,932.00	69,550.00	140.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	437.00	437.00	34.00	34.00	(403.00)	-92.2%
Title III, Part A, English Learner Program	4203	8290	193,918.00	193,918.00	0.00	260,522.00	66,604.00	34.3%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 4204, 5510	8290	254,382.00	254,382.00	0.00	336,041.00	81,659.00	32.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	17,487,073.00	17,487,073.00	4,735,022.00	11,156,163.00	(6,330,910.00)	-36.2%
TOTAL, FEDERAL REVENUE			29,222,971.00	29,222,971.00	7,636,960.09	22,843,420.00	(6,379,551.00)	-21.8%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	20,560.00	20,560.00	0.00	20,560.00	0.00	0.0%
Mandated Costs Reimbursements		8550	2,899,901.00	2,899,901.00	0.00	1,719,954.00	(1,179,947.00)	-40.7%
Lottery - Unrestricted and Instructional Materi		8560	1,431,030.00	1,431,030.00	0.00	1,187,086.00	(243,944.00)	-17.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	203,960.00	203,960.00	(115,470.00)	157,880.00	(46,080.00)	-22.6%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	4,161,037.00	4,161,037.00	0.00	4,632,088.00	471,051.00	11.3%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6690	8590	992,456.00	992,456.00	0.00	1,113,808.00	121,352.00	12.2%
California Clean Energy Jobs Act	6230	8590	936,091.00	936,091.00	0.00	936,091.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	10,118,021.00	10,118,021.00	524,719.45	10,849,884.00	731,863.00	7.2%
TOTAL, OTHER STATE REVENUE			20,763,056.00	20,763,056.00	409,249.45	20,617,351.00	(145,705.00)	-0.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	1,200,250.00	1,200,250.00	7,741.66	1,200,344.00	94.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	433,693.00	433,693.00	71,754.92	422,794.00	(10,899.00)	-2.5%
Food Service Sales		8634	296,500.00	296,500.00	82,958.30	296,500.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	4,000.00	4,000.00	1,632.00	4,000.00	0.00	0.0%
Interest		8660	1,242,305.00	1,242,305.00	457,802.33	1,394,395.00	152,090.00	12.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	40,520,073.00	40,520,073.00	8,447,716.53	38,507,868.00	(2,012,205.00)	-5.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	3,496,452.00	3,496,452.00	845,942.06	3,583,455.00	87,003.00	2.5%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	6,281,044.00	6,281,044.00	443,166.06	6,600,235.00	319,191.00	5.1%
Tuition		8710	34,101,616.00	34,101,616.00	7,923,241.46	34,101,616.00	0.00	0.0%
All Other Transfers In		8781-8783	254,987.00	254,987.00	0.00	254,987.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	12,428.00	12,428.00	0.00	12,428.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			87,843,348.00	87,843,348.00	18,281,955.32	86,378,622.00	(1,464,726.00)	-1.7%
TOTAL, REVENUES			229,741,960.00	229,741,960.00	36,466,315.11	222,179,445.00	(7,562,515.00)	-3.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	38,633,865.00	38,633,865.00	12,855,369.85	36,475,046.00	2,158,819.00	5.6%
Certificated Pupil Support Salaries		1200	3,123,061.00	3,123,061.00	978,428.96	3,029,537.00	93,524.00	-3.0%
Certificated Supervisors' and Administrators' Salaries		1300	12,990,727.00	12,990,727.00	4,228,931.85	12,711,831.00	278,896.00	2.1%
Other Certificated Salaries		1900	2,543,404.00	2,543,404.00	802,251.32	2,606,097.00	(62,693.00)	-2.5%
TOTAL, CERTIFICATED SALARIES			57,291,057.00	57,291,057.00	18,864,981.98	54,822,511.00	2,468,546.00	4.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	13,347,734.00	13,347,734.00	2,942,605.75	12,925,958.00	421,776.00	3.2%
Classified Support Salaries		2200	4,317,546.00	4,317,546.00	1,048,007.95	4,334,110.00	(16,564.00)	-0.4%
Classified Supervisors' and Administrators' Salaries		2300	22,938,305.00	22,938,305.00	5,462,685.91	23,164,575.00	(226,270.00)	-1.0%
Clerical, Technical and Office Salaries		2400	15,329,918.00	15,329,918.00	4,199,678.90	15,866,034.00	(536,116.00)	-3.5%
Other Classified Salaries		2900	574,707.00	574,707.00	142,692.04	587,530.00	(12,823.00)	-2.2%
TOTAL, CLASSIFIED SALARIES			56,508,210.00	56,508,210.00	13,795,670.55	56,878,207.00	(369,997.00)	-0.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	12,335,528.00	12,335,528.00	2,484,104.19	12,454,878.00	(119,350.00)	-1.0%
PERS		3201-3202	8,945,680.00	8,945,680.00	2,031,586.04	8,887,168.00	58,512.00	0.7%
OASDI/Medicare/Alternative		3301-3302	1,721,685.00	1,721,685.00	481,512.00	1,743,118.00	(21,433.00)	-1.2%
Health and Welfare Benefits		3401-3402	23,948,917.00	23,948,917.00	7,101,973.55	21,870,448.00	2,078,469.00	8.7%
Unemployment Insurance		3501-3502	57,023.00	57,023.00	16,047.00	57,669.00	(646.00)	-1.1%
Workers' Compensation		3601-3602	1,944,182.00	1,944,182.00	556,616.36	1,966,267.00	(22,085.00)	-1.1%
OPEB, Allocated		3701-3702	0.00	0.00	56,642.33	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	134,708.00	134,708.00	50,239.96	143,419.00	(8,711.00)	-6.5%
TOTAL, EMPLOYEE BENEFITS			49,087,723.00	49,087,723.00	12,778,721.43	47,122,967.00	1,964,756.00	4.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	247,665.00	247,665.00	8,971.39	280,910.00	(33,245.00)	-13.4%
Books and Other Reference Materials		4200	203,162.00	203,162.00	20,138.82	220,380.00	(17,218.00)	-8.5%
Materials and Supplies		4300	11,337,304.00	11,337,304.00	1,557,293.34	10,203,254.00	1,134,050.00	10.0%
Noncapitalized Equipment		4400	955,419.00	955,419.00	350,518.65	1,213,127.00	(257,708.00)	-27.0%
Food		4700	538,500.00	538,500.00	141,192.02	542,300.00	(3,800.00)	-0.7%
TOTAL, BOOKS AND SUPPLIES			13,282,050.00	13,282,050.00	2,078,114.22	12,459,971.00	822,079.00	6.2%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	22,231,170.00	22,231,170.00	103,645.89	22,684,817.00	(453,647.00)	-2.0%
Travel and Conferences		5200	2,114,878.00	2,114,878.00	483,613.50	2,452,004.00	(337,126.00)	-15.9%
Dues and Memberships		5300	269,009.00	269,009.00	140,029.48	285,454.00	(16,445.00)	-6.1%
Insurance		5400-5450	500,000.00	500,000.00	273,076.00	500,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,269,777.00	1,269,777.00	443,392.34	1,215,656.00	54,121.00	4.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	9,354,476.00	9,354,476.00	3,936,209.82	9,959,465.00	(604,989.00)	-6.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(142,385.00)	(142,385.00)	(8,678.07)	(296,734.00)	154,349.00	-108.4%
Professional/Consulting Services and Operating Expenditures		5800	11,006,753.00	11,006,753.00	2,622,586.57	12,531,574.00	(1,524,821.00)	-13.9%
Communications		5900	1,138,403.00	1,138,403.00	266,795.11	1,013,082.00	125,321.00	11.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			47,742,081.00	47,742,081.00	8,260,670.64	50,345,318.00	(2,603,237.00)	-5.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	38,100.00	38,100.00	0.00	25,000.00	13,100.00	34.4%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	20,000.00	20,000.00	0.00	50,000.00	(30,000.00)	-150.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	2,587,910.00	2,587,910.00	953,831.57	1,618,491.00	969,419.00	37.5%
Equipment Replacement		6500	89,194.00	89,194.00	66,012.74	126,659.00	(37,465.00)	-42.0%
TOTAL, CAPITAL OUTLAY			2,735,204.00	2,735,204.00	1,019,844.31	1,820,150.00	915,054.00	33.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	2,363,481.00	2,363,481.00	0.00	2,473,288.00	(109,807.00)	-4.6%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	144,791.00	144,791.00	0.00	188,420.00	(43,629.00)	-30.1%
All Other Transfers		7281-7283	14,950,410.00	14,950,410.00	5,128,185.87	8,538,424.00	6,411,986.00	42.9%
All Other Transfers Out to All Others		7299	302,128.00	302,128.00	399,091.55	399,092.00	(96,964.00)	-32.1%
Debt Service								
Debt Service - Interest		7438	4,746.00	4,746.00	0.00	1,186.00	3,560.00	75.0%
Other Debt Service - Principal		7439	17,778.00	17,778.00	0.00	4,445.00	13,333.00	75.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			17,783,334.00	17,783,334.00	5,527,277.42	11,604,855.00	6,178,479.00	34.7%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(1,833,707.00)	(1,833,707.00)	(78,348.45)	(1,883,574.00)	49,867.00	-2.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,833,707.00)	(1,833,707.00)	(78,348.45)	(1,883,574.00)	49,867.00	-2.7%
TOTAL, EXPENDITURES			242,595,952.00	242,595,952.00	62,246,932.10	233,170,405.00	9,425,547.00	3.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	366,217.00	366,217.00	0.00	282,778.00	83,439.00	22.8%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	980,735.00	980,735.00	0.00	980,735.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,346,952.00	1,346,952.00	0.00	1,263,513.00	83,439.00	6.2%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,346,952.00)	(1,346,952.00)	0.00	(1,263,513.00)	(83,439.00)	-6.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	86,591,484.00	86,591,484.00	9,836,412.59	87,041,984.00	450,500.00	0.5%
2) Federal Revenue		8100-8299	16,195,887.00	16,195,887.00	7,198,805.00	9,678,411.00	(6,517,476.00)	-40.2%
3) Other State Revenue		8300-8599	4,621,973.00	4,621,973.00	407,683.00	3,558,563.00	(1,063,410.00)	-23.0%
4) Other Local Revenue		8600-8799	45,439,586.00	45,439,586.00	11,853,619.37	45,463,734.00	24,148.00	0.1%
5) TOTAL, REVENUES			152,848,930.00	152,848,930.00	29,296,519.96	145,742,692.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	37,862,705.00	37,862,705.00	12,934,135.76	36,001,486.00	1,861,219.00	4.9%
2) Classified Salaries		2000-2999	33,648,462.00	33,648,462.00	8,543,347.97	34,434,611.00	(786,149.00)	-2.3%
3) Employee Benefits		3000-3999	26,836,877.00	26,836,877.00	7,865,829.03	25,980,563.00	856,314.00	3.2%
4) Books and Supplies		4000-4999	7,021,741.00	7,021,741.00	1,733,207.79	6,073,839.00	947,902.00	13.5%
5) Services and Other Operating Expenditures		5000-5999	24,894,974.00	24,894,974.00	6,466,500.44	24,601,994.00	292,980.00	1.2%
6) Capital Outlay		6000-6999	2,018,290.00	2,018,290.00	1,019,844.31	1,103,236.00	915,054.00	45.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	16,100,932.00	16,100,932.00	5,128,185.87	9,742,763.00	6,358,169.00	39.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(8,124,440.00)	(8,124,440.00)	(104,172.61)	(8,375,303.00)	250,863.00	-3.1%
9) TOTAL, EXPENDITURES			140,259,541.00	140,259,541.00	43,586,878.56	129,563,189.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			12,589,389.00	12,589,389.00	(14,290,358.60)	16,179,503.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	366,217.00	366,217.00	0.00	282,778.00	83,439.00	22.8%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(11,173,374.00)	(11,173,374.00)	0.00	(10,981,733.00)	191,641.00	-1.7%
4) TOTAL, OTHER FINANCING SOURCES/USES			(11,539,591.00)	(11,539,591.00)	0.00	(11,264,511.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,049,798.00	1,049,798.00	(14,290,358.60)	4,914,992.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	108,457,107.00	108,457,107.00		115,299,304.00	6,842,197.00	6.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			108,457,107.00	108,457,107.00		115,299,304.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			108,457,107.00	108,457,107.00		115,299,304.00		
2) Ending Balance, June 30 (E + F1e)			109,506,905.00	109,506,905.00		120,214,296.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	70,000.00	70,000.00		70,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
ACCESS LCFF/LCAP Priorities	0000	9780	12,991,092.00					
Mandated Costs	0000	9780	9,161,523.00					
ACCESS	0000	9780	6,322,814.00					
2015-16 One-Time Discretionary Fund	0000	9780	2,431,333.00					
OCDE ERATE	0000	9780	2,280,076.00					
2015-16 One-Time COE LCAP Discret	0000	9780	1,392,413.00					
CTEp (ROP) Tier III	0000	9780	812,324.00					
Reserve for Outdated Checks	0000	9780	809,201.00					
Medical Administrative Activities (MAA)	0000	9780	715,497.00					
Various Other Designated Programs	0000	9780	655,975.00					
EISS Workshops	0000	9780	523,343.00					
Time & Attendance	0000	9780	507,672.00					
Information Technology Bi-Tech	0000	9780	382,000.00					
ACCESS-CHEP	0000	9780	371,100.00					
Special Schools Tier III	0000	9780	322,163.00					
Information Technology Imagining Sen	0000	9780	283,463.00					
Special Education JPA	0000	9780	267,512.00					
ACCESS Tier III	0000	9780	202,172.00					
Various Workshops and Trainings	0000	9780	142,616.00					
College & Career Ready Consortium	0000	9780	133,272.00					
Instructional Materials Lottery	1100	9780	16,744,942.00					
CTEp (ROP) Lottery	1100	9780	364,985.00					
ACCESS LCFF/LCAP Priorities	0000	9780		12,991,092.00				
Mandated Costs	0000	9780		9,161,523.00				
ACCESS	0000	9780		6,322,814.00				
2015-16 One-Time Discretionary Fund	0000	9780		2,431,333.00				
OCDE ERATE	0000	9780		2,280,076.00				
2015-16 One-Time COE LCAP Discret	0000	9780		1,392,413.00				
CTEp (ROP) Tier III	0000	9780		812,324.00				

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Reserve for Outdated Checks	0000	9780		809,201.00				
Medical Administrative Activities (MAA)	0000	9780		715,497.00				
Various Other Designated Programs	0000	9780		655,975.00				
EISS Workshops	0000	9780		523,343.00				
Time & Attendance	0000	9780		507,672.00				
Information Technology Bi-Tech	0000	9780		382,000.00				
ACCESS-CHEP	0000	9780		371,100.00				
Special Schools Tier III	0000	9780		322,163.00				
Information Technology Imaging Servic	0000	9780		283,463.00				
Special Education JPA	0000	9780		267,512.00				
ACCESS Tier III	0000	9780		202,172.00				
Various Workshops and Trainings	0000	9780		142,616.00				
College & Career Ready Consortium	0000	9780		133,272.00				
Instructional Materials Lottery	1100	9780		16,744,942.00				
CTEp (ROP) Lottery	1100	9780		364,985.00				
ACCESS LCFF/LCAP Priorities	0000	9780				10,974,210.00		
Mandated Costs	0000	9780				7,950,374.00		
ACCESS	0000	9780				6,322,814.00		
OCDE ERATE	0000	9780				2,731,860.00		
2015-16 One-Time Discretionary Fund	0000	9780				2,516,193.00		
Medical Administrative Activities (MAA)	0000	9780				2,427,223.00		
2015-16 One-Time COE LCAP Discret	0000	9780				979,430.00		
CTEp (ROP) Tier III	0000	9780				812,324.00		
EISS Workshops	0000	9780				728,984.00		
Reserve for Outdated Checks	0000	9780				703,906.00		
Various Other Designated Programs	0000	9780				681,272.00		
Time & Attendance	0000	9780				441,598.00		
Special Schools Tier III	0000	9780				392,266.00		
Information Technology Bi-Tech	0000	9780				382,000.00		
ACCESS-CHEP	0000	9780				371,100.00		
ACCESS Tier III	0000	9780				360,495.00		
Special Education JPA	0000	9780				292,865.00		
Information Technology Imaging Servic	0000	9780				288,991.00		
COE LCAP Support & Approval	0000	9780				241,253.00		
Various Workshops and Trainings	0000	9780				155,776.00		
College & Career Ready Consortium	0000	9780				133,272.00		
Instructional Materials Lottery	1100	9780				16,311,141.00		
CTEp (ROP) Lottery	1100	9780				411,797.00		
College & Career Preparatory Academ	1100	9780				8,030.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	51,619,417.00	51,619,417.00		63,525,122.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	24,325,880.00	24,325,880.00	6,529,270.59	23,918,358.00	(407,522.00)	-1.7%
Education Protection Account State Aid - Current Year		8012	577,000.00	577,000.00	125,319.00	485,200.00	(91,800.00)	-15.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	543,156.00	543,156.00	0.00	543,156.00	0.00	0.0%
Timber Yield Tax		8022	11.00	11.00	0.00	11.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	85,488,044.00	85,488,044.00	0.00	84,835,275.00	(652,769.00)	-0.8%
Unsecured Roll Taxes		8042	2,708,252.00	2,708,252.00	2,072,542.81	2,669,691.00	(38,561.00)	-1.4%
Prior Years' Taxes		8043	1,565,058.00	1,565,058.00	1,786,832.49	1,546,063.00	(18,995.00)	-1.2%
Supplemental Taxes		8044	2,201,318.00	2,201,318.00	963,021.24	2,356,487.00	155,169.00	7.0%
Education Revenue Augmentation Fund (ERAF)		8045	341,723.00	341,723.00	1,287.02	342,429.00	706.00	0.2%
Community Redevelopment Funds (SB 617/699/1992)		8047	4,493,981.00	4,493,981.00	112,266.28	5,808,688.00	1,314,707.00	29.3%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			122,244,423.00	122,244,423.00	11,590,539.43	122,505,358.00	260,935.00	0.2%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	(445,520.00)	(445,520.00)	0.00	(537,320.00)	(91,800.00)	20.6%
All Other LCFF Transfers - Current Year	All Other	8091	(577,000.00)	(577,000.00)	0.00	(485,200.00)	91,800.00	-15.9%
Transfers to Charter Schools in Lieu of Property Taxes		8096	113,113.00	113,113.00	0.00	574,031.00	460,918.00	407.5%
Property Taxes Transfers		8097	(34,743,532.00)	(34,743,532.00)	(1,754,126.84)	(35,014,885.00)	(271,353.00)	0.8%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			86,591,484.00	86,591,484.00	9,836,412.59	87,041,984.00	450,500.00	0.5%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	2,132,833.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	330,950.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	80,681.00	80,681.00	0.00	80,681.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Educator Quality	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290						
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 4204, 5510	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	16,115,206.00	16,115,206.00	4,735,022.00	9,597,730.00	(6,517,476.00)	-40.4%
TOTAL, FEDERAL REVENUE			16,195,887.00	16,195,887.00	7,198,805.00	9,678,411.00	(6,517,476.00)	-40.2%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	2,899,901.00	2,899,901.00	0.00	1,719,954.00	(1,179,947.00)	-40.7%
Lottery - Unrestricted and Instructional Materials		8560	1,095,984.00	1,095,984.00	0.00	893,374.00	(202,610.00)	-18.5%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6680, 6690	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
Common Core State Standards Implementation	7405	8590						
All Other State Revenue	All Other	8590	626,088.00	626,088.00	407,683.00	945,235.00	319,147.00	51.0%
TOTAL, OTHER STATE REVENUE			4,621,973.00	4,621,973.00	407,683.00	3,558,563.00	(1,063,410.00)	-23.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	250.00	250.00	0.00	344.00		
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	192,404.00	192,404.00	26,010.48	196,794.00	4,390.00	2.3%
Food Service Sales		8634	285,000.00	285,000.00	81,366.10	285,000.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	4,000.00	4,000.00	1,632.00	4,000.00	0.00	0.0%
Interest		8660	1,242,305.00	1,242,305.00	457,802.33	1,394,395.00	152,090.00	12.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	7,115,743.00	7,115,743.00	3,174,603.64	7,107,269.00	(8,474.00)	-0.1%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	3,062,919.00	3,062,919.00	784,567.91	2,987,980.00	(74,939.00)	-2.4%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	2,687,278.00	2,687,278.00	297,948.83	2,638,265.00	(49,013.00)	-1.8%
Tuition		8710	30,594,700.00	30,594,700.00	7,029,688.08	30,594,700.00	0.00	0.0%
All Other Transfers In		8781-8783	254,987.00	254,987.00	0.00	254,987.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			45,439,586.00	45,439,586.00	11,853,619.37	45,463,734.00	24,148.00	0.1%
TOTAL, REVENUES			152,848,930.00	152,848,930.00	29,296,519.96	145,742,692.00	(7,106,238.00)	-4.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	28,473,662.00	28,473,662.00	9,868,491.40	26,813,473.00	1,660,189.00	5.8%
Certificated Pupil Support Salaries		1200	632,645.00	632,645.00	183,768.44	584,018.00	48,627.00	7.7%
Certificated Supervisors' and Administrators' Salaries		1300	8,562,155.00	8,562,155.00	2,835,984.57	8,408,744.00	153,411.00	1.8%
Other Certificated Salaries		1900	194,243.00	194,243.00	45,891.35	195,251.00	(1,008.00)	-0.5%
TOTAL, CERTIFICATED SALARIES			37,862,705.00	37,862,705.00	12,934,135.76	36,001,486.00	1,861,219.00	4.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	3,197,453.00	3,197,453.00	799,999.87	3,175,396.00	22,057.00	0.7%
Classified Support Salaries		2200	1,553,569.00	1,553,569.00	397,602.78	1,611,301.00	(57,732.00)	-3.7%
Classified Supervisors' and Administrators' Salaries		2300	17,052,299.00	17,052,299.00	4,052,345.04	17,462,408.00	(410,109.00)	-2.4%
Clerical, Technical and Office Salaries		2400	11,691,793.00	11,691,793.00	3,249,441.98	12,003,893.00	(312,100.00)	-2.7%
Other Classified Salaries		2900	153,348.00	153,348.00	43,958.30	181,613.00	(28,265.00)	-18.4%
TOTAL, CLASSIFIED SALARIES			33,648,462.00	33,648,462.00	8,543,347.97	34,434,611.00	(786,149.00)	-2.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	4,940,061.00	4,940,061.00	1,736,661.68	5,112,853.00	(172,792.00)	-3.5%
PERS		3201-3202	5,409,221.00	5,409,221.00	1,227,358.82	5,368,898.00	40,323.00	0.7%
OASDI/Medicare/Alternative		3301-3302	1,055,405.00	1,055,405.00	316,451.16	1,083,594.00	(28,189.00)	-2.7%
Health and Welfare Benefits		3401-3402	14,115,837.00	14,115,837.00	4,128,895.19	13,063,625.00	1,052,212.00	7.5%
Unemployment Insurance		3501-3502	35,230.00	35,230.00	10,542.68	36,266.00	(1,036.00)	-2.9%
Workers' Compensation		3601-3602	1,205,908.00	1,205,908.00	365,434.31	1,238,712.00	(32,804.00)	-2.7%
OPEB, Allocated		3701-3702	0.00	0.00	56,642.33	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	75,215.00	75,215.00	23,842.86	76,615.00	(1,400.00)	-1.9%
TOTAL, EMPLOYEE BENEFITS			26,836,877.00	26,836,877.00	7,865,829.03	25,980,563.00	856,314.00	3.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	242,465.00	242,465.00	8,971.39	269,089.00	(26,624.00)	-11.0%
Books and Other Reference Materials		4200	138,146.00	138,146.00	20,138.82	143,858.00	(5,712.00)	-4.1%
Materials and Supplies		4300	5,846,656.00	5,846,656.00	1,343,721.44	4,656,059.00	1,190,597.00	20.4%
Noncapitalized Equipment		4400	574,274.00	574,274.00	307,874.30	784,633.00	(210,359.00)	-36.6%
Food		4700	220,200.00	220,200.00	52,501.84	220,200.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			7,021,741.00	7,021,741.00	1,733,207.79	6,073,839.00	947,902.00	13.5%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	4,393,600.00	4,393,600.00	0.00	4,269,720.00	123,880.00	2.8%
Travel and Conferences		5200	1,292,150.00	1,292,150.00	282,234.68	1,356,756.00	(64,606.00)	-5.0%
Dues and Memberships		5300	257,859.00	257,859.00	137,538.07	277,689.00	(19,830.00)	-7.7%
Insurance		5400-5450	500,000.00	500,000.00	273,076.00	500,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,044,207.00	1,044,207.00	370,114.57	991,745.00	52,462.00	5.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	8,442,239.00	8,442,239.00	3,212,964.44	8,561,417.00	(119,178.00)	-1.4%
Transfers of Direct Costs		5710	(445,618.00)	(445,618.00)	(44,234.81)	(333,535.00)	(112,083.00)	25.2%
Transfers of Direct Costs - Interfund		5750	(142,385.00)	(142,385.00)	(8,678.07)	(296,734.00)	154,349.00	-108.4%
Professional/Consulting Services and Operating Expenditures		5800	8,603,070.00	8,603,070.00	2,032,706.89	8,438,657.00	164,413.00	1.9%
Communications		5900	949,852.00	949,852.00	210,778.67	836,279.00	113,573.00	12.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			24,894,974.00	24,894,974.00	6,466,500.44	24,601,994.00	292,980.00	1.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	38,100.00	38,100.00	0.00	25,000.00	13,100.00	34.4%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	20,000.00	20,000.00	0.00	50,000.00	(30,000.00)	-150.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	1,877,996.00	1,877,996.00	953,831.57	908,577.00	969,419.00	51.6%
Equipment Replacement		6500	82,194.00	82,194.00	66,012.74	119,659.00	(37,465.00)	-45.6%
TOTAL, CAPITAL OUTLAY			2,018,290.00	2,018,290.00	1,019,844.31	1,103,236.00	915,054.00	45.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	1,127,998.00	1,127,998.00	0.00	1,198,708.00	(70,710.00)	-6.3%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	14,950,410.00	14,950,410.00	5,128,185.87	8,538,424.00	6,411,986.00	42.9%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	4,746.00	4,746.00	0.00	1,186.00	3,560.00	75.0%
Other Debt Service - Principal		7439	17,778.00	17,778.00	0.00	4,445.00	13,333.00	75.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			16,100,932.00	16,100,932.00	5,128,185.87	9,742,763.00	6,358,169.00	39.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(6,290,733.00)	(6,290,733.00)	(25,824.16)	(6,491,729.00)	200,996.00	-3.2%
Transfers of Indirect Costs - Interfund		7350	(1,833,707.00)	(1,833,707.00)	(78,348.45)	(1,883,574.00)	49,867.00	-2.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(8,124,440.00)	(8,124,440.00)	(104,172.61)	(8,375,303.00)	250,863.00	-3.1%
TOTAL, EXPENDITURES			140,259,541.00	140,259,541.00	43,586,878.56	129,563,189.00	10,696,352.00	7.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	366,217.00	366,217.00	0.00	282,778.00	83,439.00	22.8%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			366,217.00	366,217.00	0.00	282,778.00	83,439.00	22.8%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(2,305,418.00)	(2,305,418.00)	0.00	(2,040,915.00)	264,503.00	-11.5%
Contributions from Restricted Revenues		8990	(8,867,956.00)	(8,867,956.00)	0.00	(8,940,818.00)	(72,862.00)	0.8%
(e) TOTAL, CONTRIBUTIONS			(11,173,374.00)	(11,173,374.00)	0.00	(10,981,733.00)	191,641.00	-1.7%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(11,539,591.00)	(11,539,591.00)	0.00	(11,264,511.00)	275,080.00	-2.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	5,321,101.00	5,321,101.00	301,737.66	5,298,068.00	(23,033.00)	-0.4%
2) Federal Revenue		8100-8299	13,027,084.00	13,027,084.00	438,155.09	13,165,009.00	137,925.00	1.1%
3) Other State Revenue		8300-8599	16,141,083.00	16,141,083.00	1,566.45	17,058,788.00	917,705.00	5.7%
4) Other Local Revenue		8600-8799	42,403,762.00	42,403,762.00	6,428,335.95	40,914,888.00	(1,488,874.00)	-3.5%
5) TOTAL, REVENUES			76,893,030.00	76,893,030.00	7,169,795.15	76,436,753.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	19,428,352.00	19,428,352.00	5,930,846.22	18,821,025.00	607,327.00	3.1%
2) Classified Salaries		2000-2999	22,859,748.00	22,859,748.00	5,252,322.58	22,443,596.00	416,152.00	1.8%
3) Employee Benefits		3000-3999	22,250,846.00	22,250,846.00	4,912,892.40	21,142,404.00	1,108,442.00	5.0%
4) Books and Supplies		4000-4999	6,260,309.00	6,260,309.00	344,906.43	6,386,132.00	(125,823.00)	-2.0%
5) Services and Other Operating Expenditures		5000-5999	22,847,107.00	22,847,107.00	1,794,170.20	25,743,324.00	(2,896,217.00)	-12.7%
6) Capital Outlay		6000-6999	716,914.00	716,914.00	0.00	716,914.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,682,402.00	1,682,402.00	399,091.55	1,862,092.00	(179,690.00)	-10.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	6,290,733.00	6,290,733.00	25,824.16	6,491,729.00	(200,996.00)	-3.2%
9) TOTAL, EXPENDITURES			102,336,411.00	102,336,411.00	18,660,053.54	103,607,216.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(25,443,381.00)	(25,443,381.00)	(11,490,258.39)	(27,170,463.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	980,735.00	980,735.00	0.00	980,735.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	11,173,374.00	11,173,374.00	0.00	10,981,733.00	(191,641.00)	-1.7%
4) TOTAL, OTHER FINANCING SOURCES/USES			10,192,639.00	10,192,639.00	0.00	10,000,998.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(15,250,742.00)	(15,250,742.00)	(11,490,258.39)	(17,169,465.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	43,927,511.00	43,927,511.00		45,938,807.00	2,011,296.00	4.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,927,511.00	43,927,511.00		45,938,807.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,927,511.00	43,927,511.00		45,938,807.00		
2) Ending Balance, June 30 (E + F1e)			28,676,769.00	28,676,769.00		28,769,342.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			28,676,769.00	28,676,769.00		28,769,342.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	5,321,101.00	5,321,101.00	301,737.66	5,298,068.00	(23,033.00)	-0.4%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			5,321,101.00	5,321,101.00	301,737.66	5,298,068.00	(23,033.00)	-0.4%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,218,572.00	1,218,572.00	0.00	1,218,572.00	0.00	0.0%
Special Education Discretionary Grants		8182	625,116.00	625,116.00	0.00	504,591.00	(120,525.00)	-19.3%
Child Nutrition Programs		8220	230,000.00	230,000.00	0.00	230,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	2,319,123.00	2,319,123.00	251,698.09	1,632,479.00	(686,644.00)	-29.6%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	4,317,765.00	4,317,765.00	0.00	4,463,330.00	145,565.00	3.4%
Title I, Part D, Local Delinquent Programs	3025	8290	2,446,522.00	2,446,522.00	186,423.00	2,842,075.00	395,553.00	16.2%
Title II, Part A, Educator Quality	4035	8290	49,382.00	49,382.00	0.00	118,932.00	69,550.00	140.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Education Program	4201	8290	437.00	437.00	34.00	34.00	(403.00)	-92.2%
Title III, Part A, English Learner Program	4203	8290	193,918.00	193,918.00	0.00	260,522.00	66,604.00	34.3%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 4204, 5510	8290	254,382.00	254,382.00	0.00	336,041.00	81,659.00	32.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,371,867.00	1,371,867.00	0.00	1,558,433.00	186,566.00	13.6%
TOTAL, FEDERAL REVENUE			13,027,084.00	13,027,084.00	438,155.09	13,165,009.00	137,925.00	1.1%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	20,560.00	20,560.00	0.00	20,560.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materi		8560	335,046.00	335,046.00	0.00	293,712.00	(41,334.00)	-12.3%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	203,960.00	203,960.00	(115,470.00)	157,880.00	(46,080.00)	-22.6%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	4,161,037.00	4,161,037.00	0.00	4,632,088.00	471,051.00	11.3%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6690	8590	992,456.00	992,456.00	0.00	1,113,808.00	121,352.00	12.2%
California Clean Energy Jobs Act	6230	8590	936,091.00	936,091.00	0.00	936,091.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	9,491,933.00	9,491,933.00	117,036.45	9,904,649.00	412,716.00	4.3%
TOTAL, OTHER STATE REVENUE			16,141,083.00	16,141,083.00	1,566.45	17,058,788.00	917,705.00	5.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	1,200,000.00	1,200,000.00	7,741.66	1,200,000.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	241,289.00	241,289.00	45,744.44	226,000.00	(15,289.00)	-6.3%
Food Service Sales		8634	11,500.00	11,500.00	1,592.20	11,500.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals								
		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest								
		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments								
		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	33,404,330.00	33,404,330.00	5,273,112.89	31,400,599.00	(2,003,731.00)	-6.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	433,533.00	433,533.00	61,374.15	595,475.00	161,942.00	37.4%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustm		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	3,593,766.00	3,593,766.00	145,217.23	3,961,970.00	368,204.00	10.2%
Tuition								
		8710	3,506,916.00	3,506,916.00	893,553.38	3,506,916.00	0.00	0.0%
All Other Transfers In								
		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	12,428.00	12,428.00	0.00	12,428.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			42,403,762.00	42,403,762.00	6,428,335.95	40,914,888.00	(1,488,874.00)	-3.5%
TOTAL, REVENUES			76,893,030.00	76,893,030.00	7,169,795.15	76,436,753.00	(456,277.00)	-0.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	10,160,203.00	10,160,203.00	2,986,878.45	9,661,573.00	498,630.00	4.9%
Certificated Pupil Support Salaries		1200	2,490,416.00	2,490,416.00	794,660.52	2,445,519.00	44,897.00	1.8%
Certificated Supervisors' and Administrators' Salaries		1300	4,428,572.00	4,428,572.00	1,392,947.28	4,303,087.00	125,485.00	2.8%
Other Certificated Salaries		1900	2,349,161.00	2,349,161.00	756,359.97	2,410,846.00	(61,685.00)	-2.6%
TOTAL, CERTIFICATED SALARIES			19,428,352.00	19,428,352.00	5,930,846.22	18,821,025.00	607,327.00	3.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	10,150,281.00	10,150,281.00	2,142,605.88	9,750,562.00	399,719.00	3.9%
Classified Support Salaries		2200	2,763,977.00	2,763,977.00	650,405.17	2,722,809.00	41,168.00	1.5%
Classified Supervisors' and Administrators' Salaries		2300	5,886,006.00	5,886,006.00	1,410,340.87	5,702,167.00	183,839.00	3.1%
Clerical, Technical and Office Salaries		2400	3,638,125.00	3,638,125.00	950,236.92	3,862,141.00	(224,016.00)	-6.2%
Other Classified Salaries		2900	421,359.00	421,359.00	98,733.74	405,917.00	15,442.00	3.7%
TOTAL, CLASSIFIED SALARIES			22,859,748.00	22,859,748.00	5,252,322.58	22,443,596.00	416,152.00	1.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	7,395,467.00	7,395,467.00	747,442.51	7,342,025.00	53,442.00	0.7%
PERS		3201-3202	3,536,459.00	3,536,459.00	804,227.22	3,518,270.00	18,189.00	0.5%
OASDI/Medicare/Alternative		3301-3302	666,280.00	666,280.00	165,060.84	659,524.00	6,756.00	1.0%
Health and Welfare Benefits		3401-3402	9,833,080.00	9,833,080.00	2,973,078.36	8,806,823.00	1,026,257.00	10.4%
Unemployment Insurance		3501-3502	21,793.00	21,793.00	5,504.32	21,403.00	390.00	1.8%
Workers' Compensation		3601-3602	738,274.00	738,274.00	191,182.05	727,555.00	10,719.00	1.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	59,493.00	59,493.00	26,397.10	66,804.00	(7,311.00)	-12.3%
TOTAL, EMPLOYEE BENEFITS			22,250,846.00	22,250,846.00	4,912,892.40	21,142,404.00	1,108,442.00	5.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	5,200.00	5,200.00	0.00	11,821.00	(6,621.00)	-127.3%
Books and Other Reference Materials		4200	65,016.00	65,016.00	0.00	76,522.00	(11,506.00)	-17.7%
Materials and Supplies		4300	5,490,648.00	5,490,648.00	213,571.90	5,547,195.00	(56,547.00)	-1.0%
Noncapitalized Equipment		4400	381,145.00	381,145.00	42,644.35	428,494.00	(47,349.00)	-12.4%
Food		4700	318,300.00	318,300.00	88,690.18	322,100.00	(3,800.00)	-1.2%
TOTAL, BOOKS AND SUPPLIES			6,260,309.00	6,260,309.00	344,906.43	6,386,132.00	(125,823.00)	-2.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	17,837,570.00	17,837,570.00	103,645.89	18,415,097.00	(577,527.00)	-3.2%
Travel and Conferences		5200	822,728.00	822,728.00	201,378.82	1,095,248.00	(272,520.00)	-33.1%
Dues and Memberships		5300	11,150.00	11,150.00	2,491.41	7,765.00	3,385.00	30.4%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	225,570.00	225,570.00	73,277.77	223,911.00	1,659.00	0.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	912,237.00	912,237.00	723,245.38	1,398,048.00	(485,811.00)	-53.3%
Transfers of Direct Costs		5710	445,618.00	445,618.00	44,234.81	333,535.00	112,083.00	25.2%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,403,683.00	2,403,683.00	589,879.68	4,092,917.00	(1,689,234.00)	-70.3%
Communications		5900	188,551.00	188,551.00	56,016.44	176,803.00	11,748.00	6.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			22,847,107.00	22,847,107.00	1,794,170.20	25,743,324.00	(2,896,217.00)	-12.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	709,914.00	709,914.00	0.00	709,914.00	0.00	0.0%
Equipment Replacement		6500	7,000.00	7,000.00	0.00	7,000.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			716,914.00	716,914.00	0.00	716,914.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	1,235,483.00	1,235,483.00	0.00	1,274,580.00	(39,097.00)	-3.2%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	144,791.00	144,791.00	0.00	188,420.00	(43,629.00)	-30.1%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	302,128.00	302,128.00	399,091.55	399,092.00	(96,964.00)	-32.1%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,682,402.00	1,682,402.00	399,091.55	1,862,092.00	(179,690.00)	-10.7%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	6,290,733.00	6,290,733.00	25,824.16	6,491,729.00	(200,996.00)	-3.2%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			6,290,733.00	6,290,733.00	25,824.16	6,491,729.00	(200,996.00)	-3.2%
TOTAL, EXPENDITURES			102,336,411.00	102,336,411.00	18,660,053.54	103,607,216.00	(1,270,805.00)	-1.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	980,735.00	980,735.00	0.00	980,735.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			980,735.00	980,735.00	0.00	980,735.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	2,305,418.00	2,305,418.00	0.00	2,040,915.00	(264,503.00)	-11.5%
Contributions from Restricted Revenues		8990	8,867,956.00	8,867,956.00	0.00	8,940,818.00	72,862.00	0.8%
(e) TOTAL, CONTRIBUTIONS			11,173,374.00	11,173,374.00	0.00	10,981,733.00	(191,641.00)	-1.7%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			10,192,639.00	10,192,639.00	0.00	10,000,998.00	191,641.00	-1.9%

<u>Resource</u>	<u>Description</u>	<u>2017-18 Projected Year Totals</u>
5640	Medi-Cal Billing Option	179,919.00
6230	California Clean Energy Jobs Act	1,573,397.00
6300	Lottery: Instructional Materials	1,228,240.00
6500	Special Education	1,885,122.00
6512	Special Ed: Mental Health Services	39,137.00
7338	College Readiness Block Grant	144,784.00
7810	Other Restricted State	1,896,763.00
8150	Ongoing & Major Maintenance Account (RM,	13,529,875.00
9010	Other Restricted Local	8,292,105.00
Total, Restricted Balance		<u>28,769,342.00</u>

Orange County Department of Education
Multi-Year Financial Projection
General Fund - Combined Unrestricted and Restricted Funds

<u>DESCRIPTION</u>	2016-17 Unaudited <u>Actuals</u>	2017-18 Adopted <u>Budget</u>	2017-18 First Interim <u>Budget</u>	2018-19 Projected <u>Budget</u>	2019-20 Projected <u>Budget</u>
A. REVENUES					
LCFF/Revenue Limit Sources	91,305,441	91,912,585	92,340,052	92,674,116	92,757,280
Federal Revenues	22,795,849	29,222,971	22,843,420	22,843,420	22,843,420
Other State Revenues	39,079,394	20,763,056	20,617,351	13,103,162	13,466,046
Other Local Revenue	55,412,768	57,248,648	55,783,922	56,707,540	56,721,623
Other Transfers	29,980,111	30,594,700	30,594,700	30,594,700	30,594,700
TOTAL REVENUES	238,573,564	229,741,960	222,179,445	215,922,938	216,383,069
B. EXPENDITURES					
Certificated Salaries	53,130,344	57,291,057	54,822,511	54,018,459	56,548,670
Classified Salaries	54,180,353	56,508,210	56,878,207	56,409,794	58,206,016
Employee Benefits	42,469,481	49,087,723	47,122,967	49,855,096	53,532,468
Books and Supplies	6,623,776	13,282,050	12,459,971	10,943,647	10,599,368
Services, Other Oper. Exps	37,014,901	47,742,081	50,345,318	30,938,967	31,550,099
Capital Outlay	994,945	2,735,204	1,820,150	990,659	990,659
Other Outgo	12,516,654	15,949,627	9,721,281	8,397,654	7,995,697
Program Reductions				(7,570,000)	(7,875,230)
TOTAL EXPENDITURES	206,930,454	242,595,952	233,170,405	203,984,276	211,547,747
C. EXCESS (DEFICIENCY)	31,643,110	(12,853,992)	(10,990,960)	11,938,662	4,835,322
D. OTHER SOURCES/USES					
Interfund Transfers In - Spec Reserve	0	0	0	0	0
Interfund Transfers In - Other	89,153	0	0	0	0
Interfund Transfers Out - Child Care Fund	205,592	366,217	282,778	174,967	369,417
Interfund Trfs Out - Special Reserve Fd	0	0	0	0	0
Interfund Trfs Out - State School Bld Fd	0	0	0	0	0
Interfund Trfs Out - Def. Maint	0	0	0	0	0
Interfund Trfs Out - Other	0	980,735	980,735	980,735	980,735

Orange County Department of Education
Multi-Year Financial Projection
General Fund - Combined Unrestricted and Restricted Funds

DESCRIPTION	2016-17 Unaudited Actuals	2017-18 Adopted Budget	2017-18 First Interim Budget	2018-19 Projected Budget	2019-20 Projected Budget
<u>D.</u>					
Other Sources - Other	0	0	0	0	0
Contributions to Restricted Programs	(0)	0	0	94,731	(944,526)
Total Other Sources/Uses	(116,440)	(1,346,952)	(1,263,513)	(1,060,971)	(2,294,678)
<u>E.</u> NET INCREASE (DECREASE)	31,526,670	(14,200,944)	(12,254,473)	10,877,691	2,540,644
<u>F.</u> <u>FUND BALANCE</u>					
Beginning Balance, July 1,	129,711,441	152,384,618	161,238,111	148,983,638	159,861,329
Audit Adjustments/Restatements	0	0	0	0	0
Net Beginning Balance	129,711,441	152,384,618	161,238,111	148,983,638	159,861,329
Ending Balance, June 30,	<u>161,238,111</u>	<u>138,183,674</u>	<u>148,983,638</u>	<u>159,861,329</u>	<u>162,401,973</u>
<u>Components of Ending Fund Balance</u>					
Revolving Cash	70,000	70,000	70,000	70,000	70,000
Stores	0	0	0	0	0
Legally Restricted	45,938,807	28,676,769	28,769,342	30,138,850	29,186,262
<u>Board Designated</u>					
Designated Amounts	68,891,979	57,817,489	56,619,174	46,710,225	32,671,263
Economic Uncertainties	46,337,325	51,619,416	63,525,122	82,942,255	100,474,448
Undesignated Amounts	0	0	0	(0)	0

Orange County Department of Education
2017-18 First Interim Budget
December 13, 2017

Criteria and Standards Review Summary Explanation if Criteria are Not Met

- 1 Average Daily Attendance (ADA)
P Projected Average Daily Attendance (ADA) for County Operations Grant and county operated programs is not meeting the historical growth in ADA due to the changes in our student population and because this budget includes a decline in ADA in the future years. Included in the projected total ADA is the ADA for the county operated College and Career Academy Charter school. This is the third year of operation for the charter school. We continue to monitor and strategize outreach opportunities for all programs and anticipate making changes if necessary.
- 3 Salaries and Benefits
Projected Salaries and Benefits are not meeting the historical standard because we have included expenditures for the future years with the projected statutory cost of living recommended by the School Services (SSC) of California dashboard. Contributions for the STRS and PERS increase continue to have an impact on our benefits increase. Included in this projection are salaries for positions that will help us meet the goals and actions of our Local Control Accountability Plan (LCAP).
- 4a Other Revenues
Projected Other revenues are not meeting the standard because we are budgeting to reduce funding in the future years due to the one-time funding received in 2016-17 and in 2017-18.
- 4b Other Expenditures
Projected Other Expenditures for books and supplies and for services have changed by more than the historical amount because we are using this account until we receive specific grant parameters that will allow us to allocate the expenditures to the appropriate accounts. In addition, we are budgeting for one-time expenditures for one-time funding received in prior years.

Supplemental explanations if answered yes:

- S5 Contributions from unrestricted programs to some restricted programs are budgeted to decrease in 2017-18. Due to the proposed funding changes to the childcare program and increase in expenditures in future years, our programs may require increased contributions. Contributions will continue to be provided for programs that have a cap on indirect so they require a contribution for our new approved state indirect rate. We continue to monitor and anticipate making appropriate reductions if necessary.
- S6 We do not have any new long term commitments that have been budgeted in subsequent years. The long term commitment we currently have is the certificates of participation for the Esplanade facility for 15 years. We have no other outstanding liabilities that have not been included in the budget.
- S7b We do have other self-insurance benefits. Fund 67 is set aside for our self-insurance dental plan. Our worker's compensation is funded through a JPA. Both funds have adequate reserves and are monitored regularly.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards pursuant to Education Code sections 33129 and 42130.

Signed: _____ Date: _____
County Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the County Board of Education.

To the State Superintendent of Public Instruction:

This interim report and certification of financial condition are hereby filed by the County Board of Education pursuant to Education Code sections 1240 and 33127.

Meeting Date: December 13, 2017 Signed: _____
County Superintendent of Schools

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office will not meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Renee Hendrick Telephone: (714) 966-4061
Title: Associate Superintendent, Administrative Se E-mail: rhendrick@ocde.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected ADA for County Operations Grant or county operated programs has not changed for any of the current or two subsequent fiscal years by more than two percent since budget adoption.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	Salaries and Benefits	Projected total salaries and benefits for any of the current or two subsequent fiscal years has not changed by more than five percent since budget adoption.		X
4a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
4b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
5	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
7a	Fund Balance	Projected county school service fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
7b	Cash Balance	Projected county school service fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> • If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2016-17) annual payment? 	X	
		<ul style="list-style-type: none"> • If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources? 	X	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?	X	
		<ul style="list-style-type: none"> • If yes, have there been changes since budget adoption in OPEB liabilities? 	n/a	
S7b	Other Self-insurance Benefits	Does the county office operate any self-insurance programs (e.g., workers' compensation)?		X
		<ul style="list-style-type: none"> • If yes, have there been changes since budget adoption in self-insurance liabilities? 	X	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		<ul style="list-style-type: none"> • Certificated? (Section S8A, Line 1b) 	X	
		<ul style="list-style-type: none"> • Classified? (Section S8B, Line 1b) 	X	
		<ul style="list-style-type: none"> • Management/supervisor/confidential? (Section S8C, Line 1b) 	n/a	
S9	Status of Other Funds	Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	County Operations Grant ADA	Is County Operations Grant ADA decreasing in both the prior and current fiscal year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county office boundaries that are impacting the county office's ADA, either in the prior or current fiscal years?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected County Operations Grant average daily attendance (ADA) has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption. Projected ADA for county operated programs has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption.

County Office ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the County Office's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. If Form MYPI exists, County Operations Grant ADA will be extracted for the two subsequent years; otherwise enter this data. First Interim Projected Year Totals data for Current Year are extracted; enter data for the remaining two subsequent years into the second column.

Program / Fiscal Year	Estimated Funded ADA		Percent Change	Status
	Budget Adoption Budget (Form 01CS, Item 1B-2)	First Interim Projected Year Totals (Form AI) (Form MYPI)		
County and Charter School Alternative Education Grant ADA (Form A/AI, Lines B1d and C2d)				
Current Year (2017-18)	2,643.00	2,184.00	-17.4%	Not Met
1st Subsequent Year (2018-19)	2,643.00	2,011.00	-23.9%	Not Met
2nd Subsequent Year (2019-20)	2,643.00	1,860.00	-29.6%	Not Met
District Funded County Program ADA (Form A/AI, Line B2g)				
Current Year (2017-18)	3,716.94	3,622.03	-2.6%	Not Met
1st Subsequent Year (2018-19)	3,716.94	3,417.03	-8.1%	Not Met
2nd Subsequent Year (2019-20)	3,716.94	3,238.03	-12.9%	Not Met
County Operations Grant ADA (Form A/AI, Line B5)				
Current Year (2017-18)	479,732.53	478,123.64	-0.3%	Met
1st Subsequent Year (2018-19)	479,732.53	477,576.64	-0.4%	Met
2nd Subsequent Year (2019-20)	479,732.53	477,067.64	-0.6%	Met
Charter School ADA and Charter School Funded County Program ADA (Form A/AI, Lines C1 and C3f)				
Current Year (2017-18)	242.00	242.00	0.0%	Met
1st Subsequent Year (2018-19)	242.00	260.00	7.4%	Not Met
2nd Subsequent Year (2019-20)	242.00	260.00	7.4%	Not Met

1B. Comparison of County Office ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ADA for County Operations Grant or county operated programs has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Projected Average Daily Attendance (ADA) for County Operations Grant and county operated programs is not meeting the historical growth in ADA due to the changes in our student population and because this budget includes a decline in ADA in the future years. Included in the projected total ADA is the ADA for the county operated College and Career Academy Charter school. This is the third year of operation for the charter school. We continue to monitor and strategize outreach opportunities for all programs and anticipate making changes if necessary.

2. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue, for any of the current fiscal year or two subsequent fiscal years, has not changed by more than two percent since budget adoption.

County Office LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 2C)	First Interim Projected Year Totals		
	Current Year (2017-18)	122,244,423.00		
1st Subsequent Year (2018-19)	122,284,191.00	122,839,422.00	0.5%	Met
2nd Subsequent Year (2019-20)	122,284,191.00	122,922,586.00	0.5%	Met

2B. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - LCFF revenue has not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the current fiscal year or two subsequent fiscal years has not changed by more than five percent since budget adoption.

County Office Salaries and Benefits Standard Percentage Range: -5.0% to +5.0%

3A. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted. If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; otherwise, enter this data.

Fiscal Year	Salaries and Benefits		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01, Objects 1000-3999) (Form 01CS, Item 3B)	Projected Year Totals (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)		
Current Year (2017-18)	162,886,990.00	158,823,685.00	-2.5%	Met
1st Subsequent Year (2018-19)	169,837,044.00	160,283,348.00	-5.6%	Not Met
2nd Subsequent Year (2019-20)	178,515,924.00	168,287,153.00	-5.7%	Not Met

3B. Comparison of County Office Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected salary and benefit costs have changed since budget adoption by more than the standard in any of the current fiscal year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

Explanation:
(required if NOT met)

Projected Salaries and Benefits are not meeting the historical standard because we have included expenditures for the future years with the projected statutory cost of living recommended by the School Services (SSC) of California dashboard. Contributions for the STRS and PERS increase continue to have an impact on our benefits increase. Included in this projection are salaries for positions that will help us meet the goals and actions of our Local Control Accountability Plan (LCAP)

4. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating) for any of the current fiscal year or two subsequent fiscal years have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

County Office's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
County Office's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

4A. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 4B)	First Interim Projected Year Totals (Fund 01/Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (MYPI, Line A2)				
Current Year (2017-18)	29,222,971.00	22,843,420.00	-21.8%	Yes
1st Subsequent Year (2018-19)	28,860,316.00	22,843,420.00	-20.8%	Yes
2nd Subsequent Year (2019-20)	28,860,316.00	22,843,420.00	-20.8%	Yes

Explanation:
(required if Yes)

Projected Federal Revenue is not meeting the standard due to the release of Federal funds from deferred claims, backcasting, and resolution changes to the Medical Administrative (MAA) program and because we are not projecting any changes in the future for these funds. We will continue to monitor and adjust the projections if necessary.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2017-18)	20,763,056.00	20,617,351.00	-0.7%	No
1st Subsequent Year (2018-19)	12,670,623.00	13,103,162.00	3.4%	No
2nd Subsequent Year (2019-20)	13,014,873.00	13,466,046.00	3.5%	No

Explanation:
(required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2017-18)	87,843,348.00	86,378,622.00	-1.7%	No
1st Subsequent Year (2018-19)	87,562,178.00	87,302,240.00	-0.3%	No
2nd Subsequent Year (2019-20)	88,452,495.00	87,316,323.00	-1.3%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2017-18)	12,282,050.00	12,459,971.00	1.4%	No
1st Subsequent Year (2018-19)	9,681,940.00	10,943,647.00	13.0%	Yes
2nd Subsequent Year (2019-20)	9,291,517.00	10,599,368.00	14.1%	Yes

Explanation:
(required if Yes)

Projected Other Expenditures for books and supplies and for services have changed by more than the historical amount because we are using this account until we receive specific grant parameters that will allow us to allocate the expenditures to the appropriate accounts. In addition, we are budgeting for one-time expenditures for one-time funding received in prior years.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2017-18)	47,742,081.00	50,345,318.00	5.5%	Yes
1st Subsequent Year (2018-19)	26,803,930.00	23,368,967.00	-12.8%	Yes
2nd Subsequent Year (2019-20)	26,179,723.00	23,674,869.00	-9.6%	Yes

Explanation:
(required if Yes)

Projected Services and Other Expenditures have changed by more than the historical amount because the programs are reducing this account due to our non-deficit spending requirements. In addition, we are budgeting for one-time expenditures for one-time funding received in prior years. We will continue to monitor and anticipate making additional program reductions if necessary.

4B. Calculating the County Office's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenues (Section 4A)				
Current Year (2017-18)	137,829,375.00	129,839,393.00	-5.8%	Not Met
1st Subsequent Year (2018-19)	129,093,117.00	123,248,822.00	-4.5%	Met
2nd Subsequent Year (2019-20)	130,327,684.00	123,625,789.00	-5.1%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 4A)				
Current Year (2017-18)	60,024,131.00	62,805,289.00	4.6%	Met
1st Subsequent Year (2018-19)	36,485,870.00	34,312,614.00	-6.0%	Not Met
2nd Subsequent Year (2019-20)	35,471,240.00	34,274,237.00	-3.4%	Met

4C. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4A if the status in Section 4B is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 4A
if NOT met)

Projected Federal Revenue is not meeting the standard due to the release of Federal funds from deferred claims, backcasting, and resolution changes to the Medical Administrative (MAA) program and because we are not projecting any changes in the future for these funds. We will continue to monitor and adjust the projections if necessary.

Explanation:

Other State Revenue
(linked from 4A
if NOT met)

Explanation:

Other Local Revenue
(linked from 4A
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4A above and will also display in the explanation box below.

Explanation:

Books and Supplies
(linked from 4A
if NOT met)

Projected Other Expenditures for books and supplies and for services have changed by more than the historical amount because we are using this account until we receive specific grant parameters that will allow us to allocate the expenditures to the appropriate accounts. In addition, we are budgeting for one-time expenditures for one-time funding received in prior years.

Explanation:

Services and Other Exps
(linked from 4A
if NOT met)

Projected Services and Other Expenditures have changed by more than the historical amount because the programs are reducing this account due to our non-deficit spending requirements. In addition, we are budgeting for one-time expenditures for one-time funding received in prior years. We will continue to monitor and anticipate making additional program reductions if necessary.

5. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75, as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2017-18 to 2019-20 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: AB 104 (Chapter 13, Statutes of 2015) requires the county office to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum amount that is the greater of the following amounts:

- A. The lesser of three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year or the amount that the county office deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution. Budget data that exist will be extracted; otherwise, enter budget data into lines 1 and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	3,895,379.00	4,193,186.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 5)			

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input checked="" type="checkbox"/>	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
County Office's Available Reserves Percentage (Criterion 8B, Line 9)	35.9%	50.4%	56.8%
County Office's Deficit Standard Percentage Levels (one-third of available reserves percentage):	12.0%	16.8%	18.9%

6B. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for deficit spending and reserves?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): North Orange County SELPA (MM)

	Current Year Projected Year Totals (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	39,636,298.00	39,636,298.00	39,636,298.00

6C. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2017-18)	4,914,992.00	129,845,967.00	N/A	Met
1st Subsequent Year (2018-19)	9,508,184.00	124,785,008.00	N/A	Met
2nd Subsequent Year (2019-20)	3,493,234.00	129,762,653.00	N/A	Met

6D. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

7. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected county school service fund balances will be positive at the end of the current fiscal year and two subsequent fiscal years.

7A-1. Determining if the County Office's County School Service Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance County School Service Fund Projected Year Totals (Form 011, Line F2)/(Form MYPI, Line D2)	Status
Current Year (2017-18)	148,983,638.00	Met
1st Subsequent Year (2018-19)	159,861,331.00	Met
2nd Subsequent Year (2019-20)	162,401,976.00	Met

7A-2. Comparison of the County Office's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected county school service fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance County School Service Fund (Form CASH, Line F, June Column)	Status
Current Year (2017-18)	161,284,552.00	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$66,000 (greater of)	0	to \$5,865,999
4% or \$293,000 (greater of)	\$5,866,000	to \$14,662,999
3% or \$587,000 (greater of)	\$14,663,000	to \$65,989,000
2% or \$1,980,000 (greater of)	\$65,989,001	and over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (EC Section 2574), rounded to the nearest thousand.

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 6B2b) if Criterion 6B, Line 1 Is No:	234,433,918	205,139,977	212,897,898
County Office's Reserve Standard Percentage Level:	2%	2%	2%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data are extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	234,433,918.00	205,139,977.00	212,897,898.00
2. Plus: Special Education Pass-through (Criterion 6B, Line 2b if Criterion 6B, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	234,433,918.00	205,139,977.00	212,897,898.00
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line A3 times Line A4)	4,688,678.36	4,102,799.54	4,257,957.96
6. Reserve Standard - by Amount (From percentage level chart above)	1,980,000.00	1,980,000.00	1,980,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	4,688,678.36	4,102,799.54	4,257,957.96

8B. Calculating the County Office's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except line 4)	Current Year Projected Year Totals (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	0.00
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	63,525,122.00	82,942,255.00	100,474,451.00
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	20,509,082.00	20,509,082.00	20,509,082.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00	0.00	0.00
8. County Office's Available Reserve Amount (Lines B1 thru B7)	84,034,204.00	103,451,337.00	120,983,533.00
9. County Office's Available Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	35.85%	50.43%	56.83%
County Office's Reserve Standard (Section 8A, Line 7):	4,688,678.36	4,102,799.54	4,257,957.96
Status:	Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your county office have ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your county office have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

No

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your county office have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the county school service fund budget.

County Office's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2017-18)	(2,305,418.00)	(2,040,915.00)	-11.5%	(264,503.00)	Not Met
1st Subsequent Year (2018-19)	(2,269,168.00)	(1,888,799.00)	-16.8%	(380,369.00)	Not Met
2nd Subsequent Year (2019-20)	(3,609,553.00)	(2,955,103.00)	-18.1%	(654,450.00)	Not Met
1b. Transfers In, County School Service Fund *					
Current Year (2017-18)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2018-19)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, County School Service Fund *					
Current Year (2017-18)	1,346,952.00	1,263,513.00	-6.2%	(83,439.00)	Not Met
1st Subsequent Year (2018-19)	1,508,166.00	1,155,702.00	-23.4%	(352,464.00)	Not Met
2nd Subsequent Year (2019-20)	1,459,377.00	1,350,152.00	-7.5%	(109,225.00)	Not Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the county school service fund operational budget?

No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted county school service fund to restricted county school service fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the county office's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

Contributions from unrestricted programs to some restricted programs are budgeted to decrease in 2017-18. Due to the proposed funding changes to the childcare program and increase in expenditures in future years, our programs may require increased contributions. Contributions will continue to be provided for programs that have a cap on indirect so they require a contribution for our new approved state indirect rate. We continue to monitor and anticipate making appropriate reductions if necessary.

1b. MET - Projected transfers in have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the county school service fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Projected transfers out have changed by more than the standard amount due to the projected changes in funding for the Childcare program.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the county school service fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: If Budget Adoption (Form 01CS, Item S6A) data exist, long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your county office have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? No
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2017
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	0	01/Various	01/56XX/Various	0
Certificates of Participation	15	01/8615	01/7439	13,340,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	01/12/Various	01/12/Various	0

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2017
TOTAL:				13,340,000

Type of Commitment (continued):	Prior Year (2016-17) Annual Payment (P & I)	Current Year (2017-18) Annual Payment (P & I)	1st Subsequent Year (2018-19) Annual Payment (P & I)	2nd Subsequent Year (2019-20) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	330,000	410,000	450,000	500,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	190,000	110,000		

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2016-17) Annual Payment (P & I)	Current Year (2017-18) Annual Payment (P & I)	1st Subsequent Year (2018-19) Annual Payment (P & I)	2nd Subsequent Year (2019-20) Annual Payment (P & I)
Total Annual Payments:	520,000	520,000	450,000	500,000
Has total annual payment increased over prior year (2016-17)?		No	No	No

S6B. Comparison of the County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

Explanation:
(required if Yes to
increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to item 1a, have there been changes since budget adoption in OPEB liabilities?
- c. If Yes to item 1a, have there been changes since budget adoption in OPEB contributions?

	Budget Adoption (Form 01CS, Item S7A)	First Interim
2. OPEB Liabilities		
a. OPEB actuarial accrued liability (AAL)	4,135,596.00	4,135,596.00
b. OPEB unfunded actuarial accrued liability (UAAL)	4,726,752.00	4,726,752.00
c. Are AAL and UAAL based on the county office's estimate or an actuarial valuation?	Actuarial	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation	Mar 01, 2016	Mar 01, 2016

	Budget Adoption (Form 01CS, Item S7A)	First Interim
3. OPEB Contributions		
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method		
Current Year (2017-18)	491,190.00	491,190.00
1st Subsequent Year (2018-19)	491,490.00	491,190.00
2nd Subsequent Year (2019-20)	491,490.00	491,490.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2017-18)	0.00	0.00
1st Subsequent Year (2018-19)	0.00	0.00
2nd Subsequent Year (2019-20)	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2017-18)	272,362.00	272,362.00
1st Subsequent Year (2018-19)	312,996.00	312,996.00
2nd Subsequent Year (2019-20)	330,818.00	330,818.00
d. Number of retirees receiving OPEB benefits		
Current Year (2017-18)	83	83
1st Subsequent Year (2018-19)	83	83
2nd Subsequent Year (2019-20)	83	83

4. Comments:

The County does not provide health & welfare benefits to COE retirees. Upon retirement, retirees are given the opportunity to participate in our health & welfare program by purchasing medical & dental insurance from the COE at a discounted rate. Our OPEB liability is due to the difference in benefits between the market rate and the discounted rate, causing the benefit plan to have an implicit cost factor for our plan which is noted in our actuarial report. We funded that amount in total in Fund 17.

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your county office operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 1b-4)

Yes

b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

No

c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

No

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a.	273,126	273,126
b.	0	0

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
 - Current Year (2017-18)
 - 1st Subsequent Year (2018-19)
 - 2nd Subsequent Year (2019-20)

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Current Year (2017-18)	2,270,885	2,270,885
a. 1st Subsequent Year (2018-19)	0	0
a. 2nd Subsequent Year (2019-20)	0	0

- b. Amount contributed (funded) for self-insurance programs
 - Current Year (2017-18)
 - 1st Subsequent Year (2018-19)
 - 2nd Subsequent Year (2019-20)

b. Current Year (2017-18)	0	0
b. 1st Subsequent Year (2018-19)	0	0
b. 2nd Subsequent Year (2019-20)	0	0

4. Comments:

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

Yes

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2016-17)	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of certificated (non-management) full-time-equivalent (FTE) positions	338.8	332.1	332.1	332.1

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

n/a

If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 5 and 6.

No

Negotiations Settled Since Budget Adoption

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

Current Year
(2017-18)

1st Subsequent Year
(2018-19)

2nd Subsequent Year
(2019-20)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

Current Year
(2017-18)

1st Subsequent Year
(2018-19)

2nd Subsequent Year
(2019-20)

6. Amount included for any tentative salary schedule increases

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	No	No
2. Total cost of H&W benefits	6,924,121	6,924,121	6,924,121
3. Percent of H&W cost paid by employer	95.0%	95.0%	95.0%
4. Percent projected change in H&W cost over prior year	3.8%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are step & column adjustments included in the interim and MYPs?	Yes	No	No
2. Cost of step & column adjustments	515,927	522,899	529,966
3. Percent change in step & column over prior year	1.4%	1.4%	1.4%

Certificated (Non-management) Attrition (layoffs and retirements)

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are savings from attrition included in the budget and MYPs?	Yes	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8C.
If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2016-17)	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of classified (non-management) FTE positions	510.0	540.1	540.1	540.1

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

N/A for County Office of Ed

3. Period covered by the agreement:

Begin Date:

End Date:

4. Salary settlement:

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement	1,307,352	647,204	647,204
% change in salary schedule from prior year	2.0%		

or

Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

The increase of 2% on schedule and a one-time 2% stipend will be funded from various accounts. General funds and some programs budgeted the cost of the increase in object code 4399, an internal holding account, thus the budget has been adjusted to decrease expenditures in this area.

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

6. Amount included for any tentative salary schedule increases

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
	0	0	0

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Classified (Non-management) Health and Welfare (H&W) Benefits			
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	No	No
2. Total cost of H&W benefits	9,632,971	9,632,971	9,632,971
3. Percent of H&W cost paid by employer	95.0%	95.0%	95.0%
4. Percent projected change in H&W cost over prior year	3.8%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Classified (Non-management) Step and Column Adjustments			
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	51,752	52,270	52,793
3. Percent change in step & column over prior year	1.0%	1.0%	1.0%

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Classified (Non-management) Attrition (layoffs and retirements)			
1. Are savings from attrition included in the interim and MYPs?	Yes	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption?
If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2016-17)	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of management, supervisor, and confidential FTE positions	351.2	377.5	377.5	377.5

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete question 2.

If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Current Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A8; item A1 is automatically completed based on data from Criterion 7.

- A1. Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund? (Data from Criterion 7B-1, Cash Balance, are used to determine Yes or No)

- A2. Is the system of personnel position control independent from the payroll system?

- A3. Is the County Operations Grant ADA decreasing in both the prior and current fiscal years?

- A4. Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior or current fiscal year?

- A5. Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

- A6. Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?

- A7. Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to the CDE.)

- A8. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of County Office First Interim Criteria and Standards Review

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	498.00	498.00	508.00	506.00	8.00	2%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	2,145.00	2,145.00	1,772.00	1,678.00	(467.00)	-22%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	2,643.00	2,643.00	2,280.00	2,184.00	(459.00)	-17%
2. District Funded County Program ADA						
a. County Community Schools	3,339.00	3,339.00	3,246.00	3,246.00	(93.00)	-3%
b. Special Education-Special Day Class	341.62	341.62	341.62	341.62	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	36.32	36.32	34.41	34.41	(1.91)	-5%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	3,716.94	3,716.94	3,622.03	3,622.03	(94.91)	-3%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	6,359.94	6,359.94	5,902.03	5,806.03	(553.91)	-9%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	479,732.53	479,732.53	478,123.64	478,123.64	(1,608.89)	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	242.00	242.00	242.00	242.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	242.00	242.00	242.00	242.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	242.00	242.00	242.00	242.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	242.00	242.00	242.00	242.00	0.00	0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,579,485.00	7,579,485.00	2,562,202.00	6,614,987.00	(964,498.00)	-12.7%
3) Other State Revenue		8300-8599	13,327,280.00	13,327,280.00	4,033,574.07	14,883,121.00	1,555,841.00	11.7%
4) Other Local Revenue		8600-8799	625,542.00	625,542.00	95,445.70	408,185.00	(217,357.00)	-34.7%
5) TOTAL, REVENUES			21,532,307.00	21,532,307.00	6,691,221.77	21,906,293.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	56,308.00	56,308.00	1,611.28	6,109.00	50,199.00	89.2%
2) Classified Salaries		2000-2999	2,347,211.00	2,347,211.00	486,913.61	1,909,019.00	438,192.00	18.7%
3) Employee Benefits		3000-3999	1,138,176.00	1,138,176.00	256,133.01	915,493.00	222,683.00	19.6%
4) Books and Supplies		4000-4999	83,481.00	83,481.00	3,182.53	85,714.00	(2,233.00)	-2.7%
5) Services and Other Operating Expenditures		5000-5999	16,439,641.00	16,439,641.00	3,775,406.54	17,389,162.00	(949,521.00)	-5.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,833,707.00	1,833,707.00	76,348.45	1,863,574.00	(49,867.00)	-2.7%
9) TOTAL, EXPENDITURES			21,898,524.00	21,898,524.00	4,601,595.42	22,189,071.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(366,217.00)	(366,217.00)	2,089,626.35	(282,778.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	366,217.00	366,217.00	0.00	282,778.00	(83,439.00)	-22.8%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			366,217.00	366,217.00	0.00	282,778.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	2,089,626.35	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Orange County Department of Education
ALL FUND STATEMENT
2017-18 First Interim Budget

	Form 01 General Fund Subfund 0101	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	228,741,980	222,179,445
Expenditures	242,595,952	233,170,405
Excess / (Deficit)	(12,853,992)	(10,990,960)
Beginning Balance (July 1)	152,384,618	161,238,111
Transfers / Other Audit Adjustments	(1,346,952)	(1,263,513)
Reserves / Ending Balance June 30	138,183,674	148,983,638

	Form 10 Special Education Pass-Through Fund Subfund 1010	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	40,920,393	41,315,448
Expenditures	39,718,601	39,636,298
Excess / (Deficit)	1,201,792	1,679,150
Beginning Balance (July 1)	12,080,785	12,823,690
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	13,282,577	14,502,840

	Form 12 Child Development Fund Subfund 1212	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	21,532,307	21,906,293
Expenditures	21,898,524	22,189,071
Excess / (Deficit)	(366,217)	(282,778)
Beginning Balance (July 1)	366,217	282,778
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	-	-

	Form 14 Deferred Maintenance Fund Subfund 1414	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	1,206,214	1,218,015
Expenditures	1,016,000	1,016,200
Excess / (Deficit)	190,214	201,815
Beginning Balance (July 1)	26,093,045	25,146,402
Transfers / Other Audit Adjustments	980,735	980,735
Reserves / Ending Balance June 30	27,263,994	26,328,952

	Form 17 Special Reserve Fund Subfund 1717	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	181,899	194,761
Expenditures	-	-
Excess / (Deficit)	181,899	194,761
Beginning Balance (July 1)	24,577,891	24,588,618
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	24,759,790	24,783,379

	Form 30 State School Building Fund Subfund 3033	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	-	-
Expenditures	-	-
Excess / (Deficit)	-	-
Beginning Balance (July 1)	-	-
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	-	-

	Form 35 School Facilities Fund Subfund 3535	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	81,500	33,731
Expenditures	-	81,500
Excess / (Deficit)	(81,500)	(47,769)
Beginning Balance (July 1)	4,114,263	4,151,733
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	4,032,763	4,103,964

	Form 40 Capital Outlay Fund (Esplanade) Subfund 4040	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	2,030,966	2,031,907
Expenditures	895,800	895,800
Excess / (Deficit)	1,135,166	1,136,107
Beginning Balance (July 1)	2,682,222	2,966,065
Transfers / Other Audit Adjustments	(800,000)	(800,000)
Reserves / Ending Balance June 30	3,017,378	3,302,172

	Form 56 Debt Service Fund (Esplanade) Subfund 5656	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	7,776	8,693
Expenditures	845,200	845,200
Excess / (Deficit)	(837,424)	(836,507)
Beginning Balance (July 1)	1,524,721	1,503,842
Transfers / Other Audit Adjustments	800,000	800,000
Reserves / Ending Balance June 30	1,487,297	1,467,335

	Form 67 Dental Self-Insurance Fund Subfund 6769	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	2,070,938	2,077,868
Expenditures	1,273,272	1,661,679
Excess / (Deficit)	797,666	416,189
Beginning Balance (July 1)	4,563,355	4,182,047
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	5,361,021	4,598,236

	Form 35 School Facilities Fund Subfund 3535	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	81,500	33,731
Expenditures	-	81,500
Excess / (Deficit)	(81,500)	(47,769)
Beginning Balance (July 1)	4,114,263	4,151,733
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	4,032,763	4,103,964

	Form 14 Deferred Maintenance Fund Subfund 1414	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	1,206,214	1,218,015
Expenditures	1,016,000	1,016,200
Excess / (Deficit)	190,214	201,815
Beginning Balance (July 1)	26,093,045	25,146,402
Transfers / Other Audit Adjustments	980,735	980,735
Reserves / Ending Balance June 30	27,263,994	26,328,952

TOTAL ALL FUNDS

	TOTAL ALL FUNDS	
	2017-18 Adopted Budget	2017-18 First Interim Budget
Revenues	297,692,443	290,966,161
Expenditures	308,324,849	299,496,153
Excess / (Deficit)	(10,632,406)	(8,529,992)
Beginning Balance (July 1)	228,020,900	236,600,508
Transfers / Other Audit Adjustments	-	-
Reserves / Ending Balance June 30	217,388,494	228,070,516

ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: December 13, 2017
TO: Nina Boyd, Associate Superintendent
FROM: Darou Sisavath, Recording Clerk
SUBJECT: Board Meeting Dates

All Board Meetings listed will begin at 10:00 a.m. unless otherwise noted.

I. New Board Meeting Dates:

Wednesday, July 11, 2018
Wednesday, August 15, 2018 (note: begins at 1:00 p.m.)
Wednesday, September 12, 2018
Wednesday, October 10, 2018
Wednesday, November 7, 2018
Wednesday, December 12, 2018
Wednesday, January 16, 2019
Wednesday, February 13, 2019
Wednesday, March 13, 2019
Wednesday, April 10, 2019
Wednesday, May 8, 2019
Wednesday, June 12, 2019
Wednesday, June 26, 2019

II. Established Board Meeting Dates

Wednesday, January 10, 2018
Wednesday, February 14, 2018
Wednesday, March 14, 2018
Wednesday, April 11, 2018
Wednesday, May 9, 2018
Wednesday, June 6, 2018
Wednesday, June 20, 2018

RECOMMENDATION:

I. Approve new Board Meeting dates July 2018 through June 2019

II. Confirm all established Board Meeting dates January 2018 through June 2018

Date, time, and location of Board meetings subject to change by Board order

ORANGE COUNTY BOARD OF E

BOARD AGENDA ITEM

DATE: November 29, 2017
TO: Nina Boyd, Associate Superintendent
FROM: Aracely Chastain, Coordinator, Charter Schools
SUBJECT: Orange County Workforce Innovation High School – Charter Revisions

DESCRIPTION:

On November 22, 2017, the administration of Orange County Workforce Innovation High School submitted multiple revisions to the school’s charter delineated below. The changes expanded the language within the petition to further explain the programs available, align the text to current school policies, and incorporate changes in education code since the approval of the charter. In addition, two school sites will be closing on December 15, 2017.

Facilities

- Closure of Santa Ana and Garden Grove locations due to low enrollment

Educational Program

- Added language throughout the charter regarding workforce training programs offered
- Removed electives for low performing students such as: refresher math, consumer math, math essentials and vocabulary building
- Added text regarding the counseling services offered
- Added text to describe basic learning environment
- Revised text regarding academically low-achieving students and pre-referral and referral process
- Revised text regarding English learner plan and program
- Revised text regarding services for students with disabilities

Pupil Outcomes

- Removed pupil outcome related to CAASPP exam scores
- Revised text regarding goals and actions to achieve eight state priorities

Enrollment Preferences

- Revised enrollment preferences from siblings of enrolled students to siblings of students admitted or attending

Suspension/Expulsion policy

- Revised suspension and expulsion policy

Health and Safety Procedures

- Revised language regarding health and safety procedures
-

RECOMMENDATION:

Approve revisions to the OCWIHS charter.

Enclosures



November 29, 2017

Ms. Kelly Gaughran, Administrator, Charter Schools
Ms. Aracely Chastain, Coordinator, Charter Schools
Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92628-9050

Re: Orange County Workforce Innovation High Request for Material Revision

Dear Ms. Gaughran and Ms. Chastain;

Orange County Workforce Innovation High is appreciative of the support of Orange County Department of Education and approval of our charter for a five-year term of July 1, 2016 through June 30, 2021.

As we discussed, enclosed is Orange County Workforce Innovation High's charter, which notes in "redline" our request for a material revision of the Orange County Workforce Innovation High charter in accordance with Education Code section 47605.6(a)(3). The material revision includes the following changes to the charter:

1. Updated programmatic language which included the following changes
 - Added language throughout the petition to further expand on the workforce training programs offered (pages 6-9, 16-17, and 19-20)
 - Removed that will offer electives for low performing students such as: refresher math, consumer math, math essentials and vocabulary building (page 22)
 - Added text regarding the counseling services offered (pages 22-23)
 - Added text to describe basic learning environment (pages 29-30)
 - Added/changed text regarding academically low-achieving students pre-referral and referral process (pages 33-36)
 - Added/changed text to English learner plan and program (pages 39 and 42-43)
 - Added/changed text regarding services for students with disabilities (pages 44 and 46)
2. Updated Pupil outcome in the following sections
 - Related to CAASPP exam scores (page 52)
 - Included current LCAP language to address goals and actions to achieve eight state priorities (page 51)
 - Updated Methods of Assessments (page 53)
3. Legal updates relating to the recent signing of Assembly Bill (AB) 1360 (pages 3-5, 59-62)
4. Moved Public School Employer Elements to Affirmations and Assurances (page 3)
5. Updated/Inserted Education Codes where applicable (page 53, 60, 62 and 64)
6. Added statutory language regarding Workforce Innovation and Opportunity Act (pages 3-4)



Innovation High School
ORANGE COUNTY

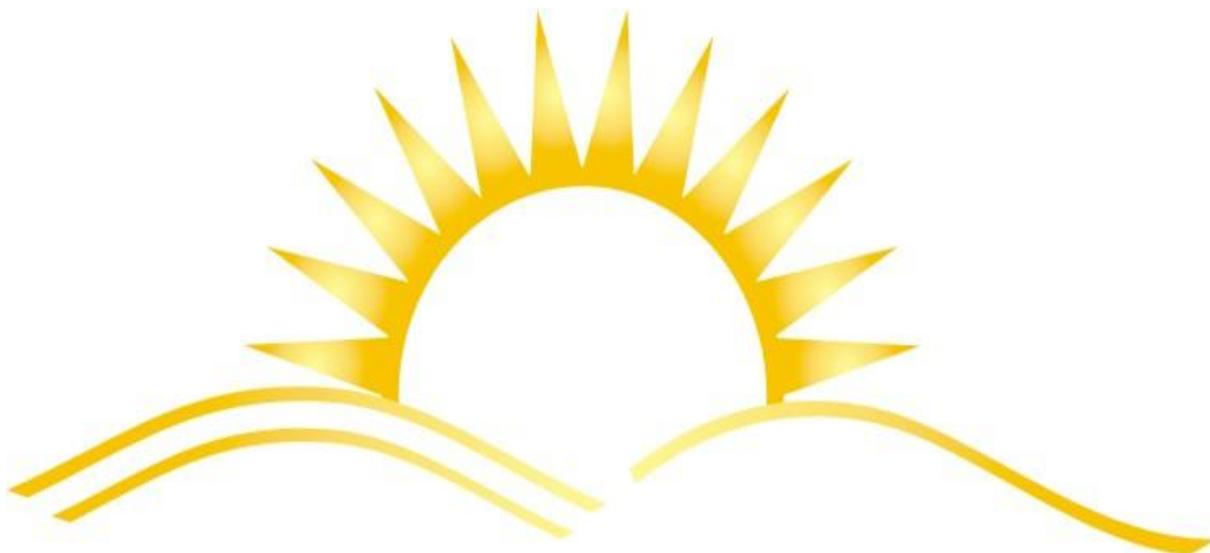
7. Removed old ASAM accountability model and added new DASS school status (pages 13-14)
8. Inserted corporation name (pages 3 and 54)
9. Updated language and Education Code for independent audit (page 60)
10. Added/changed Health and Safety Procedures (pages 56-58)
11. Specify Orange County Workforce Innovation High resource center locations with the deletions of the Garden Grove and Santa Ana locations (pages 67-68).

We look forward to the Board's consideration and action on our material revision request. Should you have any questions or require additional information please feel free to contact me at BTtoomey@learn4life.org or (562) 413-4342.

Sincerely,

Bill Toomey
Chief Academic Officer

ORANGE COUNTY WORKFORCE INNOVATION HIGH SCHOOL



MATERIAL REVISION

COUNTYWIDE BENEFIT CHARTER PETITION

CHARTER TERM: 5 YEARS (JULY 1, 2016 – JUNE 30, 2021)

SUBMITTED TO:
~~THE~~ ORANGE COUNTY BOARD OF EDUCATION
MARCH 10, 2016
APPROVED JUNE 8, 2016

~~CHARTER TERM: JULY 1, 2016 – JUNE 30, 2021~~

FINAL DECEMBER 2017

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- Exhibit A Local Control and Accountability Plan**
- Exhibit B Suspension and Expulsion Procedures**
- Exhibit C Multi-Year Fiscal Budget and Narrative**

AFFIRMATIONS and ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named Orange County Workforce Innovation High School (“OCWIHS” or the “Charter School”), submitted to the Orange County Board of Education (“OCBOE”) and the Orange County Department of Education (“OCDE”) (collectively, the “County”) and to be located throughout Orange County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, OCWIHS will follow any and all federal, state, and local laws and regulations that apply to OCWIHS, including but not limited to:

- OCWIHS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605.6(d)(1)]
- ~~OCWIHS~~ Western Educational Corporation declares that it shall ~~will~~ be deemed the exclusive public school employer of the employees of OCWIHS for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605.6(b)(5)(M)]
- OCWIHS will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605.6(e)(1)]
- OCWIHS will not charge tuition. [Ref. California Education Code Section 47605.6(e)(1)]
- OCWIHS shall admit all students who wish to attend OCWIHS, ~~and who submit a timely application~~, unless OCWIHS receives a greater number of applications than there are spaces for students, in which case ~~each application will be given equal chance of admission through it will hold~~ a public random drawing ~~to determine admission process~~. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to OCWIHS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of OCWIHS in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code Section 47605.6(e)(2)(A)-(C)]
- OCWIHS shall offer a program to all students enrolled that provides instruction exclusively in partnership with any one or more of the following pursuant to Education Code Section 47605.1(g): the federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.) (“WIOA”); federally affiliated Youth Build programs; federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public

Resources Code; or instruction provided to juvenile court school students pursuant to Education Code Sections 42238.18(c) or 1981 and shall continually strive for a healthy, collaborative, synergistic relationship with the District and its partners.

- ~~OCWIHS will provide instruction exclusively in partnership with the federal Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq., federally affiliated Youth Build programs, federal job corps training and/or instruction provided pursuant to a memorandum of understanding with the federal provider Education Code Section 47605.1(g)) and shall continually strive for a healthy, collaborative, synergistic relationship with the District and its partners. Orange County Office of Education and the Workforce Innovation and Opportunity Act (“WIOA”) partners.~~
- OCWIHS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- OCWIHS will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- OCWIHS will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 1967.5.1(f)(5)(C)]
- OCWIHS will ensure that teachers in OCWIHS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Ref. California Education Code Section 47605.6(l)]
- OCWIHS will at all times maintain all necessary and appropriate insurance coverage.
- OCWIHS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves OCWIHS without graduating or completing the school year for any reason, OCWIHS shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This

paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. [Ref. California Education Code Section 47605.~~6~~(3)]

- OCWIHS may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. [Ref. Education Code Section 47605.6(n)]
- OCWIHS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- OCWIHS shall on a regular basis consult with its parents and teachers regarding OCWIHS’s education programs. [Ref. California Education Code Section 47605.6(d)]
- OCWIHS shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]
- OCWIHS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- OCWIHS shall comply with all applicable portions of the Elementary and Secondary Schools Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- OCWIHS shall comply with the Family Educational Rights and Privacy Act.
- OCWIHS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- OCWIHS shall comply with Education Code Section 51745 et seq. related to independent study.



Lead Petitioner’s Signature

November 15, 2017
Date

INTRODUCTION

Introduction and Review

Charter schools allows local educators and parents to develop innovate programs and schools of choice targeted to local student needs. OCWIHS recognizes that one size does not fit in learning environments and teaching methodologies.

The petitioners have substantial experience creating educational programs specifically intended for those students who have chosen an alternative method of education for any variety of reasons. OCWIHS is founded using the extensive level of expertise of the Founding Group, Administrative Team, and consultants who have concentrated expertise in the following areas critical to OCWIHS's success.

- Curriculum, Instruction and Assessment
- Finance, Facilities, and Business Management
- Organization, Governance, and Administration

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Exclusive Partnerships with Workforce Training Programs

OCWIHS shall offer a program to all students enrolled that provides instruction exclusively in partnership with any one or more of the following pursuant to Education Code Section 47605.1(g): WIOA; federally affiliated Youth Build programs; federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; the California

Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code; or instruction provided to juvenile court school students pursuant to Education Code Sections 42238.18(c) or 1981.

Since each of these federally funded programs has unique models and services that seek out partnerships with educational partners like OCWIHS, OCWIHS will develop exclusive partnerships (through an MOU or agreement) with one or more federal partners that describes the exclusive partnership at each location operated by OCWIHS. OCWIHS's federal partners are critical to the ongoing design and implementation of curriculum blending academics with a focus on credit recovery with practical professional and vocational applications.

WIOA, which was signed into law on July 22, 2014, reauthorizing the Workforce Investment Act of 1998 (“WIA”), authorizes services for youth, adults and laid-off workers. WIOA is considered to be the most significant reform of federal job training programs in more than 15 years and a critical step toward helping workers and employers succeed in the 21st century economy.¹

OCWIHS shall offer a year-round program to all students emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling. The program shall emphasize services for out-of-school youth.

The services provided by WIOA offer a variety of benefits to both program participants and the communities in which they reside as follows:

- Job Seekers
 - Universal access to job search and labor market information
 - Advice, counseling and support
 - Education and skills training
 - Individual choice of service

- Youth
 - Basic skills assessment
 - Resources and guidance help to attain educational goals
 - Leadership development opportunities
 - Exposure to work environment through training and adult mentoring

- Employers
 - Influence over local area employment policy
 - Improved and trained employee pool
 - Development of on-the-job and customized training opportunities
 - Assistance for laid-off workers

¹ See <http://blog.dol.gov/2014/07/22/promoting-job-driven-training-and-american-opportunity/>

- Community
 - Access to local area job market information
 - Improved workforce quality
 - Services designed for local area needs
 - Reduced need for welfare

OCWIHS believes that investing in the most skilled and talented workforce in the world should be one of our nation’s top priorities. In recent years, more than 20 million people annually have turned to federal programs for basic education, job training and employment services. During the worst economic crisis in decades, the workforce system served as the nation’s emergency room, administering the critical care to help people get back on their feet.

OCWIHS seeks to establish this charter to provide instruction to students exclusively in partnership with one or more of those programs listed in Education Code Section 47605.1(g), including but not limited to WIOA. Through these exclusive partnerships, OCWIHS will strengthen the public workforce system by unifying and streamlining instruction and services to better serve job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within Orange County and adjacent counties. The partnerships will specifically address the needs students who face unique economic challenges, including out-of-school and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system.

Through OCWIHS’s exclusive partnerships pursuant to Education Code Section 47605.1(g), students will have improved tools to identify and access training options and other employment services best suited to their needs, the ability to complete CTE courses leading to industry-recognized job credentials, and paid internships while still in high school. All areas of OCWIHS’s curriculum are developed and implemented in consultation with our partners and aligned with programs to infusing college readiness skills into Common Core and CTE curricula. OCWIHS and its partners will leverage and develop business partnerships that will provide all students with access to industry professional guest speakers, student internships, on the job training, and long term career employment opportunities.

Furthermore, businesses will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of OCWIHS’s program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

Evidence shows that our exclusive partnerships are consistently successful in producing skilled students ready for their future careers or pursuits in higher education. As noted in the report, *What Works in Job Training: A Synthesis of the Evidence*, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services², existing evidence on job training for youth demonstrate:

² See <http://www.dol.gov/asp/evaluation/jdt/>

- Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.
- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation-and industry-based training programs, including Career Academies, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth disconnected from work and school, including those who also have serious disadvantages such as early-child bearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

OCWIHS proposes to serve students throughout Orange County and contiguous counties. Currently, only a few schools in the area offer a comprehensive independent study/personalized learning program in partnership with WIOA service providers within the same school setting. OCWIHS seeks to offer students an educational program in which they will benefit from a truly unique opportunity to become career and college ready in conjunction with our WIOA partners, as described above.

Partnerships with Workforce Training Programs

~~OCWIHS shall offer a program designed to meet the educational needs of federally funded learn-and work or learn and earn programs, including but not limited to the federal Workforce Investment Act pursuant to Education Code Section 47605.1(g).~~

~~The Workforce Innovation and Opportunity Act (“WIOA”), which was signed into law on July 22, 2014, reauthorizing the Workforce Investment Act of 1998 (“WIA”), authorizes services for youth, adults and laid-off workers. WIOA is considered to be the most significant reform of federal job training programs in more than 15 years and a critical step toward helping workers and employers succeed in the 21st century economy.³~~

~~OCWIHS shall offer a year-round program emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. Activities may include instruction leading to completion of secondary~~

³ See <http://blog.dol.gov/2014/07/22/promoting-job-driven-training-and-american-opportunity/>

school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling. The program shall emphasize services for out-of-school youth.

The activities provided by WIOA offer a variety of benefits to both program participants and the communities in which they reside as follows:

- ~~Job Seekers~~
 - ~~Universal access to job search and labor market information~~
 - ~~Advice, counseling and support~~
 - ~~Education and skills training~~
 - ~~Individual choice of service~~

- ~~Youth~~
 - ~~Basic skills assessment~~
 - ~~Resources and guidance help to attain educational goals~~
 - ~~Leadership development opportunities~~
 - ~~Exposure to work environment through training and adult mentoring~~

- ~~Employers~~
 - ~~Influence over local area employment policy~~
 - ~~Improved and trained employee pool~~
 - ~~Development of on-the-job and customized training opportunities~~
 - ~~Assistance for laid-off workers~~

- ~~Community~~
 - ~~Access to local area job market information~~
 - ~~Improved workforce quality~~
 - ~~Services designed for local area needs~~
 - ~~Reduced need for welfare~~

OCWIHS believes that investing in the most skilled and talented workforce in the world should be one of our nation's top priorities. In recent years, more than 20 million people annually have turned to federal programs for basic education, job training and employment services. During the worst economic crisis of our lifetimes, the workforce system served as the nation's emergency room, administering the critical care to help people get back on their feet.

OCWIHS seeks to establish this countywide benefit charter in Orange County as a WIOA partner. Through this partnership with WIOA, OCWIHS will strengthen the public workforce system by unifying and streamlining services to better serve job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within Orange County. This partnership will specifically address the needs students in Orange County who face unique economic challenges, including out-of-school and at risk at risk/traditionally underserved youth who seek college and career opportunities that are not currently available to them in the traditional school system.

Through OCWIHS's partnership with WIOA, students will have improved tools to identify and access training options and other employment services best suited to their needs. And businesses will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of OCWIHS's program will be shaped by the following question: is it helping ready-to-work Americans move into ready-to-be-filled jobs?

Evidence shows that our partnership with WIOA programs will be successful in producing skilled students ready for their future career or pursuit in higher education. As noted in the report, *What Works in Job Training: A Synthesis of the Evidence*, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services⁴, existing evidence on job training for youth demonstrate:

- Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.
- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation and industry based training programs, including Career Academies, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth disconnected from work and school, including those who also have serious disadvantages such as early child bearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

OCWIHS will expand upon these programs that are proven to work for our youth and give them the tools to climb ladders of opportunity and punch their ticket to the middle class and beyond.

In addition to WIOA the charter school may partner with other federal and state non-profits such as Youth Build, California Conservation Corps, etc.

Justification for Countywide Benefit Charter

Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services

⁴ See <http://www.dol.gov/asp/evaluation/jdt/>

and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if ~~the board~~ it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)

OCWIHS proposes to serve students at multiple locations throughout the surrounding Orange County area to provide those students with instructional services not generally provided by the County, and benefit students who cannot be served as well by charter schools operating in only one school district.

Currently, no school in in the area offers a comprehensive independent study/personalized learning program in partnership with WIOA programs within the same school setting. OCWIHS seeks to offer students an educational program in which they will benefit from a truly unique opportunity to become career and college ready in conjunction with our WIOA partners, as described in the section above.

OCWIHS could not serve its students as well through a series of school district-approved charters because, to be successful, and to offer programs in exclusive partnership with WIOA programs, OCWIHS must be able to draw from a large pool of potential students. Students who seek a personalized learning program with comprehensive job training are not isolated in one school district; they are found in small numbers, scattered throughout Orange County and beyond. In order to serve students in need, OCWIHS must be able to have the widest draw possible. Additionally, OCWIHS must be able to locate its program throughout the area, at various facilities that exist in cities and towns served by many different school districts, and in various areas ~~of the~~ that are located conveniently in proximity to home and work.

OCWIHS shall offer non-traditional educational services and convenient locations to all students that are in need of flexibility. Thus, it is critical for OCWIHS’s educational program to be able to locate at multiple locations in order to serve students. Moreover, if OCWIHS were required to pursue multiple charter approvals at multiple school districts, there is a very high likelihood that the different authorizers would place different requirements on each Charter School location, either through the charter approval process or through separately negotiated memoranda of understanding; the result of this would be that students in Anaheim may receive a different Charter School educational program than students in Huntington Beach, thereby diluting the unique program of OCWIHS.

OCWIHS’s foundational goal is to meaningfully serve students who seek to attain job skills, academic and occupational training, and exposure to the job market and employment within the same school. Yet, the Charter Schools Act requires that non-countywide benefit (“traditional”) charter schools provide an admissions preference to students who reside in the school district to which the charter petition is submitted (Education Code Section 47605(d)(2)(B)). The traditional charter school petitioning process under Education Code Section 47605 is not an option for

OCWIHS, as the school district of residence admission preference requirement would severely restrict OCWIHS's pool of available students to only one school district in the County; thus OCWIHS's foundational goal would be thwarted. A district charter would not allow us to meet these students' needs as effectively as we aim to because of the scattering of students of the greatest need within each individual school district. Our experience has shown that the required admissions preference for district residents results in students who live in neighboring school districts facing a very low likelihood of admission through a lottery process that gives preference to district residents.

Unlike a charter petition submitted to a school district, though, charter petitions for countywide benefit charter schools must give an admissions preference for residents of the County (Education Code Section 47605.6(e)(2)(B)). This much broader admissions preference will allow our enrollment to have a higher likelihood of yielding admission for students throughout the area. Without the restriction of an admissions preference for a single school district, students of all districts will be given an equal chance at admission to OCWIHS.

The lottery preference for in-district students created by Education Code Section 47605(d)(2)(B) would mean that a district-authorized charter would most certainly look more like that school district and less like the County as a whole. A countywide benefit charter, on the other hand, would provide an admission preference for anyone in the County and would further bolster the chance of creating a school that more closely reflects the overall demographics of the entire County.

Finally, centralizing oversight of OCWIHS at the County Office level ensures the highest level of accountability for all of OCWIHS's locations and will provide the school districts in the area confidence as to the operations of OCWIHS within their boundaries. County oversight also ensures that the relationships between school districts are not impacted by the approval of OCWIHS. OCWIHS believes that if school districts view OCWIHS in the same manner as other County-operated programs, school districts are more likely to work collaboratively with OCWIHS to provide the best possible benefit to its students.

Therefore, as a countywide benefit charter school, OCWIHS can provide its students with instructional services not generally provided by the County, and will benefit students who cannot be served as well by charter schools operating in only one school district. Accordingly, OCWIHS has provided reasonable justification as to why this charter could not be established by a petition to a school district pursuant to Education Code Section 47605.

~~Alternative Schools Accountability Model (ASAM)~~

~~California's 1999 Public Schools Accountability Act ("PSAA") required that all schools be held accountable under systems developed by the CDE. Accordingly, the California Education Code Section 52052(h) requires:~~

~~"The State Superintendent, with the approval of the State Board, shall develop an alternative accountability system for schools...under the jurisdiction of a county board of education or a county superintendent of schools, community day schools~~

~~...and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools.”~~

~~In response to the mandate of the PSAA, the CDE, in conjunction with the PSAA Subcommittee on the Alternative Accountability System, developed the Alternative Schools Accountability Model (“ASAM”).~~

~~As is described above, and as is allowed under California State Law, OCWIHS intends to apply and qualify as an ASAM school.~~

Dashboard Alternative School Status (DASS)

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). Included in LCFF is a new accountability system, the California School Dashboard (Dashboard), which contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. In recognition of alternative schools that serve ~~at-risk~~at-risk/traditionally underserved students, in May 2017 the State Board of Education approved the Dashboard Alternative School Status (DASS) program. The DASS replaces the previously-administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning with the fall 2018 release.

As described above, and as allowed under state law, the Charter School has applied for and qualified as a DASS school.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: ~~A description of~~ The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)

Governing Law: ~~A description, for the charter school, of~~ The annual goals, for the charter school and for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, ~~a description of the~~ manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

PERSONALIZED LEARNING

OCWIHS will offer a non-classroom based Personalized Learning program for grades 9-12.

Personalized Learning is a unique public educational model that is tailored to the needs and interests of each individual student. Personalized Learning is a 21st Century, "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each student. Research confirms that every individual assimilates information according to his/her own unique style, need, and interest.

Personalized Learning is dedicated to developing individualized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows OCWIHS to combine multiple assessment levels of student academic achievement through regular assessment testing, in addition to annual state-mandated testing programs, compiling student work samples, and personal conferencing.

The Personalized Learning Model recognizes the value of parental involvement and participation in their child's education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

OCWIHS's Personalized Learning model is based on the intent of the Legislature that Independent Study Personalized Learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) OCWIHS understand that Personalized Learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in a traditional school. The California Department of Education ("CDE") in its Independent Study Operations Manual has noted the benefits to serving an [at-risk/at-risk/traditionally underserved](#) population through Personalized Learning. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. These students often drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Personalized Learning can be an opportunity to change direction and continue their education.

Our Personalized Learning model [developed and implemented exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1\(g\) in partnership with WIOA programs](#) provides a unique public educational model that is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized Learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the School to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. OCWIHS shall offer this Personalized Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

The CDE in its independent study operations manual has noted the benefits to serving an [at-risk/at-risk/traditionally underserved](#) population through independent study. Some students have difficulty functioning in a traditional educational setting. They feel overwhelmed by a sense of isolation from the community around them which hinders their academic and social progress. Consequently, they do not do well academically or behaviorally and they frequently act out their frustrations in ways that disrupt the educational process in the classroom and on campus. They become known as problem students. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. These students drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Personalized Learning can be an opportunity to change direction and continue their education. The conventional classroom simply does not meet their needs. To overcome these obstacles, OCWIHS offers

flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level.

The Personalized Learning program at OCWIHS targets students who are academically deficient, or who may have stopped attending school regardless of achievement levels. Students in our program tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons were unable to maintain enrollment within the traditional schools. OCWIHS's Personalized Learning program offers individualized instruction, curriculum and a flexible schedule which meets the needs of students who have to work in order to provide for their family or themselves, students who may be living on their own, or pregnant or new and young mothers who have child care problems.

The comprehensive education program provided exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g) at the OCWIHS incorporates diverse teaching methods, a comprehensive interdisciplinary curriculum, on-going assessment of student progress, a strong parent involvement component to build resiliency and empowerment of students as well as a strong emphasis on the basics to build a solid foundation to develop independent learners who possess the critical thinking skills needed to apply learning to real world situations.

The Personalized Learning Model recognizes the value of parental involvement and participation in their child's education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

OCWIHS offers a core curriculum that meets all California state standards, as well as electives. Enrolling students will have their transcripts evaluated and will take assessment tests to determine their appropriate beginning level of instruction. The order in which the instruction is offered to the student will be tailored to the individual student in a manner that will best maximize learning. Students will be given the opportunity to complete an integrated course sequence including, but not limited to, career exploration and guidance, opportunities for skills training in in-demand industries and occupation, career technical education and [jobwork](#) readiness coursework, with the goal of successfully preparing students for jobs in a pathway, enrollment in post-secondary education or registering for apprenticeships. All instructional programs of the School shall meet all applicable statewide standards. The curriculum is based on high standards and clear expectations that focus on fair and credible evaluations, recognition of accomplishment, academic rigor in a thinking curriculum and self-management of learning.

OCWIHS offers a unique approach to the Personalized Learning Model through the Resource Center(s), which has the feel of a welcoming environment, creating a comfortable and safe haven for learning. Students and parents have the opportunity to utilize the Resource Center(s) as a meeting place if they so wish, as well as the educational hub where the student can attend enrichment classes taught by school staff 2 or 3 days a week. Appointments can be made by the parents to meet with tutors that will provide assistance to the students upon request. Parents can also meet with their assigned teacher for assistance as well as clarification of the assignments

provided to the student. During that appointment, the lesson can be explained and assigned. There will be time for questions and discussion for everyone; the parents, the student and the teacher.

Mission

The mission of OCWIHS is to engage students in learning, who are no longer enrolled in a traditional classroom program or who prefer a personalized learning education. OCWIHS's goal is to successfully prepare students for work or college readiness through our integrated personalized program of [job-work](#) readiness coursework and WOIA partnerships

OCWIHS equips students with two kinds of literacy necessary in the 21st Century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. OCWIHS will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards. Through *Personalized Learning* programs, utilizing an independent study model, students in grades 9-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st Century.

Our vision is to encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend the colleges or vocational schools of their choice and to value service to others in society.

Alignment of Program to Mission

Help the student master basic skills:

Teachers use assessment results to individualize student work ~~and plan~~ and determine which areas to target for ~~improved~~-skills [improvement](#) or tutoring services. Results are also used to track the student's progress and to gauge prospects for growth in order to assist the student in reaching the highest possible level of achievement.

Examples are, specialized math instruction, remedial reading instruction and *North West Evaluation Association ("NWEA") and Measures of Academic Progress ("MAP") assessment.*

Move toward mastery of technology:

1. All enrolling students utilize computers in participating in the NWEA.
2. Students are encouraged to complete assignments using a computer whenever possible.
3. Computers are available at the resource center for any student who does not have access at home.
4. Specific instruction from fundamental to advanced computer skills are provided in:

- Computer Fundamentals
- Operating Systems/Windows
- PowerPoint/Office
- Access/Office
- Excel
- Microsoft Word

Develop Interest in Life-Long Learning:

1. Remedial reading instruction is provided.
2. Content concepts taught are associated with real-world issues whenever possible to give meaning and high interest to the student.
3. Students are introduced to a broad spectrum of topics including, World History, World Literature, Art History, Art, Foreign Language, Science, Mathematics and Computer programs.

Become a responsible, contributing member of society.

1. One of the options for the OCWIHS ~~Career Exploration-Work Readiness~~ class requires the student to participate as a volunteer in an approved community service organization.
2. ~~Career Exploration-Work Readiness~~ ~~Readiness~~ course work with our WIOA partnerships encourages the student to “Job Shadow” in a career area of his/her interest. As part of ~~Career Exploration-Work Readiness~~ ~~readiness~~ courses and clubs, students are able to participate as a volunteer in an approved community service organization.
- 2.3. Students take a mandatory ~~Work Readiness~~ course, including Virtual Job Shadow. All students, by board measure, will complete the ~~Work Readiness~~ course, which is co-created by our WIOA partners and OCWIHS CTE teachers. ~~Work Readiness~~ is a CTE course in the Business Industry Sector that provides all students with access to a comprehensive career education software program titled, “Virtual Job Shadow”, which provides actual virtual job shadow videos and experiences. Students leave the course with a polished resume, cover letter, thank you letter, and a video recording of a mock job interview.
- 3.4. High accountability in attendance and satisfactory completion of all assignments at OCWIHS helps to develop student confidence adding a sense of personal worth and self-importance. This, in turn, empowers students to perform credibly by improving the quality of their work.

Attendance Expectations/School Calendar

A student of OCWIHS will attend pre-determined progress meetings in order to gain assistance toward completion of assignments within the learning period. Students are expected to pursue

independent research and completion of assignments. Tutorials are available at the resource center to provide extra assistance when it is requested by either teacher or student.

The Charter School offers a year round program with a school calendar of approximately 250 days.

Educational Philosophy

Whom the School is attempting to educate.

The School is attempting to educate the following students:

- Those who have stopped going to school.
- Those who have not graduated.
- Those who have adult responsibilities.
- Those who work better in an independent study learning environment.
- Those who have unavoidable scheduling conflicts that keep the student from attending traditional school.
- Those who have been identified as academically low achievers.
- Those facing employment challenges.
- Those who are socio-economically disadvantaged.
- Homeless and Foster Youth Students

In addition to providing a comprehensive core curriculum, the goal of OCWIHS is to provide the following instruction and services to students exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g). ~~through WIOA partnerships:~~

- Financial literacy
- Entrepreneurial skills training
- Services that provide labor market and employment information in the local area
- Activities that help youth transition to postsecondary education and training
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Upon enrolling at OCWIHS, all students are assessed meet with our teachers and WIOA partners to explore career and college interests, to determinate eligibility level for various WIOA services, to ensure appropriate course placement and to determine need for remediate remediation and additional support. This ensures that the curriculum presented to students are the most appropriate and beneficial toward student attainment of the content standards. Our diverse blended independent study model is based on the intent of the Legislature that independent study is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) OCWIHS The Charter School understands that independent study in and of itself is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in traditional schools.

The California Department of Education (“CDE”) in its independent study operations manual has noted the benefits to serving an at-risk population through independent study. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. Students with these problems are often labeled "at risk/traditionally underserved." These students drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, independent study can be an opportunity to change direction and continue their education.

Our school is targeting ~~at-risk~~at-risk/traditionally underserved students, not only those that are academically low-achieving, but those who may have stopped attending school regardless of achievement levels. Our students tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons are unable to maintain enrollment within the traditional schools. Our program offers a flexible schedule which meets the needs of pregnant or new and young mothers, students who may be living on their own, students who have to work in order to provide for their family or themselves.

Our program complies with Education Code Section 51746 to ensure that our students have the same access to the existing services and resources that they would have received in a traditional school within the County Office of Education. These services include a facility staffed on a full time basis by credentialed personnel, ongoing tutoring at the resource center and regular one-on-one meetings to go over assignments and assign new materials.

Furthermore, one of the goals of the Charter School is to reinsert the student back into the traditional schools of the County whenever possible. Ongoing assessments shall be conducted to ensure that independent study is the appropriate educational option for the student, and for those students for whom that answer is “no,” the School will work with the student and the school district of residence to ensure that this student is aware of all the educational options available. Our assignments include approximately 20 to 25 hours of homework per week, including reading, writing, application of course objectives, vocabulary development, project completion, math assignments and testing preparation. Students are required to take advantage of the School’s proactive tutoring program. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by the School as to whether or not the School is appropriate and shall work with the student to understand the importance of the tutoring requirement.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. For those low performing students, the school utilizes selected curriculum including the following: a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-algebra, Algebra I, Geometry and Algebra II. This curriculum uses materials from the publisher, Houghton Mifflin Harcourt, HMHAGS, which is developed around a format of low level, high interest. This makes it accessible to more than 80% of our students. Because of our assessment system-process we are able to diagnose each student’s ability level and begin instruction with the appropriate lesson.

In addition, we offer other electives for low performing students such as: refresher math, consumer math, math essentials, and vocabulary building.

OCWIHS does provide an alternative education program to students who have not had success in traditional, comprehensive schools and who became separated from the regular education program, and we will do the same for the students in the County and its surrounding communities. OCWIHS has demonstrated its ability to reconnect these students to the education process and to enable them to continue their education.

The CDE independent study operations manual also stresses the importance of counseling. Counseling and guidance are especially important for "at risk," students because they may end up feeling forced to drop out of independent study because of continual personal problems. As a result, our program shall make every effort to recognize early warning signs and offer guidance or make referrals to in-house resources or to community resources.

OCWIHS is dedicated to a 350 to 1 student to counselor ratio. The counselors incorporate the ASCA model (America Association of School Counselors) to maximize student potential in the three domains: Academic Counseling, Social Emotional Counseling, and College and Career Guidance Counseling.

One of the greatest benefits of independent study to our "at risk" population is the increased self-esteem, as a by-product of the one-to-one teacher-student relationship and a relationship with the school counselor.

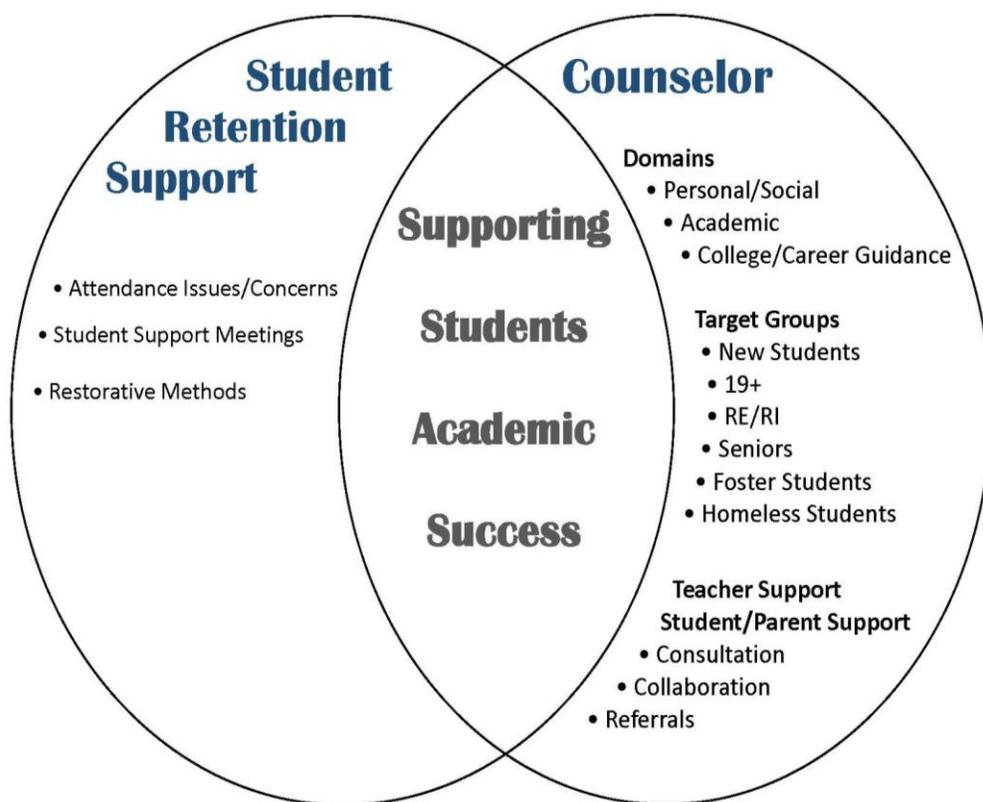
The counseling department is dedicated to supporting students' academic success. Our counseling department consists of two positions, Counselors and Student Retention Support Technicians.

Besides focusing on the three domains of personal-social issues, academic issues, and college and career guidance, the counselors demonstrate a commitment to the growth mind set of our students.

Our counselors place an emphasis and meet regularly with distinct target groups in the school population including new students, adult students, re-enrolling students, seniors, foster, and homeless students. Our counselors also provide teacher and parent support in the form of consultation, collaboration, and referrals to supporting agencies.

Our Student Retention Support Technicians develop relationships with students to foster attendance and retention of students, assuring students stay on track to graduate. Our Student Retention Support Technicians interface with families and even make home visits to promote the success of the students. For students that struggle with attendance, the Student Retention Support Technician quickly schedules attendance intervention meetings to promote attendance and remove barriers to attendance and student success. More intensive supports come in the form of Student Support Meetings (SST). Many restorative methods are implemented in these meetings to support students.

Below is a diagraph describing the major functions of the counseling program:



What does it mean to be an Educated Person in the 21st Century?

OCWIHS identifies an Educated Person in the 21st Century as one who is committed to life-long learning and has the basic tools that this requires.

If students are going to understand themselves and the larger community and advance in the 21st Century marketplace, we are committed to assist them to:

- Develop clear and effective reading, writing, and oral communication skills;
- Master the fundamentals such as reading, writing, mathematics, science, and social studies;
- Acquire a strong foundation in mathematical reasoning skills;
- Develop strong technological skills;
- Develop character and the ability to respect the differences that arise in a multi-cultural community;

- Learn about the cultural, economic, geographical, political, and technological forces which have impacted their community, country, and the world;
- Acquire knowledge and skills in the sciences and the ability to conduct inquiries using the scientific method and problem-solving skills;
- Find, select, evaluate, organize, and use information from various sources;
- Participate in the creation of and developing an informed appreciation of the arts;
- Acquire knowledge of pertinent health issues and the development of physical fitness;
- Develop self-motivation and confidence to successfully accomplish multiple responsibilities and challenges that are faced daily;
- Recognize the importance of personal responsibility and respect for others;
- Accept challenges and utilize opportunities;
- Learn more about themselves and demonstrate critical decision-making skills necessary to be a responsible citizen.

OCWIHS believes that students must be ready to work with others from diverse backgrounds, adapt to changes and lead others through transformational processes. An educated person needs to explore and appreciate her/his creative potential, and be a strong supporter of the community, using the power of the individual to improve everyone's quality of life.

How Learning Best Occurs

Students, parents, and educators form a partnership that is the foundation at OCWIHS. We believe that learning best occurs when students are enthralled and engrossed by the studies they find themselves involved in and are supported by parents and teachers' high expectations and involvement. At OCWIHS, the major focus is on teaching for meaning – gearing reading instruction to comprehension, writing instruction to composing extended text, and mathematics instruction to conceptual understanding and problem-solving.

By integrating the following strategies into our educational program, we believe we can allow all students to grow to their maximum potential, and foster in them a lifetime love of learning:

- a. High Expectations to Produce High Achieving Students:** Studies have shown that students' achievement has increased when parents and teachers have high expectations. At OCWIHS we focus on students' goals and treat student-initiated plans for growth as completely as achievable by the student with proper planning, skill development, and support. We offer a challenging curriculum based on California Content Standards.

- b. Personalized Learning within a Supportive Environment:** Students are given the opportunity to drive their educational process, as well as encouraged to broaden their areas of interest. Studies show that optimal learning takes place in one-on-one supportive learning environments. Students can move ahead if doing well, or concentrate longer on challenging areas in order to master concepts. In essence, each student is allowed to learn at his/her own pace but pushed to their utmost potential.
- c. Integration of Computer Technology into the Learning and Project Environment:** OCWIHS considers technology a “power tool for learning.” Our vision is students and educators using technology for many learning tasks. A well-designed technological infrastructure helps create a model 21st-Century learning environment, encouraging students to learn efficiently in order to prepare to be a part of a technological-based workforce.
- d. Technology is used in a variety of disciplines.** The creative process is reinforced through the students’ use in development of interactive electronic media to complete and submit project assignments. Multimedia helps facilitate learning that is tailored to individual learning styles, taking advantage of the differing “multiple intelligences” of all students.
- e. Fair and Credible Evaluations.** The Charter School uses pre-assessment testing to evaluate all incoming students and regularly reassess. Tests, exams and classroom assignments shall align to measure the student's achievement of Statewide Standards.
- f. Recognition of Accomplishments.** Students need to be motivated by regularly recognizing their accomplishments. Listed below are some ways in which recognition is given:
- Positive telephone calls are made to a parent or guardian.
 - Positive notes are sent to a parent or guardian.
 - Certificates and coupons are given to students.
 - Frequent praise and positive comments made by teachers and other school employees.
- g. Academic Rigor in a Thinking Curriculum.** Thinking and problem solving are the "new basics" of the 21st Century. In every subject, at every grade level, instruction and learning include commitment to a knowledge core, high thinking demand and active use of knowledge.
- h. Self-Management of Learning.** The Personalized Learning program allows students to maintain their own time schedule. All students can manage their own learning by evaluating feedback they get from teachers and others. Students can bring their own background knowledge to bear on learning difficulties and judge their progress toward a learning goal.
- i. Learning as Apprenticeship.** By providing students with real-life experiences, mentoring and coaching, students can acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. A vocational program will teach

students practical skills and a strong sense of responsibility, while providing value to the people and property of the community. The Charter School works closely with various community and business organizations to provide practical opportunities to the student.

- j. **Parental/Guardian Involvement.** Taking into consideration the high risk population of the Charter School, OCWIHS is committed to making all efforts to engage guardians and families in the learning and decision-making process of their student’s education. Guardians and families receive bi-monthly newsletters, open house notifications and are encouraged to meet the teachers.

Implementation

Based upon decades of learning research and numerous reform documents such as Aiming High, Project-Based Learning Guide/Handbook School Improvement Research Series, Classroom Instruction that Works and Backwards Planning and Teaching for Enduring Understanding, OCWIHS believes that learning best occurs when schools create optimal teaching and learning environments that are organized around the following principles:

- **Standards-Based Instruction (Aiming High Toolkit-CDE)**

In a standards-based educational system, core academic learning such as reading, writing, listening, and speaking can no longer be consigned to the English teacher and all mathematical reasoning to the Mathematics teacher. At OCWIHS, core academic competencies are taught across the curriculum so that students have multiple opportunities to master academic content standards and apply those standards in a wide variety of contexts including their career/technical and fine arts courses. **Even though this is a Personalized Learning study program, each teacher addresses core academic competencies in lesson plans.**

In standards-based instruction, the teacher selects and analyzes the standard(s) to be met. This is followed by designing or selecting of an assessment through which students can demonstrate standard(s) mastery. If not given, the desired performance level is identified by the teacher. Next, what the students must know or be able to perform well on the assessment, is identified by the teacher. The teacher plans and delivers the lessons, providing all students with adequate opportunities to learn and practice the necessary skills. Finally, the students are assessed, results examined and plans are made for further instruction or additional individual support, if needed.

- **Project-Based Instruction (Project-Based Learning Guide, San Mateo County Office of Education, and Buck Institute for Education (BIE Handbook))**

Projects link the curriculum content with students’ real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the curriculum and the “world beyond texts.” Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

- **Integrated Curriculum (School Improvement Research Series,(SIRS) sponsored by U.S. Dept. of Education)**

Shoemaker (1989) in his study, *Integrated Education; A Curriculum for the 21st Century*, defined integrated curriculum as “Education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study”, (pg. 5). The textbooks utilized at OCWIHS are State approved and aligned to Common Core State Standards as adopted by California~~the California State Content Standards~~. The Houghton Mifflin Harcourt’s Collections (2015)~~Holt Rinehart and Winston Literature~~ series include assignments that integrate disciplines. For example, an assignment from a reading selection, involves art, social studies, and science concepts.

- **Differentiated Instruction**

Differentiated instruction is not a recipe for teaching or an instructional strategy. It is a way of teaching and learning. For example:

- Content is presented that is related to broad-based issues, themes, or problems;
- Multiple disciplines are integrated into the area of study, along with higher-level thinking and basic skills;
- Comprehensive, related and mutually reinforcing experiences are presented within an area of study;
- Student outcomes are evaluated by using appropriate and specific criteria through self-appraisal, criterion-referenced and or standardized instruments.

At OCWIHS, we understand that there is no easy answer in helping students become high achievers. There is no silver bullet, no one-shot training, no canned curriculum, and no proven formula. Nevertheless, we also recognize that there is a vast amount of research that reveals one dominant theme for a successful school: one-to-one contact between student and teacher with an intense focus on “high academic expectations” for students. We combine this focus with:

- The extensive use of State Standards to design curriculum and instruction, assess student work, and evaluate teachers;
- Increased instructional time (tutoring) in reading and math in order to help students succeed; Tutoring is done at the Resource Center at a separate time from normal instruction and is provided by school staff personnel.
- The implementation of comprehensive systems to monitor individual student progress and provide extra support to students as soon as needed.

- Parents are encouraged to help their student(s) meet standards;
- Instruction based on the unique needs and learning styles of each student;
- Active, hands-on experiential learning experiences that encourage the student's construction of knowledge;
- Simulations of real world problems to develop application skills;
- Supplementary support programs to ensure mastery of foundation skills for students exhibiting learning difficulties;
- Interdisciplinary teaching integrated with basic skills instruction;
- Interactive teaching that promotes student involvement;
- Activities that are sensitive to and respectful of cultural and linguistic diversity; and
- Experiences that foster exploration and inquiry and promote the development of higher order abilities such as thinking, reasoning, problem-solving, and decision-making.

All instructional methods are student-centered and research-based with students being diagnosed in relation to their previous learning. Students most successfully progress by building on their own knowledge base. Proven practices are integrated into a meaningful, replicable education experience that allows students to succeed in the learning process.

Various Instructional strategies (including Marzano and McTighe) considered are:

- One-to-one instruction
- Modeling and guided practice
- SDAIE strategies-visuals
- Use of Bloom's Taxonomy
- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing work and providing recognition
- Setting objectives and providing feedback
- Repeating concepts
- Rephrasing and reviewing content
- Aims, Goals, and Objectives: helping students understand their style of learning and plans ways to improve study habits.
- Analyzing perspectives; synthesis and evaluation
- Anticipation guide
- Application teaching
- Use of graphic organizers
- Projects
- Presentations

- Portfolios
- Artistic Expression
- Incorporate technology in the lessons

Basic Learning Environment

The School offers independent study, one-to-one instructional methods from the basic design of the learning environment.

The rapport established between the Supervising Teacher and the student in independent study encourages effective communication uncluttered by the traditional classroom environment of multiple students. Many students find that the comprehensive school model of multiple period, multi-student environments to be not conducive to their instructional needs. Instruction, delivered by one teacher as opposed to six or more teacher, creates a more effective, intensive, and supportive setting. The student benefits from the individual attention and personalized teaching methods.

OCWIHS believes that when teachers act both as academic counselors and as mentors they can help students fulfill the Student Learner Outcomes (SLOs).

The school year is divided into two semesters, which include summer instruction. Each semester is further divided into learning periods (LPs). Each LP is between 15 to 20 days long. During each LP, students are expected to turn in a specified number of credits of work and take tests on those credits. The average student completes between 4 to 8 credits per learning period, depending on their abilities, their academic plan and motivation.

Students typically take one core subject plus one elective at a time and are expected to complete 1 to 2 credits per week. Students complete a summative assessment over the assigned area of work and must demonstrate a minimum level of mastery with a grade of 60% or better to earn a credit. Failed credits are re-assigned to students until a passing grade is achieved. Tutoring support is encouraged and offered when a non-passing credit is earned. Typically, students complete their work both at home and at the center.

All students are introduced to their educational program at OCWIHS with a required orientation designed to acquaint them with the school's processes and expectations. Upon completing new student orientation, each student is given a Work Readiness course that correlates with CTE and/or WIOA. Upon enrollment, students complete a reading, math, and language arts assessment online via Northwest Evaluation Association (NWEA), which provides the teacher with a baseline measure of student performance. This information allows the teacher to place the student in appropriate courses and adjust instruction to address student needs.

Once orientation and Work Readiness have been completed, the supervising teacher uses a combination of previous school transcripts and the NWEA assessment to put the student in an appropriate and necessary core course and often pairs that with an elective course. By focusing on one core course at a time, many students experience greater success in each course.

Teachers are constantly reviewing each student's levels of academic achievement through the regular recording of detailed learning records (student file), compiling student work samples, and conducting annual state-mandated tests/testing programs.

Instructional Resources

The resources most crucial to the students of the Charter School are the human resources, the certificated and non-certificated staff. Also critical to the learning process is the availability of instructional materials including, but not limited to, textbooks and other materials (i.e. software programs) that supplement the delivery of a solid core curriculum. Through careful planning, the School has these instructional materials in adequate supply. Every student has the appropriate textbook and instructional units to take home. Staff meetings, in which both certificated and non-certificated personnel attend, routinely discuss and review textbook inventories and the coordination and allocation of resources to maintain adequate supplies. Resources are coordinated proportionally by grade level and subject. Teachers are encouraged to research and review instructional material and to make recommendations. Textbooks and other instructional materials are selected based upon State textbook adoption, teaching strategies and techniques, assessment procedures and input from advisory groups.

Course Offerings

At a minimum, the Charter School offers the following classes: English, World History, U.S. History, Civics, Economics, Math, Health, Physical Science, Life Science, [WorkJob](#) Readiness and Career Technical Education. The Charter School also offers instruction in the Visual/Performing Arts, Foreign Language, Physical Education and Technology. Other electives are included as students' interests and abilities demand.

Transfer Of Courses/College Entrance Requirements

OCWIHS seeks to work with each of the school districts in which students may be re-enrolling to agree upon the transfer of credit back to the district. OCWIHS wants each school district to feel confident that credit earned at OCWIHS is equivalent in its representation of subject mastery prior to transfer. OCWIHS is eager to work with each school district to best meld its practices to meet those of the districts' for the benefit of the student.

Planning for graduation begins early and includes the faculty, the parent or guardian (for students under the age of 18), and the student. The parent and student will want to consider future educational or employment plans, and will want to consider the various choices available to them and make a decision about how the student will meet graduation requirements based on individual goals and needs. As such, all students and parents are provided with information about the transferability of academic credit to other public high schools and the eligibility of courses to meet college entrance requirements at the time of enrollment. This is done in a counseling session and through distribution of printed material. Charter School staff meets with parents and students in the enrollment process to determine the courses necessary. Based upon entering diagnostic assessments, the Charter School will identify whether or not the students have demonstrated skills

and aptitude necessary for a course load that would meet college requirements for students who wish to pursue that course of study.

Transition Out Of The Charter School

We recognize the critical nature of the **student transitioning** into a traditional educational program. For those students under the age of 18, we, along with the school districts in which the student originated, are eager to transition them back into the traditional school district when they are ready.

OCWIHS works closely with the school district of residence to ensure the successful transition of any student returning to the traditional school district.

Graduation

The credentialed school administrators in conjunction with credentialed teachers make the necessary determination as to whether a student has earned a diploma based upon the Charter School's adopted graduation requirements.

Personalized Learning Laws And Regulations

OCWIHS shall comply with all applicable laws related to independent study and Personalized Learning. As such, the provision of education through a Personalized Learning model shall be governed by the Personalized Learning study policy adopted by the Board of the Charter School after a public hearing and implemented in accordance with individual master agreements and work and assignment agreements for each student.

OCWIHS shall adhere to all applicable sections of the Education Code for Independent Study (Section 51745 *et seq.*) and funding determination requirements of Education Code Sections 47612.5 and 47634.2, and Title 5, California Code of Regulations, Sections 11963-11963.7 (SB 740).

OCWIHS shall also adhere to the California Code of Regulations requirements related to audit requirements for charter schools (Title 5, California Code of Regulations Sections 19850-19854).

Plan for Academically Low-Achieving Students

OCWIHS is a well-designed personalized learning environment for ~~at-risk/at-risk/traditionally~~ underserved students. Based on solid research, we use Personalized Learning and focus on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning one-on-one setting. Also of critical importance to each student's success is the school's emphasis on high expectations for all students.

OCWIHS is aware that some students enrolling in the school will require remedial coursework in core academic areas in order to move them into grade-level work. We use several methods to accomplish this task, including the use of NWEA MAP assessment. Every student who enrolls in the Charter School is administered a diagnostic assessment in Math and Reading. One test

identifies those with low reading skills. Once identified as a low-performing student, they are eligible to participate in a remedial reading program. The second assessment identifies the student's ability levels in Math. Assessments are repeated every semester to track the student's growth. All students are assessed at the end of each course to measure growth. If growth is not apparent or is marginal, then further remediation is prescribed before the student continues on in that subject area. Students are reassessed each semester to determine a student's growth and skills and providing appropriate lesson modification.

Students also can participate in scheduled tutorial and enrichment activities during the school day. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by the Charter School as to whether or not the student is appropriately placed. The Charter School personnel work with the student to understand the importance of the tutoring requirement and the advantage of participation the School's proactive tutoring program.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. For those low performing students, the school utilizes selected curriculum including many of the following; a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-Algebra, Algebra I, Geometry, Algebra II, Language Arts, History, Geography and Sciences. In addition, OCWIHS offers other electives for low performing students such as; refresher math, consumer math, math essentials, beginning art, vocabulary building and spelling. This curriculum uses supplemental materials from a variety of sources, developed around a format of low level, high interest. This makes it accessible to more than 80% of our students.

When students are demonstrating continuing difficulties, the school may utilize Student Study Teams (SST) to determine if specific interventions are necessary. At times, formal services may be determined, as per the directive of an IEP or a Section 504.

Our twelve SST meeting steps might include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to deal with are chosen; concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible, and timelines for actions are records.
12. Follow-up date is set.

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education assessment might be deemed necessary by the SST.

Intervention strategies utilized by the Charter School may include:

1. A contract is made with the student and parent.
2. A letter of concern is sent to the student and parent.
3. A scheduled appointment to visit the teacher/counselor and administrator where concerns can be discussed and addressed.
4. Students are placed on academic probation. The Charter School revokes work permits until schoolwork is deemed satisfactory.
5. Educational options are reviewed with the student, including the option to return to the traditional classroom instructional program.

A written record of the above intervention steps and evaluations shall be maintained in the student's permanent record.

Often the SST serves as a remedy for student success. In some instances SST meetings will eventually lead to evaluation of suspected disabilities when the SST interventions are demonstrating a lack of response to intervention (RtI). The diagram below describes the SST process as well as the RtI levels of support:

Pre-referral and Referral Process

Initial Identification

- Teacher notices student has problem in some area of the curriculum, social skills, or behavior
 - Routine curriculum-based assessment results may provide some information to identify or define the problem
- Teacher reviews teaching strategies and makes teaching/environmental adjustments
- Teacher records observations and evaluates work products
- Teacher tracks student attendance including regular appointments and additional time with tutors
- Teacher communicate with parent in order to keep parents informed of student's strengths and weaknesses
- Teacher refers student to Student Success Team if adjustments have little or no effect

Student Success Team

- SST reviews documentation and in conjunction with teacher chooses researched intervention strategies
- Teacher implements researched intervention program
- Teacher will observe and record results of intervention program

Results of Intervention

If Intervention Fails:

- SST reviews data collected to date
- SST considers options/alternatives
- SST decides whether: 1) more data are needed; 2) a different intervention should be used; or 3) the referral process should be initiated.

If Intervention Succeeds:

- Process ends
- Teacher continues to record observations and evaluate work products as a follow up

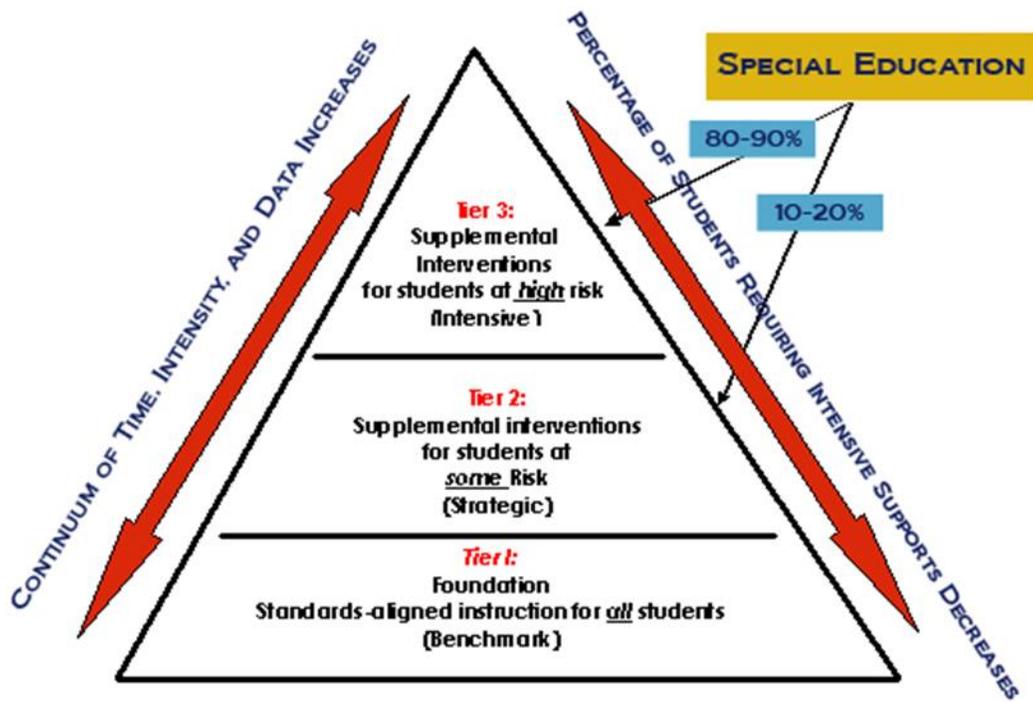
Referral Process

- Teacher gathers observational data, results from curriculum-based assessments, and examples of student's work.
- Student Success Team determines if student's response to research-based intervention resulted in adequate progress and that language/cultural issues are not the main source of student's academic or behavioral discrepancy
- Student Success Team (including the parent) reviews, available records, family and health history, past school experiences, results of interventions, and previous assessments and evaluations
- If SST determines evaluation is warranted, an assessment plan is developed and presented for parental permission
- If evaluation is not warranted, team looks for other ways to meet student's needs.



Evaluation Process

- After obtaining parental consent for evaluation, schedule and conduct assessments. Administer formal tests such as Wechsler Intelligence Scale for Children (WISC-IV), the Kaufman Test of Educational Achievement (KTEA), and other assessments as determined by the evaluation team.
- These tests document educational needs and provide information for eligibility and placement decisions.
- Test results are interpreted (usually by psychologist)
- Review assessment information with parent and/or adult student in an IEP
- Determine eligibility
- **Eligibility criteria for special education:**
 - student has a disability according to the established criteria;
 - student's condition adversely affects academic performance; and
 - student needs special education (specially designed instruction and related services).
- **Information from evaluation can be used to consider:**
 - nature and extent of special education and related services student needs to participate and progress in general education curriculum or curriculum
 - least restrictive environment (LRE) for the student



Plan for Academically High-Achieving Students

The educators create a high achieving learning environment for all students, where the most advanced curricular and instructional techniques combine to support learning. In our high-achieving learning environment, we engage students in complex problem-solving and exploring ideas and issues, and learning activities that draw on students' cultures, experiences, and knowledge. ~~At-risk~~At-risk/traditionally underserved students, in particular, benefit from this type of environment that engages them in authentic tasks and offer them significant opportunities to develop knowledge.

High achieving students are identified using NWEA and MAP assessment (or other assessment tests that become available) and are assigned courses that are a pre-requisite for college. Accommodations are made to students wishing to take the PSAT, SAT and AP tests along with academic support to perform well on these tests. Students may also participate concurrently in classes at the local community college.

Plan For English Learners

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

Identification of EL Students

OCWIHS shall administer the home language survey upon a student's initial enrollment into OCWIHS. This section describes our current plan which may be altered from time to time to better serve students. All students who indicate that their home language is other than English will be assessed with the CELDT/ELPAC within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated fluent English proficient. OCWIHS will notify all parents of its responsibility for CELDT/ELPAC testing and of test results within 30 days of testing. The CELDT/ELPAC shall be used to fulfill applicable requirements under the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act, for annual English proficiency testing. ~~All EL students shall take the California High School Exit Exam with legally appropriate accommodations along with other eligible students.~~

Program

OCWIHS shall provide services for English Language Learners that include language development and access to core curriculum and that conforms to the California Department of Education's State Program for English Learners.

The major goals for English Learners at OCWIHS shall be to develop proficiency in English and in the core curriculum as rapidly and effectively as possible with curriculum designed for such students.

At OCWIHS, English Learners shall take ESL classes that correspond to the ELD levels. ELD state standards are addressed through our ELD curriculum as follows: the foundation for meeting the state English Language Arts standards is the ability to participate in grade level instruction in English. The California ELD Standards describe the pathway for English learners to achieve this goal. As students acquire high levels of English fluency, ELD and ELA standards merge. English language development and grade level achievement become one at the advance ELD levels. Students will continue to receive English language development until reclassification and continue to have access to standards-based core curriculum.

The goal for English Learners receiving special education services is to make substantial progress toward achievement of their individualized education program's academic goals.

EL students receive instructional services from qualified staff appropriate to their EL needs.
 Placement for students in OCWIHS is:

ENGLISH LANGUAGE DEVELOPMENT PLACEMENT GUIDE

	<u>Beginning (New to Country)</u>	<u>Beginning (Emerging)</u>	<u>Early Intermediate (Expanding)</u>	<u>Intermediate (Expanding)</u>	<u>Early Advanced (Bridging)</u>	<u>Advanced or Reclassified</u>
<u>Course Name</u>	<u>English Language Development Fundamentals A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B</u>	<u>English Language Development I A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B</u>	<u>English Language Development II A/B English Language Development II A/B (Edmentum)</u>	<u>English Language Development III A/B English Language Development III A/B (Edmentum) English 9 - 12 A/B Intensive</u>	<u>English Language Development III A/B (Edmentum) English Language Development IV A/B English Language Development IV A/B (Edmentum) English 9 - 12 A/B Intensive</u>	<u>English Language Development IV A/B (Edmentum) English Language Development IV A/B (Edmentum) English 9 - 12 A/B Intensive</u>
<u>Instructional Materials and/or Textbook</u>	<u>ESL Reading Smart Newcomers, System 44</u>	<u>ESL Reading Smart Level 1, System 44</u>	<u>Edge Fundamentals</u> <u>ESL Reading Smart Level 2</u>	<u>Edge A</u> <u>ESL Reading Smart Level 3, Read180</u>	<u>Edge B</u> <u>ESL Reading Smart Level 3 or 4, Read180</u>	<u>Edge C, HMH Collections, Read180, ESL Reading Smart Level 4</u>
<u>CELDT</u> <u>*Review all domains</u>	<u>9th Grade Overall 251-360</u> <u>10th – 12th grade Overall Score 251-365</u>	<u>9th Grade Overall 350-457</u> <u>10th – 12th grade Overall Score 355-463</u>	<u>9th Grade Overall Score 458-517</u> <u>10th – 12th grade Overall Score 464-527</u>	<u>9th Grade Overall Score 518 - 578</u> <u>10th – 12th grade Overall Score 528 - 590</u>	<u>9th Grade Overall Score 579-637</u> <u>10th – 12th Grade Overall Score 591-657</u>	<u>9th Grade Overall Score 638-761</u> <u>10th – 12th Grade Overall Score 652-761</u>
<u>NWEA RIT Reading Score</u>	<u>< 131</u>	<u>131-150</u>	<u>151-176</u>	<u>177-199</u>	<u>200 - 210</u>	<u>205-211 Advanced 207-213 Reclassified</u>
<u>Suggested Lexile Range</u>	<u>BR1L – 49L</u>	<u>50L- 99L</u>	<u>100L- 499L</u>	<u>500L- 799L</u>	<u>800L- 999L</u>	<u>1000L-1049L</u>
<u>Supports</u>	<u>Tutoring System 44 Elective SDAIE strategies</u>	<u>Tutoring MyNgConnect System 44 Elective SDAIE strategies</u>	<u>EDGE Comprehensive Coach SDAIE strategies Tutoring System 44 Elective</u>	<u>EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective</u>	<u>EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective</u>	<u>SDAIE strategies Tutoring Read 180 Elective</u>

-	<u>Beginning (New to Country)</u>	<u>-Beginning (Emerging)</u>	<u>-Early Intermediate (Expanding)</u>	<u>-Intermediate (Expanding)</u>	<u>Early-Advanced (Bridging)</u>	<u>Advanced or Reclassified</u>	
Course Name	English Language Development Fundamentals A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II System 44 II 1A/B	English Language Development – I A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	English Language Development II A/B English Language Development II A/B (Edmentum)	-English Language Development III A/B – English Language Development III A/B (Edmentum) English 9–12 A/B Intensive	English Language Development III A/B (Edmentum) English 9–12 A/B Intensive	English Language Development IV A/B – English Language Development IV A/B (Edmentum) English 9–12 A/B Intensive	English Language Development IV A/B (Edmentum) Conventional English English 9 English 10 English 11 English 12 English 9–12 A/B Intensive
Instructional Materials and/or Textbook	ESL Reading Smart Newcomers, System 44	-ESL Reading Smart Level 1, System 44	Edge Fundamentals ESL Reading Smart Level 2	Edge A ESL Reading Smart Level 3, Read180	-Edge B ESL Reading Smart Level 3 or 4, Read180	Edge C, HMH Collections, Read180, ESL Reading Smart Level 4	
CELDT *Review all domains	9th Grade Overall 251-360 10th–12th grade Overall Score 251-365	9th Grade Overall 350-457 10th–12th grade Overall Score 355-463	9th Grade Overall Score 458-517 10th–12th grade Overall Score 464-527	9th Grade Overall Score 518–578 10th–12th grade Overall Score 528–590	9th Grade Overall Score 579-637 10th–12th Grade Overall Score 591-657	9th Grade Overall Score 638-761 10th–12th Grade Overall Score 652-761	
NWEA-RIIT Reading Score	<131	131-150	151-176	177-199	—200–210	205-211 Advanced 207-213 Reclassified	
Suggested Lexile Range	BR1L–49L	50L–99L	100L–499L	500L–799L	800L–999L	1000L–1049L	
Supports	Tutoring System 44 Elective SDAIE strategies	Tutoring MyNgConnect System 44 Elective SDAIE strategies	EDGE Comprehensive Coach SDAIE strategies Tutoring System 44 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective	SDAIE strategies Tutoring Read 180 Elective	

	Beginning (New to Country)	-Beginning (Emerging)	-Early Intermediate (Expanding)	-Intermediate (Expanding)	Early-Advanced (Bridging)	Advanced or Reclassified
Course Name	English Language Development Fundamentals A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	English Language Development I A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	English Language Development II A/B English Language Development II A/B (Edmentum)	English Language Development III A/B English Language Development III A/B (Edmentum) English 9-12 A/B Intensive	English Language Development III A/B (Edmentum) English Language Development IV A/B English Language Development IV A/B (Edmentum) English 9-12 A/B Intensive	English Language Development IV A/B (Edmentum) Conventional English English 9 English 10 English 11 English 12 English 9-12 A/B Intensive
Instructional Materials and/or Textbook	ESL Reading Smart Newcomers, System 44	ESL Reading Smart Level 1, System 44	Edge Fundamentals ESL Reading Smart Level 2	Edge A ESL Reading Smart Level 3, Read180	Edge B ESL Reading Smart Level 3 or 4, Read180	Edge C , HMH Collections, Read180, ESL Reading Smart Level 4
CELDT <i>*Review all domains</i>	9th Grade Overall 251-360 10th-12th grade Overall Score 251-365	9th Grade Overall 350-457 10th-12th grade Overall Score 355-463	9th Grade Overall Score 458-517 10th-12th grade Overall Score 464-527	9th Grade Overall Score 518-578 10th-12th grade Overall Score 528-590	9th Grade Overall Score 579-637 10th-12th Grade Overall Score 591-657	9th Grade Overall Score 638-761 10th-12th Grade Overall Score 652-761
NWEA-RIIT Reading Score	<131	131-150	151-176	177-199	200-210	205-211 Advanced 207-213 Reclassified
Suggested Lexile Range	BR1L-49L	50L-99L	100L-499L	500L-799L	800L-999L	1000L-1049L
Supports	Tutoring System 44 Elective SDAIE strategies	Tutoring MyNgConnect System 44 Elective SDAIE strategies	EDGE Comprehensive Coach SDAIE strategies Tutoring System 44 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective	SDAIE strategies Tutoring Read 180 Elective

Education Program for English Learners

OCWIHS intends to provide EL students with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving OCWIHS's academic standards. OCWIHS's program is based on sound instructional theory, including Specifically Designed Academic Instruction in English (SDAIE) and is adequately supported so that EL students can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Vice President of Student Services or designee maintains procedures which provide for the identification, assessment and placement of EL students and for their reclassification/re-designation based on criteria adopted by the Board and specified in administrative regulations. To evaluate program effectiveness, the Vice President of Student Services or designee regularly examines program results, including reports of the EL students' academic achievement, their progress towards proficiency in English and the progress of students who have been reclassified/re-designated as fluent English proficient. The Vice President of Student Services or designee annually reports these findings to the Board and also provides the Board with regular reports from any school-wide English Learner Advisory Committees (ELAC Meetings). Our English Language Development Program is infused with many SDAIE strategies. The methods include, but are not limited to differentiation for all students, prior knowledge scaffolding, zone of proximal development awareness, language acquisition, primary language support, multisensory approaches, academic English development, personalized relevant content, assistance and assistance fading, heterogeneous grouping, sensory-active learning, parroting techniques, visuals, graphic organizers, integrated listening/speaking/reading/writing, and front loading vocabulary.

Reclassification/Redesignation

The Charter school shall continue to provide additional and appropriate educational services to English Language Learners for the purposes of overcoming language barriers until the English Language Development students have: (5CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers.
2. Recovered any academic deficits which may have been incurred in other areas of core curriculum as a result of language barriers.

English Language Development students shall be reclassified/re-designated as fluent English proficient when they are able to comprehend, speak, read and write well enough to receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the mainstream course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English Language Development student shall be reclassified/re-designated as fluent English proficient: (CCR 11303)

1. Assessment of English language proficiency utilizing the California English Language Development Test (CELDT) or ELPAC as the primary criterion, and objective assessment the student's English reading and writing skills.

Criteria: Overall Score of Level 4 or 5 (Early Advanced or Advanced), Scores of 3 (Intermediate) or higher in Listening/Speaking, Reading and Writing domains.

2. Recommendation of the student's Supervising Teacher and any other certificated staff with direct responsibility for teaching or placement decisions.

Criteria: Recommendation of Supervising Teacher

3. Parent/Guardian opinion and consultation during a reclassification/re-designation meeting.

Criteria: Parent agreement

4. Comparison of performance in the basic skills, including performance on the Reading (MAP portion of the Northwest Evaluation Association (NWEA)).

5. Objective data on the student's academic performance in English.

Criteria: Secondary Grade-Level Report with a grade of C or better in English or ELD 3 or 4 (Intermediate or Early Advanced)

The Vice President of Student Services or designee shall provide subsequent monitoring and support for reclassified/re-designated students, including but not limited to, monitoring the performance of reclassified/re-designated students in English language mainstream courses.

The Vice President of Student Services or designee shall develop a process to monitor the effectiveness of the district's program for English Language Development students. The district's program shall be modified as needed to help ensure language and academic success for each English Language Development student

Monitoring and Evaluating the Core Program

The quality of our school's English Learner program and student achievement shall be regularly monitored and assessed by review and analyzing data with the purpose of identifying areas for improvement.

EL Intervention

When English Learners are not making adequate progress toward mastery of EL standards the teacher shall make modifications to the course instruction to meet the student's learning needs. The student shall also be provided with extended learning opportunities and interventions such as:

- Tutoring
- Supplemental instruction
- Special counseling
- ELD Lab Workshops

Qualified Teachers

Each teacher providing specialized academic instruction for EL students at OCWIHS must meet one of the following specifications:

1. The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing authorizing services for English Learners.
2. Whenever the student's primary language is a vehicle of instruction, the teacher must have a bilingual, cross-cultural, language, and academic development (BCLAD), or comparable authorization.

Plan For Serving Students With Disabilities

Overview

The Charter School shall be categorized as a local education agency (LEA) of the El Dorado County Charter Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a).

The Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

All children shall have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the El Dorado County Charter SELPA. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. The Charter School is subject to the allocation plan of the El Dorado County Charter SELPA.

A copy of the MOU is available upon request.

~~OCWIHS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA/IDEA").~~

~~OCWIHS shall be its own local educational agency ("LEA") and shall apply directly for membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). Upon acceptance in the SELPA, OCWIHS will provide the County evidence of membership. OCWIHS's application and acceptance as an~~

~~independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, OCWIHS will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.~~

~~OCWIHS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.~~

~~OCWIHS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. OCWIHS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.~~

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

Section 504 of the Rehabilitation Act

OCWIHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OCWIHS. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by OCWIHS.

A school administrator shall assemble a 504 team that include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the

student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan describes the Section 504 disability and any program modification that may be necessary.

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

Individuals with Disabilities in Education Act ("~~IDEIA~~IDEAA")

The following description regarding how special education and related services will be provided and funded is being proposed by OCWIHS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County. ~~The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of OCWIHS and the SELPA. A copy of the MOU will be presented to the County upon execution.~~

OCWIHS shall function as a local educational agency for purposes of providing special education instruction and related services under the ~~IDEIA~~IDEAA pursuant to Education Code Section 47641(a) and shall receive state and federal revenues directly. OCWIHS ~~plans to be~~ is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA").

OCWIHS shall provide special education instruction and related services in accordance with the ~~IDEIA~~IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

OCWIHS will provide services for special education students enrolled in OCWIHS. OCWIHS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Special education instruction and related services shall be provided internally by appropriately credentialed staff. All required itinerant special education services not provided by appropriately credentialed will be provided by California certified Non-Public Agencies (NPA).

Staffing

All special education services at OCWIHS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the ~~IDEIA~~IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

OCWIHS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. OCWIHS shall ensure that all special education staff hired or contracted by OCWIHS is qualified pursuant to SELPA policies, as well as meet all legal requirements. OCWIHS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

OCWIHS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. OCWIHS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

OCWIHS shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. OCWIHS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

OCWIHS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in

the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the [IDEIA/IDEA](#), as provided in Section 1414, Title 20 of the United States Code. OCWIHS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. OCWIHS shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

OCWIHS shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. OCWIHS shall be responsible for having the following individuals in attendance at the IEP meetings: the school administrator and/or OCWIHS designated representative with appropriate administrative authority as required by the [IDEIA/IDEA](#); the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at OCWIHS and/or about the student. OCWIHS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the [IDEIA/IDEA](#), a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

OCWIHS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

OCWIHS shall be responsible for all school site implementation of the IEP. As part of this responsibility, OCWIHS shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for OCWIHS’s non-special education students. OCWIHS shall also provide all home-school coordination and information exchange. OCWIHS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

OCWIHS shall comply with Education Code Section 56325 with regard to students transferring into OCWIHS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in OCWIHS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, OCWIHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into OCWIHS from a district operated program under the same special education local plan area of OCWIHS within the same academic year, OCWIHS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and OCWIHS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to OCWIHS with an IEP from outside of California during the same academic year, OCWIHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until OCWIHS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by OCWIHS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

OCWIHS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to OCWIHS and no student shall be denied admission nor counseled out of OCWIHS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

OCWIHS shall adopt policies for responding to parental concerns or complaints related to special education services. OCWIHS shall receive any concerns raised by parents/guardians regarding related services and rights.

OCWIHS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

OCWIHS may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, OCWIHS shall defend the case.

SELPA Representation

OCWIHS shall represent itself at all SELPA meetings.

Funding

OCWIHS shall be subject to the allocation plan of the SELPA and receive Special Education funds directly from the El Dorado County Charter SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a description of OCWIHS’s annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, OCWIHS shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. OCWIHS shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the ~~Charter School~~ charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605.6(b)(5)(B)

GOALS, ACTIONS AND MEASURABLE PUPIL OUTCOMES: ALIGNMENT WITH THE EIGHT STATE PRIORITIES

Attached hereto as Exhibit A are the measurable pupil outcomes identified for use by the Charter School, in accordance with Education Code section 47605(b)(5)(B), and which are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school wide and for all groups of pupils served by the Charter School, as that term is defined in Education Code section 47607(a)(3)(B).

School Climate

- OCWIHS's goal for school climate is to study pupil suspension and expulsion rates creating a better understanding of what measures work and to annually receive feedback from parents and students on their thoughts and opinions about the school.

Conditions of Learning

- OCWIHS will utilize 100 percent standards aligned curriculum each year.
- OCWIHS will maintain safe and adequate facilities appropriate for the educational needs of students.
- OCWIHS will conduct an annual survey that asks for student opinions on the safety and cleanliness of each learning facility.
- OCWIHS has a complete offering of A-G courses upon opening and each year thereafter.

Pupil Outcomes

- OCWIHS has hired personnel as needed to support tutoring in math and English, etc.
- OCWIHS has hired, contracted or developed a comprehensive technical career education program.

Engagement

- OCWIHS seeks to increase parent engagement through parent outreach.
- OCWIHS studies suspensions and expulsions and updates its existing suspension and expulsion policy based on those findings.
- OCWIHS conducts an annual survey of students and parents containing questions about feelings on schools safety, school connectedness, possible improvements or changes to the program. OCWIHS's leadership annually studies this survey and implements changes based on the results and includes new annual goals in its Local Control and Accountability Plan based on student responses.

OTHER PUPIL OUTCOMES

Furthermore, the Charter School shall pursue the following pupil outcomes:

- **State Content Standards:** The Charter School is dedicated to documenting student achievement of the State Content Standards each year in its core subjects in the order in which students are presented with the courses.

- ~~• **State Standardized Testing:** Measurable growth each academic year, as evidenced by scores on the CAASPP exam.~~
- **Attendance:** It is the goal of the Charter School to strive, on average, to achieve at least 85% student attendance.
- ~~• **Academic Performance Index:** Meet or exceed its Academic Performance Index growth target (both school wide and reportable subgroups) on an annual basis.~~
- **California School Dashboard:** Meet or exceed Dashboard indicators as applicable for DASS schools.

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. – California Education Code Section 47605.6(b)(5)(C)

The Charter School shall meet all state standards and shall conduct all pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School shall use multiple measures to accurately determine student achievement, including attendance records, the degree of participation of the student, the student's attitude about school, academic performance, state standards and assessments, student and parental feedback. The following is provided as a means to show pupil outcomes and corresponding methods that the School will use to track pupil progress in meeting those outcomes.

OUTCOME

METHOD(S) OF MEASUREMENT

State Content Standards

CAASPP, Internal and External Assessments, Teacher Records, Work Samples, Portfolios

85% Attendance

Student Attendance records as measured by the time value and contemporaneous learning records of student work.

~~DASS Indicators~~

~~California School Dashboard DASS responsive data as applicable~~

~~API Growth Target or ASAM indicators~~

~~Academic Performance Reports or ASAM responsive data~~

[A School Accountability Report Card \(SARC\) is developed annually by OCWIHS staff and is made available to all stakeholders and the public on the website.](#)

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the [charter](#) school, including, but not limited to, the process to be followed by the [charter](#) school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)

The Charter School will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The Charter School shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Charter School shall be operated [by Western Educational Corporation](#), as a non-profit public benefit corporation (501(c)(3)). Pursuant to Education Code Section 47604(c), the County in performing its oversight of the Charter School as required by law, shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the authority has complied with all oversight responsibilities required by law.

The Charter School shall operate autonomously from the County with the exception of supervisory oversight as required by law.

The Charter School may, at its own choosing utilize the services of a Charter Management Organization or Administrative and Educational service provider in its execution and operation of this petition.

A. BOARD OF DIRECTORS

The Charter School will be governed by a Board of Directors, whose major roles and responsibilities will include, but not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its

exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

The Board will be supported by a qualified administrative team which will implement the provisions of this charter, the policies adopted by the Board, and day to day operations. Resumes of administration are available upon request.

B. PARENT PARTICIPATION

To encourage parent involvement, the Charter School shall at a minimum do the following:

1. Develop an ongoing list of extensive participation opportunities for parents with multiple options for dual working families.
2. Offer extra-curricular activities for both student and parent participation.

The Charter School shall hold an annual Open House as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the [charter](#) school. Education Code Section 47605.6(b)(5)(F)

All Employees

All staff must possess experience and expertise appropriate for their position.

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, coworkers and the community.

Attitudes are the most important facet of each employee's presentation of OCWIHS to the public. Employees must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as they treat the most pleasant ones.

Administration

The Charter School shall operate with an experienced Administrative Team.

Teachers

The Charter School adheres to Education Code Section 47605(1) requiring that all teachers hold appropriate California teaching certificates, permits, or other document equivalent to that which a

teacher in other public schools would be required to hold. Flexibility shall be granted only in accordance with Education Code Section 47605(1). All teachers employed by the Charter School have California Teaching Credentials and are published on the Commission on Teacher Credentialing website.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the [charter](#) school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the [charter](#) school furnish ~~the charter school with a criminal~~ ~~the school~~-record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G)

In order to provide safety for all students and staff, OCWIHS shall adopt and implement full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into OCWIHS's student and staff handbooks and shall be reviewed on an ongoing basis by a committee of the Board. These health and safety policies and procedures shall be made available to the County upon request.

The following is a summary of the health and safety policies of OCWIHS:

Procedures for Background Checks

Employees and contractors of OCWIHS shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. [OCWIHS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1](#) The Human Resources Department shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated staff, certificated staff, and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws. [The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.](#)

Tuberculosis Risk Assessment and Examination

Faculty and staff, [and volunteers who have frequent or prolonged contact with students,](#) shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and

working with students, [and for employees at least once each four years thereafter](#), as required by Education Code Section 49406.

Immunizations

OCWIHS shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

OCWIHS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Severe Allergic Reaction

~~The school will be equipped with trained staff to administer treatment for any student experiencing a severe allergic reaction in compliance with Education Code Section 49414.~~

[Epinephrine Auto Injectors: OCWIHS adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.](#)

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. OCWIHS shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by OCWIHS.

Diabetes

OCWIHS shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7.

Emergency Preparedness

OCWIHS ~~shall~~ adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school facilities in conjunction with law enforcement and the Fire Marshall. This handbook ~~shall~~ include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. [OCWIHS adheres to Occupational Safety and Health Administration rules and regulations in facility choice as well as a safety plan/disaster plan for students and staff. Staff receive training in emergency response, including appropriate “first responder” training or its equivalent.](#)

Blood borne Pathogens

OCWIHS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Drug Free/Alcohol Free/Smoke Free Environment

OCWIHS shall maintain a drug, alcohol, and smoke-free environment.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

OCWIHS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. OCWIHS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at OCWIHS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with OCWIHS’s discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605.6 (b)(5)(H)

OCWIHS shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the County and the communities in which OCWIHS's resource centers are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the County and the communities in which its resource centers are located, including Spanish language materials.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the County and the communities in which its resource centers are located.
- Outreach meetings

ELEMENT H: ADMISSION REQUIREMENTS POLICY AND PROCEDURES

Governing Law: ~~Admission requirements of the charter school, if applicable policy and procedures, consistent with subdivision (e).~~ Education Code Section 47605.6(b)(5)(~~AM~~)

Enrollment Policy

All students who reside in the State of California, within Orange County and adjacent counties pursuant to Education Code Section 51747.3, may attend OCWIHS subject only to capacity at each grade level, and any jurisdictional limitations imposed by law. OCWIHS shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Application Process

The application process is comprised of the following:

- Completion of a student enrollment form
- Proof of immunization
- Proof of withdrawal from previous school

- Home Language Survey
- Signed Cumulative Record Request
- Completion of Emergency Medical Card

Applications will be accepted during an open enrollment period from July 1 to June 30 for enrollment in the following school year.

Public Random Drawing

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In this event, OCWIHS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of ~~currently enrolled~~ students admitted to or attending OCWIHS
2. Children of Charter School employees
3. Residents of Orange County

Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. OCWIHS and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait-list carry over to the following school year.

ELEMENT I: INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)

OCWIHS will facilitate an annual independent audit of the school's financial affairs as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). OCWIHS will select an independent auditor and the auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

The audit will verify the accuracy of OCWIHS's financial statements, attendance and enrollment accounting practices and review OCWIHS's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the

California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Chief Financial Officer along with an audit committee will review any audit exceptions or deficiencies and report to OCWIHS’s Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of OCWIHS is public record to be provided to the public upon request.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

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

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

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

~~(III)~~ Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be

removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605.6(b)(5)(J)

Attached, as **Exhibit B**, please find the Charter School’s suspension and expulsion policy.

ELEMENT K: EMPLOYEE RETIREMENT

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)

All employees at OCWIHS shall participate in the federal social security system. Additionally, OCWIHS shall offer a Retirement Program. OCWIHS shall inform all applicants for positions within OCWIHS of the Retirement Program options for employees of OCWIHS. Designated administration shall be responsible for ensuring that mandatory deductions and contributions are made for all employees.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(~~EN~~)

No student may be required to attend OCWIHS. Students who reside within the County who choose not to attend OCWIHS may attend a school within their school district of residence or another district according to the district’s intra- and inter-district policies. Parents and guardians of each student enrolled in OCWIHS shall be informed on admissions forms that the students have no right to admission to a particular school of a local education agency as a consequence of enrollment in OCWIHS, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: ~~A description of the~~ The rights of any employee of the county office of education upon leaving the employment of the county office of education, to be employed by the charter school, and ~~a description of~~ any rights of return to the county office of education that the employee may have upon leaving employment of the charter school. Education Code Section 47605.6(b)(5)(~~PO~~)

No employee of the County shall be required to work at OCWIHS. Employees of the County who choose to leave the employment of the County to work at OCWIHS will have no automatic rights of return to the County after employment by OCWIHS unless specifically granted by the County

through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in OCWIHS that the County may specify, any rights of return to employment in a school district after employment in OCWIHS that the school district may specify, and any other rights upon leaving employment to work in OCWIHS that the County determines to be reasonable and not in conflict with any law.

All employees of OCWIHS shall be considered the exclusive employees of OCWIHS and not of the County. Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to OCWIHS. Employment by OCWIHS provides no rights of employment at any other entity, including any rights in the case of closure of OCWIHS.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

Disputes Between the County and OCWIHS

OCWIHS recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. OCWIHS is willing to consider changes to the process outlined below as suggested by the County.

In the event of a dispute between OCWIHS and the County relating to provisions of the charter, as required pursuant to Education Code Section 47605.6(b)(5)(L), OCWIHS staff and Board and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Chief Executive Officer, or their respective designees.

In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, OCWIHS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations, and shall not apply to any controversy or claim that is in any way related to revocation of the OCWIHS charter. OCWIHS recognizes the role of the OCDE in investigations and inquiries of OCWIHS pursuant to Education Code Section 47604.4.

The Chief Executive Officer and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Chief Executive Officer, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective

designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Board of OCWIHS and the County Board of Education jointly agree to bind themselves.

The costs of the mediator shall be split equally between the County and OCWIHS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and OCWIHS.

Internal Disputes

Disputes arising from within OCWIHS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members shall be resolved pursuant to policies and processes developed by OCWIHS. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the OCWIHS Board has requested the County to intervene in the dispute. The County shall refer any complaints or reports regarding complaints or disputes concerning OCWIHS to the OCWIHS Board or the Chief Executive Officer for resolution in keeping with OCWIHS's policies.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

~~Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code Section 47605.6(b)(5)(M)~~

~~OCWIHS shall be deemed the exclusive public school employer of the employees of OCWIHS for the purposes of the Educational Employment Relations Act (“EERA”). OCWIHS shall comply with the EERA.~~

ELEMENT P: CLOSURE PROCEDURES

~~Governing Law: A description of the~~ The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(QP)

Closure of OCWIHS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Vice President of Education or his/her designee as the person responsible for closure-related activities.

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

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

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

As applicable, the Vice President or designee, will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. OCWIHS shall work with the County Office of Education to determine a suitable arrangement for transfer and location of storage of student records.

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

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

OCWIHS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of OCWIHS, all assets of OCWIHS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending OCWIHS, remain the sole property of OCWIHS and, upon dissolution of the charter school, shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

As specified by the budget in Exhibit C, OCWIHS shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h)

Attached, as Exhibit C, please find the following documents:

- A multi-year operational budget
- Cash flow and financial projections for the first three years of operation
- [Plans for establishment of a reserve](#)
- [LCFF budget calculator \(FCMAT\)](#)
- [Budget assumptions/narrative](#)

The information provided regarding finances, financial reporting, insurance, transportation, and administrative services is intended for informational purposes only and to assist the County in understanding how the school may affect the County. This information does not constitute a legally binding contract or agreement, is not intended to govern the relationship of OCWIHS and County, and shall not be considered a part of the charter or any related agreements or memoranda of understanding.

B. Financial Reporting

OCWIHS shall annually prepare and submit the following reports to the County Superintendent of Schools:

- On or before July 1, a preliminary budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of OCWIHS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all OCWIHS's receipts and expenditures for the preceding fiscal year.
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1.

C. Insurance

OCWIHS shall acquire and finance general liability, worker's compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by OCWIHS's insurer. The County Board of Education shall be named as an additional insured on [the general liability insurance all-policies](#) of OCWIHS.

D. Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the [charter school](#) are to be provided. Education Code Section 47605.6(h)

OCWIHS shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

OCWIHS may discuss the possibility of purchasing some of these or other services from the County Office of Education. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between OCWIHS and the County and subject to County availability and willingness to provide such services.

E. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605(g) The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h)

As the Charter School is a non-classroom based/independent study charter school, the County and Charter school understand and agree that the Charter School ~~may~~ must serve any interested students and locate facilities throughout Orange County and adjacent counties in accordance with Education Code Sections 47605.6, ~~47605.1(g) subdivisions (e)(1) and (e)(2)(A),~~ and 51747.3. Additionally, the Charter School must provide appropriate services and resources to enable the Charter School's students to complete their independent study successfully. As such, the Charter School utilizes resource centers ,to facilitate its independent study program and offer services to students including, but not limited to, testing, tutoring, small group sessions, special education services, and teacher-student meetings.

The Charter School has positioned itself as a qualified educational service provider to WIOA providers through state, federal and local WIOA Boards and programs. The list of programs pursuant to Education Code Section 47605.1(g) we partner with changes from year to year as grant dollars change from provider to provider. The Charter School seeks to work with direct and indirect granters of WIOA Boards in multiple counties, including Orange and contiguous counties.

Following is a list of the Charter School's current facility locations: The Charter School shall locate and operate with Orange County boundaries as follows:

505 North Euclid Street
Anaheim, CA 92805

~~12821 Knott Street
Garden Grove, CA 92841~~ ~~950 West Highland Street
Santa Ana, CA 92703~~

WIOA program locations are different with every WIOA funded grant or affiliate and the location of OCWIHS's resource centers may change from year-to-year based on students' geographic location, program requirements, and financial considerations as determined by the Board of Directors. Examples of possible locations include, but are not limited to: Boys and Girls Club facilities, temporary locations (i.e., one-month rental at local library for summer intersession, WIOA facilities, mobile trailers, and various County facilities for migrant farm workers.

Education Code Section 47605.1(g) exempts charter schools that provide instruction exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g) from the jurisdictional and geographic restrictions set forth in the Education Code.

The County and OCWIHS understand and agree that the addition or deletion of facilities shall not require a material revision of this charter. OCWIHS shall annually provide to the County a list of its facility locations and, if applicable a copy of the lease and any appropriate permits/clearances in accordance with Education Code Section 47610 for any new facilities.

~~The location of the Charter School's facilities may change based on students' geographic location, program requirements, and financial considerations as determined by the Board of Directors and to best serve students. Examples of possible locations include, but are not limited to: Boys and Girls Club facilities, temporary locations (i.e., one month rental at local library for summer intersession), WIA/WIOA facilities, mobile trailers, and various County facilities for migrant farm students, all of which may change locations on a regular basis.~~

~~Further, the County and Charter School understand and agree that the addition or deletion of facilities shall not require a material revision to this charter.~~ The Charter School shall annually provide to the County a list of its facility locations and, if applicable, a copy of the lease and any appropriate permits/clearances in accordance with Education Code Section 47610 for any new facilities.

F. Transportation

With the exception of special education students whose transportation is mandated by their Individualized Education Program, or as otherwise required by applicable law, OCWIHS shall not provide transportation of students to and from school.

G. Potential Civil Liability Effects

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the [charter](#) school, any school district where the charter school may operate and upon the county board of education. Education Code Section 47605.6(h)

An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School agrees to indemnify the County against civil liability claims arising from the Charter School's actions or inactions under the charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and as described above the School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, the County shall be named an additional insured on the general liability insurance of the Charter School.

Signature Page for Teachers

~~We the undersigned~~ believe that the attached charter for the creation of **Orange County Workforce Innovation High School** (the “Charter School”) merits consideration and hereby petition the Orange County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School’s charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

 Name _____ Signature _____ Date _____

~~The petitioners recognize Orange County Workforce Innovation High School as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Orange County Board of Education.~~

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Orange County Workforce Innovation High School		
Contact Name and Title	Julie Parra Principal	Email and Phone	jparra@workforcehs.org (661-952-6028)

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Orange County Workforce Innovation High School is a public charter that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college-readiness through our integrated and personalized program of job readiness coursework and standards-based curriculum. Some students need the flexibility of an independent student model to meet family obligations, such as work or child care needs. Many of our students reflect a diverse community with often low-income and English as a second language as a barrier to academic success. Some students may have been unsuccessful in the traditional school setting and simply seek an alternative choice in curriculum programs. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The Local Control Accountability Plan (LCAP) provides funds for helping high needs students with socio-emotional support, academic interventions, counselling and student activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language learners and foster youth:

Goal #1: Increase student retention.

Goal #2: Increase credit completion.

Goal #3: Increase students' computer literacy by completing an online course.

Goal #4: Increase student career and college-readiness.

Goal #5: Increase stakeholder engagement.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

The LCFF Evaluation Rubrics for the Alternative Schools Accountability System are currently under development by the California Department of Education. In the interim, we have developed an internal data collection system that aligns with the 8 state priorities. The school data demonstrates that we have grown in the following areas:

- We continue to increase our participation in the Career Technology Education program.
- Additionally, the number of students enrolled in our online program continues to increase.
- We held events that increased our stakeholder participation.
- The graduate rate, as determined in the 3rd quarter, has steadily increased and will grow through the year.
- Results from the school climate survey demonstrated that students feel safe and connected at school.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. The school data demonstrates that we will need to take additional action in the following areas:

- We had an attendance rate of 83.62% and our benchmark was 85%. To address this we will make sure that students have more buy-in to the incentive programs that connected them to school. Additionally, we will promote our support for student transportation.
- Although our Parent Advisory/English Language Advisory Committee was relatively new and have 4 participants, we expect it to grow next year. We will work to increase the interest and participation of parents in school activities that are meaningful and engaging. 90% of the parents surveyed felt that they were encouraged to participate.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Our internal data collection shows that our English Learners were just .13 percentage points short of the “all student” performance metric in credits completed. Our special education students were just .2 points below the average. Our Asian student group was the lowest performing in credit completion. Our African American students outperformed the “all student” average. White students are below other ethnic groups in credit completion. Here are the steps we would like to take to help close the performance gaps:

- Provide support staff to work with students falling behind on a regular basis and address their specific needs.
- Ensure students in need participate in tutoring with an tutor they can connect to regularly.
- Promote participation in student activities and meaningful school experiences to enhance engagement.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will improve or increase our actions and services, in alignment with the LCAP goals, to improve outcomes for our English Language Learners, low income, and foster youth, by using LCFF supplemental funds directed at meeting the unique needs of our unduplicated youth.

Currently, the Local Control and Accountability Plan directs funds toward supporting low-income students, English learners and foster youth by providing the following actions and services:

- Academic Interventions
- Socio-emotional support
- Tutoring
- English Learner Instruction
- Small Group Instruction
- Transportation
- Incentives
- Parent engagement

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$3,054,005

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,850,037.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Bellow describes the base program for the LCAP Year and is a general description of our base program.

The base program includes the following:

- Certificated Salaries and Benefits
- Classified Salaries and Benefits
- Professional Development
- Materials, Books & Supplies
- Consumables
- Communications/Contracted Services
- Facilities Expenses
- Mandatory contributions to routine restricted maintenance
- Charter Association Dues

Some of the other expenditures not included in the LCAP are the following:

- Total cost of some base program expenditures
- Total cost of rental property
- Total cost of overhead
- Costs involving running a business such as insurance, auditing expenses, lawyers' fees, and taxes.

\$2,850,037

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase student retention.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Retention rate will increase by 2%. (Addresses Priority #5)
 Dropout rates will decrease by 2%. (Addresses Priority #5)
 Maintain a less than 2% suspension and expulsion rate. (Addresses Priority #6)
 Maintain an 85% or higher attendance rate. (Addresses Priority #5)

ACTUAL

Data is based on 3rd quarter results at this time:

Goal #1 Metrics	2015-2016	2016-2017	Progress
Retention Rate - Priority #5	N/A	83.49%	Met
Attendance Rate 85% - Priority #5	N/A	83.62%	Did Not Meet
Dropout Rate - Priority #5	N/A	6.71%	Met
Suspension Rate - Priority #6 Expulsion - Priority #6	Suspensions: 0 Expulsions: 0	Suspensions: 0 Expulsions: 0	Met
School Facilities - Priority #1	Exemplary	Exemplary	Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Increase academic and social/emotional support services.	Increase academic and social/emotional support services for low income, foster youth, and English Learners:
Expenditures	BUDGETED Increase instructional access through additional staff (B1, B2, B3) LCFF \$35,000	ESTIMATED ACTUAL Tutors are available to students during school hours. 35000

Increase academic and social/emotional support services through additional counseling staff. (B1, B3) LCFF \$20,000
 Establish an integrated intervention system. (B2, B3) LCFF \$5,000
 Community Welfare and Attendance Technician. (B1, B3) LCFF \$2,500
 Provide transportation assistance. (B4) LCFF \$1,000

Counselors have been available at every center to assist students. 20000
 A variety of incentives were employed, including snacks for students attending school. 5000
 The Student Retention Services person has provided assistance to students who have had difficulties attending school. 2500
 Students receive transportation assistance if needed through the local public bus service. 1000

Action **2**

Actions/Services
 Provide an intervention and support program.

Expenditures
PLANNED
 Provide professional development for certificated and classified staff to implement intervention program.(B5) LCFF \$5,000
BUDGETED
 Purchase materials, hardware and software for intervention program. (B4) LCFF \$5,000

ACTUAL
 Provide an effective educational program for all students:

ESTIMATED ACTUAL
 Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. 5000
 A variety of incentives were employed, including snacks for students attending school. 5000

Action **3**

Actions/Services
 Track academic progress to ensure adequate support and achievement

Expenditures
PLANNED
 Track academic progress to ensure adequate support and achievement
BUDGETED
 Certificated and Classified (B1, B3) 3000-3999: Employee Benefits LCFF \$2,500

ACTUAL
 ELD teachers supports student progress.

ESTIMATED ACTUAL
 ELD Teacher was hired. 2500

Action **4**

Actions/Services
 Provide a Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.

Expenditures
PLANNED
 Provide a Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
BUDGETED
 Certificated Staff 3000-3999: Employee Benefits LCFF \$102,000
 Classified Staff. (B2, B3) 3000-3999: Employee Benefits LCFF \$ 9,000

ACTUAL
 Provides an effective educational program for all students

ESTIMATED ACTUAL
 Certificated teachers employ a variety of techniques to reach students. 100615
 The SRS has provided assistance to students who have had difficulties attending school. 8878

Action **5**

<p>Actions/Services</p>	<p>PLANNED A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>ACTUAL All students are provided standards-aligned curriculum in all subject areas.</p> <p>Educational materials are used to maintain an effective educational program.</p>
<p>Expenditures</p>	<p>BUDGETED Materials, hardware and software:(B4) LCFF \$26,000</p> <p>Computers, software, Equipment:(B4) LCFF \$14,000</p> <p>Meals & Consumables:(B4) LCFF \$2,000</p> <p>Contracted Services & Communication:(B5) LCFF \$19,000</p> <p>Professional Development for certificated staff:(B5) LCFF \$1,000</p>	<p>ESTIMATED ACTUAL Educational materials are used to maintain an effective educational program. 25647</p> <p>Upgrades and computers support the Read 180 program 13810</p> <p>Various items supported the incentive program and student field trips. 1973</p> <p>Various items supported our communication and outreach. 18742</p> <p>Many modes of professional development have been used to support students. PLC's look at data and share best practices. 986</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED Safe and secure facilities are required to maintain an effective educational program.</p>	<p>ACTUAL Facilities are safe and secure to maintain an effective educational program.</p>
<p>Expenditures</p>	<p>BUDGETED Facilities:(B5) LCFF \$19,000</p>	<p>ESTIMATED ACTUAL Facilities are safe and secure to maintain an effective educational program. 18742</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have done well in implementing the actions and services in this goal, such as having counselors and SRS's effectively helping students. Counselors and SRS's do home visits. Reaching and connecting with all sub-group students is still a persistent challenge. Providing bus tokens and transportation for students was very helpful.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met this goal. Our retention rate is relatively high and consistent. Although implementation of our planned actions and services was on-going, we fell just short of meeting our attendance benchmark this year. We could do more to increase buy-in for student incentives.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None to note.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Support labs in ELA and Math, that provide small group instruction, are still in the process of being fully implemented. (See Goal #1)

Additional teachers will need to be hired to implement the ELA and Math labs. (See Goal #1)

More field trips will be used as incentives next year. (See Goal #1)

Camp for Life was implemented this year and the experience seemed to help them connect with staff and other students. (See Goal #1)

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Increase student completion rate of core academic requirements.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increase number of credits completed by 2% (Addresses Priority #4)
- English learner reclassification rates will increase by 2% (Addresses Priority #4)
- Maintain 100% Highly Qualified Teacher status (Addresses Priority #1)

ACTUAL

Data is based on 3rd quarter results at this time;

Goal #2 Metrics	2015-2016	2016-2017	Progress	
Average Credit Completion - Priority #4	N/A Overall Course	3.19 Overall Courses	Met	
English Learner Reclassify - Priority #4	N/A	TBD	TBD	
Highly Qualified Status - Priority #1	N/A	100%	Met	
Graduate Data	2015-2016	2016-2017	Progress	
Increase Graduation Rate - Priority #5 (CBED Cohort)	N/A	9%	Met	
Subgroups	English Learners:	Low Income	Foster Youth	Special Education
Graduates @3 rd qrt	1	2	N/A	0

Subgroup Data for Credit Completion

Subgroups	English Learners:	Low Income	Foster Youth	Special Education
Avg. Completion	3.03	3.08	1.0	2.93
Ethnicity	Latino/Hispanic	African American	White	Asian
Avg. Completion	3.05	3.36	3.52	3.0

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1	<p>PLANNED Increase academic and social/emotional support services.</p>	<p>ACTUAL Increase academic and social/emotional support services for low income, foster youth, and English Learners:</p>
Actions/Services	<p>BUDGETED Increase instructional access through additional staff. (B1, B2, B3) LCFF \$50,000 Increase academic and social/emotional support services through additional counseling staff. (B1, B3) LCFF \$30,000 Establish an integrated intervention system. (B2, B3) LCFF \$10,000 Community Welfare and Attendance Technician. (B1, B3) LCFF \$5,000 Provide transportation assistance. (B4) LCFF \$1,000</p>	<p>ESTIMATED ACTUAL The read 180 teacher is working with students. 50000 Counselors support students have been available at every center to assist students. 30000 A variety of incentives were employed, including snacks for students attending school. 10000 Student Retention Services personnel were hired and serviced students 5000 Students receive transportation assistance if needed through the local public bus service. 1000</p>
Expenditures		
Action 2	<p>PLANNED Provide an intervention and support program.</p>	<p>ACTUAL Provide an intervention and support program for English Learners and RFEF students:</p>
Actions/Services	<p>BUDGETED Provide professional development for certificated and classified staff to implement intervention program. (B5) LCFF \$5,000 Purchase materials, hardware and software for intervention program. (B4) LCFF \$21,894</p>	<p>ESTIMATED ACTUAL Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. 5000 Educational materials are used to maintain an effective educational program. 21894</p>
Expenditures		
Action 3	<p>PLANNED Track academic progress to ensure adequate support and achievement</p>	<p>ACTUAL Student progress was tracked and support was provided.</p>
Actions/Services	<p>BUDGETED Certificated and Classified. (B1, B3) 3000-3999: Employee Benefits LCFF \$5,000</p>	<p>ESTIMATED ACTUAL An EL clerk helps assess students and a tutors are available. 5000</p>
Expenditures		

Action **4**

<p>Actions/Services</p>	<p>PLANNED Provide a Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p>	<p>ACTUAL Provide an effective educational program for all students:</p> <p>Students received tutors each day.</p>
<p>Expenditures</p>	<p>BUDGETED Certificated Staff: (B1, B3) 3000-3999: Employee Benefits LCFF \$835,431</p> <p>Classified Staff: (B2, B3) 3000-3999: Employee Benefits LCFF \$88,874</p>	<p>ESTIMATED ACTUAL Certificated teachers employ a variety of techniques to reach students. 824084</p> <p>The SRS has provided assistance to students who have had difficulties attending school. 87667</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>ACTUAL Curriculum was implemented.</p> <p>Educational materials are used to maintain an effective educational program.</p>
<p>Expenditures</p>	<p>BUDGETED Materials, hardware and software:(B4) LCFF \$167,316 Computers, software, Equipment: LCFF \$16,355 Meals & Consumables:(B4) LCFF \$5,525 Contracted Services & Communication: (B5) LCFF \$220,117 Professional Development for certificated staff:(B5) LCFF \$1,046</p>	<p>ESTIMATED ACTUAL The EL curriculum is being taught by the EL teacher. 165043 Computers were used to support the Read 180 program. 16133 Student recieved snacks on site as necessary. 5450 Communications services were purchased 217127 Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. 1032</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED Safe and secure facilities are required to maintain an effective educational program.</p>	<p>ACTUAL Facilities are safe and secure to maintain an effective educational program.</p>
<p>Expenditures</p>	<p>BUDGETED Facilities:(B5) LCFF \$239,737</p>	<p>ESTIMATED ACTUAL Safe and secure facilties were ongoing. 236481</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials</p>	<p>ACTUAL Each student had a PLP developed with their teacher.</p>
<p>Expenditures</p>	<p>BUDGETED Cost is included in teacher salary as part of their duties. LCFF</p>	<p>ESTIMATED ACTUAL No cost</p>
<p>Action 8</p>		
<p>Actions/Services</p>	<p>PLANNED Local Benchmarks proficiency levels for ELA, mathematics, science, and social science. Statewide assessments in ELA and mathematics.</p>	<p>ACTUAL Students were assessed this year using NWEA and the CAASPP.</p>
<p>Expenditures</p>	<p>BUDGETED Initial planning costs for development:(B5) \$2,000 Statewide Assessments are free at this point.</p>	<p>ESTIMATED ACTUAL Planning for student assessments was ongoing. 1973 Students were assessed this year using NWEA and the CAASPP.</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We have done well in implementing the actions and services in this goal, such as having tutors and intervention teachers effectively helping students. However, meeting the academic needs of all sub-group students is still a persistent challenge.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We met this goal. Our graduation numbers are increasing this year. The numbers reported are based on data from the 3rd quarter. As a result of our effective implementation, our average credit completion rate has been consistent. Read 180 was very helpful in identifying students learning and then intervention for their literacy skills.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>None to note.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The hiring of additional teachers and staff will support the continued progress on this goal. (See Goal #2)

Additional professional development for teachers to connect with students might help. (See Goal #2)

Additional incentives that have student buy-in and input will could possibly improve our metrics. (See Goal #2)

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Students will obtain basic computer use skills and complete one online course.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The number of students participating in a basic computer skills class or online course will increase. (Address Priority #7)

ACTUAL

Data is based on 3rd quarter results at this time:

Goal #3 Metrics	2015-2016	2016-2017	Progress
Online Enrollment - Priority #7	N/A	17	Met
Online Completion - Priority #7	N/A	29.41%	Met
Online Course Access- Priority #7	N/A	100%	Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Increase academic and social/emotional support services.	Increase academic and social/emotional support services for low income, foster youth, and English Learners:
Expenditures	<p>BUDGETED Increase instructional access through additional staff. (B1, B2, B3) LCFF \$20,000</p> <p>Increase academic and social/emotional support services through additional counseling staff. (B1, B3) LCFF \$10,000</p>	<p>ESTIMATED ACTUAL The tutor is available to students during school hours. 20000</p> <p>Counselors support students have been available at every center to assist students. 10000</p>

Establish an integrated intervention system. (B2, B3) LCFF \$3,000
 Community Welfare and Attendance Technician. (B1, B3) LCFF \$2,500
 Provide transportation assistance. (B4) LCFF \$500

A variety of incentives were employed, including snacks for students attending school. 3000
 The SRS has provided assistance to students who have had difficulties attending school. 2500
 Students receive transportation assistance if needed through the local public bus service. 500

Action **2**

PLANNED
 Provide an intervention and support program.

BUDGETED
 Provide professional development for certificated and classified staff to implement intervention program.(B5) LCFF \$2,500
 Purchase materials, hardware and software for intervention program. (B4) LCFF \$2,500

ACTUAL
 Provide an intervention and support program for English Learners and RFEF students:

ESTIMATED ACTUAL
 Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. 2500
 The ELD Read Smart is a curriculum online that we hope to purchase in the future. 2500

Actions/Services

Expenditures

Action **3**

PLANNED
 Track academic progress to ensure adequate support and achievement

BUDGETED
 Certificated and Classified. (B1, B3) 3000-3999: Employee Benefits LCFF \$5,000

ACTUAL
 EL student progress was tracked by the EL clerk and teachers

ESTIMATED ACTUAL
 The online teacher is working with students. 5000

Actions/Services

Expenditures

Action **4**

PLANNED
 Provide a Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

BUDGETED
 Certificated Staff: (B1, B3) 3000-3999: Employee Benefits LCFF \$59,000
 Classified Staff:(B2, B3) 3000-3999: Employee Benefits LCFF \$ 8,000

ACTUAL
 Provide an effective educational program for all students:

Certificated teachers employ a variety of techniques to reach students.

ESTIMATED ACTUAL
 Online teacher supports students. 58199
 Tutors support students who are in need. 7891

Actions/Services

Expenditures

Action **5**

PLANNED

ACTUAL

Actions/Services

Expenditures	<p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>All students are provided standards-aligned curriculum in all subject areas.</p>
	<p>BUDGETED</p> <p>Materials, hardware and software:(B4) LCFF \$13,000</p> <p>Computers, software, Equipment:(B4) LCFF \$33,000</p> <p>Meals & Consumables:(B4) LCFF \$2,000</p> <p>Contracted Services & Communication:(B5) LCFF \$19,000</p> <p>Professional Development for certificated staff:(B5) LCFF \$2,000</p>	<p>ESTIMATED ACTUAL</p> <p>All students are provided standards-aligned curriculum in all subject areas. 12823</p> <p>Computer support the Read 180 and Read Smart program 32552</p> <p>Snacks and incentives are provided to students. 1973</p> <p>Communications services were purchased 18742</p> <p>Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. 1973</p>

Action **6**

Actions/Services	<p>PLANNED</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>ACTUAL</p> <p>Facilities are safe and secure to maintain an effective educational program.</p>
Expenditures	<p>BUDGETED</p> <p>Facilities:(B5) LCFF \$23,000</p>	<p>ESTIMATED ACTUAL</p> <p>Safe and secure facilities were ongoing. 22688</p>

Action **7**

Actions/Services	<p>PLANNED</p> <p>Develop an assessment to measure technology literacy.</p>	<p>ACTUAL</p> <p>Assessments for technology were not developed, but online assessments for Read 180 were purchased instead.</p>
Expenditures	<p>BUDGETED</p> <p>Initial cost for planning (B5) LCFF \$2,000</p>	<p>ESTIMATED ACTUAL</p> <p>1973</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have continued to improve in implementing the actions and services in this goal, such as having teachers enroll students in an online program and providing tutors to help support the students. However, meeting the academic needs of all sub-group students is still a persistent challenge. It's a challenge to ensure that students enroll in an online class when they complete orientation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met this goal. This year our online enrollment has continued to increase. Our completion rate increases throughout the year. There are now multiple pathways for students to access the online education curriculum and that increases the levels of participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None to note.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year we will continue to build on providing a personalized learning plan for students that could include an online programs such as Professional Skills or Virtual Job Shadow. (See Goal #3)

We might also consider the possibility of providing additional digital devices to students, so that they can increase their mobile access to the curriculum. (See Goal #3)

More support for students who need tutoring will require hiring additional tutors. (See Goal #3)

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Students will gain skills for college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE course. (Address Priority #7)

Completion for courses aligned to the Common Core State Standards will increase. (Addresses Priority #2)

Establish a baseline of data for CTE course completion rates. (Address Priority #7)

ACTUAL

Data is based on 3rd quarter results at this time:

Goal #4 Metrics	2015-2016	2016-2017	Progress
CTE & Basic CTE Course Enrollment- Priority #7	N/A	122	Met
Individual Learning Plans with CTE incorporated -Priority #7	N/A	41%	Did Not Meet
Implementation of state standards- Priority #2	N/A %	100%	Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Increase academic and social/emotional support services.	Increase academic and social/emotional support services for low income, foster youth, and English Learners:
Expenditures	BUDGETED Increase instructional access through additional staff(B1, B2, B3) LCFF \$16,000	ESTIMATED ACTUAL The CTE/Online teacher is working with students. 16000

Increase academic and social/emotional support services through additional counseling staff(B1, B3) LCFF \$10,000
 Establish an integrated intervention system (B2, B3) LCFF \$3,000
 Community Welfare and Attendance Technician(B1, B3) LCFF \$2,000
 Provide transportation assistance(B4) LCFF \$700

Counselors support students have been available at every center to assist students. 10000
 A variety of incentives were employed, including snacks for students attending school. 3000
 SRS supports students 2000
 Students receive transportation assistance if needed through the local public bus service. 700

Action **2**

Actions/Services

PLANNED
 Provide an intervention and support program.

ACTUAL
 Provide an intervention and support program for English Learners and RFEP students:

Expenditures

BUDGETED
 Provide professional development for certificated and classified staff to implement intervention program.(B5) LCFF \$3,000
 Purchase materials, hardware and software for intervention program(B4) LCFF \$3,000

ESTIMATED ACTUAL
 Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. 3000
 Educational materials are used to maintain an effective educational program. 3000

Action **3**

Actions/Services

PLANNED
 Track academic progress to ensure adequate support and achievement

ACTUAL
 Student progress was tracked through SIS and EL clerk

Expenditures

BUDGETED
 Certificated and Classified (B1, B3) 3000-3999: Employee Benefits LCFF \$3,000

ESTIMATED ACTUAL
 EL Clerk tracked students. 3000

Action **4**

Actions/Services

PLANNED
 Provide a Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.

ACTUAL
 Teachers support students in learning the curriculum.
 Tutors provide support for students as needed.

Expenditures

BUDGETED
 Certificated Staff: (B1, B3) 3000-3999: Employee Benefits LCFF \$68,000
 Classified Staff:(B2, B3) 3000-3999: Employee Benefits LCFF \$4,000

ESTIMATED ACTUAL
 Teachers implemented the curriculum 67076
 Tutors and support staff ensured students were served. 3946

Action **5**

<p>Actions/Services</p>	<p>PLANNED A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Educational materials are required to maintain an effective program.</p>	<p>ACTUAL Provide an effective educational program for all students:</p> <p>Certificated teachers employ a variety of techniques to reach students.</p>
<p>Expenditures</p>	<p>BUDGETED Materials, hardware and software:(B4) LCFF \$1,000</p> <p>Computers, software, Equipment:(B4) LCFF \$1,000</p> <p>Meals & Consumables:(B4) LCFF \$2,000</p> <p>Contracted Services & Communication:(B5) LCFF \$7,000</p> <p>Professional Development for certificated staff:(B5) LCFF \$1,000</p>	<p>ESTIMATED ACTUAL Educational materials are used to maintain an effective educational program. 9864</p> <p>Computers were used to support the Read 180 program and online CTE program. 986</p> <p>Food was purchased to support students in need as well as incentives. 1973</p> <p>Communications services were purchased. 6905</p> <p>Many modes of professional development have been used to support students. PLC's look at data and share best practices. 986</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED Safe and secure facilities are required to maintain an effective educational program.</p>	<p>ACTUAL Safe and secure facilities are on-going.</p>
<p>Expenditures</p>	<p>BUDGETED Facilities:(B5) LCFF \$9,000</p>	<p>ESTIMATED ACTUAL Facilities are safe and secure to maintain an effective educational program. 8878</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED 100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE course.</p>	<p>ACTUAL 41% of our students had CTE incorporated in their PLP.</p>
<p>Expenditures</p>	<p>BUDGETED Cost is included in teacher salary as part of their duties.</p>	<p>ESTIMATED ACTUAL No cost</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Career Technology Education program has been growing in its offerings and participation is increasing. It is still a challenge to enroll sub-group students in high numbers, but we continue with our outreach and career planning efforts. We had additional field trips, along with career and college activities this year. Also, The small classroom option, like the CTE programs, has helped the quality of the program and we hope to build upon it next year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met this goal. Our curriculum is 100% standards-based. As a result of our implementation, the enrollment in CTE courses has increased. The percentage of students with CTE in their Academic Plan has also increased, because teachers promote those courses for students. Course completion has also significantly improved as students' interest and engagement are elevated by this course work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are still looking to expand our CTE teaching staff so that students have additional options.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The hiring of additional teachers and staff will support the continued progress on this goal. (See Goal #4)
 Having students take a career inventory and including CTE in students' learning plans will help increase participation. (See Goal #4)
 Additional activities and field trips that are career and college oriented could also help increase student interest and enhance performance. (See Goal #4)

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Increase opportunities for stakeholder involvement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Development of a calendar of events. (Addresses Priority #3)

Communicate scheduled events. (Addresses Priority #3)

Gather baseline data of stakeholder participation rates as measured by sign-in sheets. (Addresses Priority #3)

Collect stakeholder input as measured by an annual survey. Develop baseline completion data. (Addresses Priority #3 & priority #6)

ACTUAL

Data is based on 3rd quarter results at this time:

- Calendar was developed for students and parents
- Events were communicated in a variety of methods
- Stakeholder data is presented below.
- Annual survey results are presented below.

Goal #5 Metrics	2015-2016	2016-2017	Progress
Open House & Awards - Priority #3	N/A	200	Met
PAC Participation- Priority #3	N/A	4	Met
Parent Conferences/ Orientation - Priority #3	N/A	75	Met
Student Survey - - Priority #6	N/A	96% Feel Safe 93% Feel Connected 96% Feel Satisfied	Met Met
Parent Survey - Engagement - - Priority #3	N/A	90% Feel Encouraged to Participate	Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED Development of a calendar of events. Communicate scheduled events.</p>	<p>ACTUAL Calendars were developed and provided to parents and students. Multiple forms of communication methods are used to communicate with parents.</p>
<p>Expenditures</p>	<p>BUDGETED Certificated Staff: (B1, B3) 3000-3999: Employee Benefits LCFF \$20,000 Classified Staff: (B2, B3) 3000-3999: Employee Benefits LCFF \$4,000</p>	<p>ESTIMATED ACTUAL Staff helped to promote events and communications. Staff helped provide translations, primarily in Spanish.</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Gather baseline data of stakeholder participation rates as measured by sign-in sheets Collect stakeholder input as measured by an annual survey. Develop baseline completion data.</p>	<p>ACTUAL Baseline data is presented in the chart above. Same as above.</p>
<p>Expenditures</p>	<p>BUDGETED Contracted Services & Communication:(B5) LCFF \$15,000</p>	<p>ESTIMATED ACTUAL Communication services were purchased.</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our school team provides students, community and parent outreach, but it is still a significant challenge to effectively engage all of our parents. We continue to employ multiple methods to communicate school activities through phone calls, translations, flyers, and engaging activities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, we met expectations in all of our metrics for this goal. Our participation in the Career and College fair was good, and parent conferences continued to grow throughout the year. Although we did not get many participants in our Parent Advisory, we did get meaningful input into the school program. The participants in school activities such as Open House and Awards was increased this year. Parents expressed that they feel encouraged to participate in the school activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None to note.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Multiple events and activities are being planned. (See Goal #5)

Newsletters are still a good ideas but we are considering it for next year. (See Goal #5)

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Parent Advisory Committee/English Learner Advisory Committee met on these dates:

On December 7th, 2016, the Parent Advisory Committee and English Learner Advisory Committee met and learned about the LCAP goals and provided input into the actions and services for the goals. The meeting addressed the following items: current budget of the school; changes to the school budget under local control; parents were asked for consultation about the school LCAP goals, actions and services, the school data was shared, and the effectiveness of the school and instructional program was discussed. The meetings comprised of parents whose students came from a variety of student groups. Parents, pupils, school staff, and other stakeholders have also been engaged and involved in developing, reviewing and supporting implementation of the LCAP over the last couple of years. Meetings included participants with students from the three specific target groups; low income students, English learners, and foster youth. Finally, they were provided an opportunity to share what they liked about the school, and discussed ways we can improve how well we prepare students to be life-long learners.

On February 23rd, 2017, the parents from the PAC/ELAC met and discussed each of the LCAP goals. Progress on the LCAP goals was shared and parents were asked for their input and feedback on future actions and services for relating to the goals. School data was shared and they provided ideas which had an impact on the LCAP. Results from the parent consult is shared in the next section of the LCAP.

The Students, Staff and Administration met:

On March 10th 2017 & again on May 16th, 2017 staff, administration, students and parents were invited to discuss progress on the LCAP goals and data at the school site. The administration shared the data and their analysis of each goal, then asked for input from the stakeholders. There was a concerted interest in continuing to make progress on the goals and actions described in the LCAP, such as providing more parent conferences throughout the year and hire additional tutors.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Results from the Parent Advisory Committee/English Learner Advisory Committee:

Through our meetings and discussions, the following input was provided for the actions and expenditures within our goals. The parents impacted the LCAP by suggesting the following:

- Hire additional teachers to maximize instructional minutes
- Hire additional staff to increase monitoring of student progress
- Hire additional tutors to increase one-one-one support
- Increased communication on credit completion
- Increase college and career-counseling

- Increase online course offerings
- Increase CTE courses offered
- Additional field trips to colleges
- Increase communication in Spanish and additional opportunities, like academic conferences
- Developing additional opportunities for parental involvement

Staff impacted the LCAP by suggesting:

The staff impacted the LCAP by suggesting the following:

- Professional development for teachers to connect with students.
- Increase SRS support and follow through for students who have low attendance
- Increase interventions for students low in reading and mathematics
- Bringing in more opportunities for post-secondary preparation and success
- More tutor support for students who are falling behind.
- An increased instructional minutes through the increase of educational staff
- Training on supporting the school's specific English Learner population
- An expansion of the use of technology, CTE and online course offerings
- An increase in CTE course offerings and field opportunities
- Create system-wide approach to proactively supporting students and connecting parents

Students impacted the LCAP:

The students impacted the LCAP by suggesting the following:

- Increase online course offerings
- Increase CTE courses offered
- Provide extra-curricular or elective opportunities will foster engagement, retention and a positive school culture.
- Provide student incentives for high attendance or hitting credit goals that students like.
- Provide a basic computer workshop/class.
- Increase field trips to colleges and universities.
- College awareness workshops
- Additional field trips to area colleges
- Hire a counselor to provide post-secondary, academic, and social emotional support
- Hire an additional school counselor to help with parent involvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Increase student retention.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Students' attendance is often irregular for a variety of reasons. Regular attendance needs to increase, if students are going to be successful in their educational program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Retention rate (Priority 5 – local)	Baseline is based on 3rd quarter results:	Retention rate will increase (Priority 5 - local)	Retention rate will increase (Priority 5 - local)	Retention rate will increase (Priority 5 - local)
* Attendance rate (Priority 5)	Goal #1 Metrics 2016-2017	Attendance rate will be 85% or higher (Priority 5)	Attendance rate will be 85% or higher (Priority 5)	Attendance rate will be 85% or higher (Priority 5)
* Dropout rate (Priority 5)	Retention Rate - Priority #5 83.49%	Dropout rate will decrease (Priority 5)	Dropout rate will decrease (Priority 5)	Dropout rate will decrease (Priority 5)
* Suspension rate (Priority 6)	Attendance Rate - Priority #5 83.62%	Suspension rate will be low (Priority 6)	Suspension rate will be low (Priority 6)	Suspension rate will be low (Priority 6)
* Expulsion rate (Priority 6)	Dropout Rate - Priority #5 6.71%	Expulsion rate will be low (Priority 6)	Expulsion rate will be low (Priority 6)	Expulsion rate will be low (Priority 6)
* Facilities Inspection Results (Priority 1)	Suspension & Expulsion - Priority #6 Suspensions: 0 Expulsions: 0	School Facilities rating is exemplary (Priority 1)	School Facilities rating is exemplary (Priority 1)	School Facilities rating is exemplary (Priority 1)
	School Facilities - Priority #1 Exemplary			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:

Increase instructional access through addition staff services, tutors, etc.

Student Retention Services personnel will provide intervention.

Increase academic and social/emotional support services through additional counseling staff.

2018-19

New Modified Unchanged

These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:

Increase instructional access through addition staff services, tutors, etc.

Student Retention Services personnel will provide intervention.

Increase academic and social/emotional support services through additional counseling staff.

2019-20

New Modified Unchanged

These actions are principally directed towards meeting the needs of the unduplicated student population because in our experience these students have the greatest risk for poor attendance which leads to loss of credit. The actions & services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population:

Increase instructional access through addition staff services, tutors, etc.

Student Retention Services personnel will provide intervention.

Increase academic and social/emotional support services through additional counseling staff.

Establish an integrated intervention/incentive system.
Provide transportation assistance.

Establish an integrated intervention/incentive system.
Provide transportation assistance.

Establish an integrated intervention/incentive system.
Provide transportation assistance.

BUDGETED EXPENDITURES

2017-18

Amount	50101
Budget Reference	Classified, SRS, Tutors and others
Amount	13264
Budget Reference	Certificated Counseling
Amount	998
Budget Reference	Materials, Hardware, Software
Amount	1314
Budget Reference	Transportation

2018-19

Amount	54455
Budget Reference	Classified, SRS, Tutors and others
Amount	14417
Budget Reference	Certificated salaries: counselors
Amount	1085
Budget Reference	Materials, Hardware, Software
Amount	1429
Budget Reference	Transportation

2019-20

Amount	60476
Budget Reference	Classified, SRS, Tutors and others
Amount	16011
Budget Reference	Certificated salaries: counselors
Amount	1205
Budget Reference	Materials, Hardware, Software
Amount	1587
Budget Reference	Transportation

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Purchase materials, hardware and software for EL intervention program

Small group teachers and labs for EL, ELA and mathematics

2018-19

New Modified Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Purchase materials, hardware and software for EL intervention program

Small group teachers and labs for EL, ELA and mathematics

2019-20

New Modified Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Purchase materials, hardware and software for EL intervention program

Small group teachers and labs for EL, ELA and mathematics

BUDGETED EXPENDITURES

2017-18

Amount 34897

Budget Reference Professional Development

Amount 15494

Budget Reference Materials

Amount 87966

Budget Reference Certificated salaries and benefits

2018-19

Amount 37930

Budget Reference Professional Development

Amount 16840

Budget Reference Materials

Amount 95611

Budget Reference Certificated salaries and benefits

2019-20

Amount 42124

Budget Reference Professional Development

Amount 18702

Budget Reference Materials

Amount 106183

Budget Reference Certificated salaries and benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide an effective educational program:
 The foundation of an effective educational program is Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
 A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
 Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.
 Educational materials are required to maintain an effective program.

2018-19

New Modified Unchanged

Provide an effective educational program:
 The foundation of an effective educational program is Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
 A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
 Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.
 Educational materials are required to maintain an effective program.

2019-20

New Modified Unchanged

Provide an effective educational program:
 The foundation of an effective educational program is Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
 A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
 Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.
 Educational materials are required to maintain an effective program.

Safe and secure facilities are required to maintain an effective educational program.

Safe and secure facilities are required to maintain an effective educational program.

Safe and secure facilities are required to maintain an effective educational program.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	204525
Budget Reference	Certificated salaries and benefits
Amount	23386
Budget Reference	Classified wages and benefits
Amount	2281
Budget Reference	Professional Development
Amount	8389
Budget Reference	Curriculum Development
Amount	28914
Budget Reference	Materials, Hardware and Software
Budget Reference	Snacks, Meals & Consumables
Amount	98436
Budget Reference	Facilities

Amount	241792
Budget Reference	Certificated Salaries and Benefits
Amount	27648
Budget Reference	Classified wages and Benefits
Amount	2696
Budget Reference	Professional Development
Amount	9917
Budget Reference	Curriculum Development
Amount	34183
Budget Reference	Materials, Hardware, Software
Budget Reference	Snacks, Meals & Consumables
Amount	116372
Budget Reference	Facilities

Amount	273118
Budget Reference	Certificated Salaries and Benefits
Amount	31230
Budget Reference	Classified wages and Benefits
Amount	3046
Budget Reference	Professional Development
Amount	11202
Budget Reference	Curriculum Development
Amount	38611
Budget Reference	Materials, Hardware, Software
Budget Reference	Snacks, Meals & Consumables
Amount	131449
Budget Reference	Facilities

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Increase credit completion.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Students that enroll are typically behind in their credits. Students need additional intervention and support to increase their performance and build up their credits towards graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
* Credit completion rate (Priority 4 - local)	Data is based on 3rd quarter results: <table border="1"> <thead> <tr> <th>Goal #2 Metrics</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Average Credit Completion - Priority #4</td> <td>3.19 Overall Courses</td> </tr> <tr> <td>English Learner Reclassification - Priority #4</td> <td>TBD</td> </tr> <tr> <td>Highly Qualified Status - Priority #1</td> <td>100%</td> </tr> <tr> <th>Graduate Data</th> <th>2016-2017</th> </tr> <tr> <td>Graduation Rate - Priority #5 (CBED Cohort)</td> <td>9%</td> </tr> </tbody> </table>	Goal #2 Metrics	2016-2017	Average Credit Completion - Priority #4	3.19 Overall Courses	English Learner Reclassification - Priority #4	TBD	Highly Qualified Status - Priority #1	100%	Graduate Data	2016-2017	Graduation Rate - Priority #5 (CBED Cohort)	9%	Increase number of credits completed (Priority 4 - local)	Increase number of credits completed (Priority 4 - local)	Increase number of credits completed (Priority 4 - local)
Goal #2 Metrics		2016-2017														
Average Credit Completion - Priority #4		3.19 Overall Courses														
English Learner Reclassification - Priority #4		TBD														
Highly Qualified Status - Priority #1		100%														
Graduate Data		2016-2017														
Graduation Rate - Priority #5 (CBED Cohort)	9%															
* HQT percentage (Priority 1)	100% highly qualified staff (Priority 1)	100% highly qualified staff (Priority 1)	100% highly qualified staff (Priority 1)													
* English learner reclassification rate (Priority 4)	Increase English Learner reclassification rate (Priority 4)	Increase English Learner reclassification rate (Priority 4)	Increase English Learner reclassification rate (Priority 4)													
* Graduation rate (Priority 5)	Graduation rate increases (Priority 5)	Graduation rate increases (Priority 5)	Graduation rate increases (Priority 5)													

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
Read 180 teachers or literacy teachers.

Increase academic and social/emotional support services through additional counseling staff.

Increase instructional access through addition staff services, tutors, etc.

Establish an integrated intervention/incentive system, including snacks, meals and consumables as needed.

Provide transportation assistance.

2018-19

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
Read 180 teachers or literacy teachers.

Increase academic and social/emotional support services through additional counseling staff.

Increase instructional access through addition staff services, tutors, etc.

Establish an integrated intervention/incentive system, including snacks, meals and consumables as needed.

Provide transportation assistance.

2019-20

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
Read 180 teachers or literacy teachers.

Increase academic and social/emotional support services through additional counseling staff.

Increase instructional access through addition staff services, tutors, etc.

Establish an integrated intervention/incentive system, including snacks, meals and consumables as needed.

Provide transportation assistance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	112944	Amount	122760	Amount	136333
Budget Reference	Certificated salaries and benefits	Budget Reference	Certificated salaries and benefits	Budget Reference	Certificated salaries and benefits
Amount	15132	Amount	16447	Amount	18265
Budget Reference	Classified tutors & other support	Budget Reference	Classified tutors & other support	Budget Reference	Classified tutors & other support
Amount	2228	Amount	2421	Amount	2689
Budget Reference	Snacks, Meals, Consumables	Budget Reference	Snacks, Meals, Consumables	Budget Reference	Snacks, Meals, Consumables
Amount	2569	Amount	2792	Amount	3101
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide intervention and support program for English Learners and Redesignated FEP:

Small group ELD teachers and Regional Support.

EL Lead tutor and clerical support.

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Materials, hardware and software for intervention and incentive program.

2018-19

New Modified Unchanged

Provide intervention and support program for English Learners and Redesignated FEP:

Small group ELD teachers and Regional Support.

EL Lead tutor and clerical support.

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Materials, hardware and software for intervention and incentive program.

2019-20

New Modified Unchanged

Provide intervention and support program for English Learners and Redesignated FEP:

Small group ELD teachers and Regional Support.

EL Lead tutor and clerical support.

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Materials, hardware and software for intervention and incentive program.

BUDGETED EXPENDITURES

2017-18

Amount 36562

Budget Reference Certificated salaries and benefits

Amount 7956

Budget Reference Classified wages and benefits

Amount 131588

Budget Reference Professional Development

Amount 43657

Budget Reference Materials, Hardware, Software

2018-19

Amount 39739

Budget Reference Certificated salaries and benefits

Amount 8647

Budget Reference Classified wages and benefits

Amount 143024

Budget Reference Professional Developmnet

Amount 47451

Budget Reference Materials, Hardware, Software

2019-20

Amount 44134

Budget Reference Certificated salaries and benefits

Amount 9603

Budget Reference Classified wages and benefits

Amount 158839

Budget Reference Professional Developmnet

Amount 52698

Budget Reference Materials, Hardware, Software

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide an effective educational program:
 The foundation of an effective educational program is Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
 A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
 Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.
 Safe and secure facilities are required to maintain an effective educational program.
 Educational materials are required to maintain an effective program.

2018-19

New Modified Unchanged

Provide an effective educational program:
 The foundation of an effective educational program is Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
 A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
 Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.
 Safe and secure facilities are required to maintain an effective educational program.
 Educational materials are required to maintain an effective program.

2019-20

New Modified Unchanged

Provide an effective educational program:
 The foundation of an effective educational program is Highly Qualified Teaching staff.
 Support staff is required to maintain an effective educational program.
 A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.
 Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.
 Safe and secure facilities are required to maintain an effective educational program.
 Educational materials are required to maintain an effective program.

Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.

Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.

Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.

BUDGETED EXPENDITURES

2017-18

Amount	467729
Budget Reference	Certificated salaries and benefits
Amount	48048
Budget Reference	Classified wages and benefits
Amount	10915
Budget Reference	Curriculum Development
Amount	40147
Budget Reference	Professional Development
Amount	209415
Budget Reference	Facilitites
Amount	29552
Budget Reference	Materials, Hardware, Software - including assessments

2018-19

Amount	552954
Budget Reference	Certificated Salaries and benefits
Amount	56803
Budget Reference	Classified wages and benefits
Amount	12903
Budget Reference	Curriculum Development
Amount	47462
Budget Reference	Professional Development
Amount	247572
Budget Reference	Facilitites
Amount	34937
Budget Reference	Materials, Hardware, Software - including assessments

2019-20

Amount	624595
Budget Reference	Certificated Salaries and benefits
Amount	64163
Budget Reference	Classified wages and benefits
Amount	14575
Budget Reference	Curriculum Development
Amount	53612
Budget Reference	Professional Development
Amount	279648
Budget Reference	Facilitites
Amount	39463
Budget Reference	Materials, Hardware, Software - including assessments

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Students are expected to be prepared to enter the workforce and should have basic computer literacy. Students are encouraged to complete an online course to demonstrate their proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20								
* Online course completion (Priority 7 – local)	Data is based on 3rd quarter results: <table border="1"> <thead> <tr> <th>Goal #3 Metrics</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Online Enrollment - Priority #7</td> <td>17</td> </tr> <tr> <td>Online Completion - Priority #7</td> <td>29.41%</td> </tr> <tr> <td>Online Course Access - Priority #7</td> <td>100%</td> </tr> </tbody> </table>	Goal #3 Metrics	2016-2017	Online Enrollment - Priority #7	17	Online Completion - Priority #7	29.41%	Online Course Access - Priority #7	100%	Online course completion rate will increase (Priority 7 - local)	Online course completion rate will increase (Priority 7 - local)	Online course completion rate will increase (Priority 7 - local)
Goal #3 Metrics		2016-2017										
Online Enrollment - Priority #7		17										
Online Completion - Priority #7	29.41%											
Online Course Access - Priority #7	100%											
* Online course enrollment (Priority 7 – local)	Online course enrollment will increase (Priority 7 - local)	Online course enrollment will increase (Priority 7 - local)	Online course enrollment will increase (Priority 7 - local)									
* Online course availability (Priority 7 – local)	Online course available (Priority 7 - local)	Online course available (Priority 7 - local)	Online course available (Priority 7 - local)									

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Lab and small group teachers for Online program
 Increase academic and social/emotional support services through additional counseling staff.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system
 Online program and materials, including computers and mobile devices
 Provide transportation assistance

2018-19

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Lab and small group teachers for Online program
 Increase academic and social/emotional support services through additional counseling staff.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system
 Online program and materials, including computers and mobile devices
 Provide transportation assistance

2019-20

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Lab and small group teachers for Online program
 Increase academic and social/emotional support services through additional counseling staff.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system
 Online program and materials, including computers and mobile devices
 Provide transportation assistance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	37572	Amount	40838	Amount	45353
Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits
Amount	6940	Amount	7544	Amount	8378
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	1865	Amount	2027	Amount	2251
Budget Reference	Materials for incentives	Budget Reference	Materials - incentives	Budget Reference	Materials - incentives
Amount	2455	Amount	2668	Amount	2963
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software
Amount	675	Amount	733	Amount	814
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:
EL tutor support and clerical support.
Materials, hardware and software for EL intervention program.

2018-19

New Modified Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:
EL tutor support and clerical support.
Materials, hardware and software for EL intervention program.

2019-20

New Modified Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:
EL tutor support and clerical support.
Materials, hardware and software for EL intervention program.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 1865
Budget Reference Classified and Benefits
Amount 30843
Budget Reference Materials, Hardware, Software

2018-19

Amount 2027
Budget Reference Classified and Benefits
Amount 33523
Budget Reference Materials, Hardware, Software

2019-20

Amount 2251
Budget Reference Classified and Benefits
Amount 37230
Budget Reference Materials, Hardware, Software

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	Scope of Services		
	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

2018-19

New Modified Unchanged

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

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Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

2019-20

New Modified Unchanged

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

BUDGETED EXPENDITURES

2017-18

Amount 675

Budget Reference Certificated and Benefits

Amount 142019

2018-19

Amount 733

Budget Reference Certificated and Benefits

Amount 167897

2019-20

Amount 814

Budget Reference Certificated and Benefits

Amount 189650

Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	56553	Amount	66857	Amount	75519
Budget Reference	Curriculum Development	Budget Reference	Curriculum Development	Budget Reference	Curriculum Development
Amount	23174	Amount	27396	Amount	30946
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development
Amount	7191	Amount	8501	Amount	9602
Budget Reference	Facilities	Budget Reference	Facilities	Budget Reference	Facilities
Amount	44434	Amount	52531	Amount	59336
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software
Amount	63143	Amount	74649	Amount	84320
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Improve college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

In order to thrive in today's economy, students are expected to be either college or career-ready. Increasing students' opportunities to engage in career-ready courses is fundamental to our mission.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20								
* CTE and Basic CTE course enrollment (Priority 7 – local) * Individual Learning Plans (Priority 7 – local) * Implementing state academic standards. (Priority 2)	Data is based on 3rd quarter results: <table border="1"> <thead> <tr> <th>Goal #4 Metrics</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>CTE & Basic CTE Enrollment - Priority #7</td> <td>122</td> </tr> <tr> <td>Individual Learning Plans with CTE -Priority #7</td> <td>41%</td> </tr> <tr> <td>Implementation state standards- Priority #2</td> <td>100%</td> </tr> </tbody> </table>	Goal #4 Metrics	2016-2017	CTE & Basic CTE Enrollment - Priority #7	122	Individual Learning Plans with CTE -Priority #7	41%	Implementation state standards- Priority #2	100%	Increase the number of students enrolling in Career Tech Ed or Basic CTE courses (Priority 7 - local) Individual Learning Plans have CTE (Priority 7 - local) Implementing state academic standards (Priority 2)	Increase the number of students enrolling in Career Tech Ed or Basic CTE courses (Priority 7 - local) Individual Learning Plans have CTE (Priority 7 - local) Implementing state academic standards (Priority 2)	Increase the number of students enrolling in Career Tech Ed or Basic CTE courses (Priority 7 - local) Individual Learning Plans have CTE (Priority 7 - local) Implementing state academic standards (Priority 2)
Goal #4 Metrics	2016-2017											
CTE & Basic CTE Enrollment - Priority #7	122											
Individual Learning Plans with CTE -Priority #7	41%											
Implementation state standards- Priority #2	100%											

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Lab and small group teachers for CTE program.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system.
 CTE program and materials.
 Provide transportation assistance.

2018-19

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Lab and small group teachers for CTE program.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system.
 CTE program and materials.
 Provide transportation assistance.

2019-20

New Modified Unchanged

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
 Lab and small group teachers for CTE program.
 Increase instructional access through addition staff services, tutors, etc.
 Establish an integrated intervention/incentive system.
 CTE program and materials.
 Provide transportation assistance.

BUDGETED EXPENDITURES

2017-18

Amount 10227

2018-19

Amount 11112

2019-20

Amount 12342

Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits
Amount	12525	Amount	13614	Amount	15119
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	3386	Amount	3680	Amount	4087
Budget Reference	Materials - incentives	Budget Reference	Materials - incentives	Budget Reference	Materials - incentives
Amount	4458	Amount	4845	Amount	5381
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software
Amount	4127	Amount	4485	Amount	4981
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide support for English Learners and Redesignated FEP:

EL tutor support and clerical support.

Purchase materials, hardware and software for EL incentive and intervention program.

2018-19

New Modified Unchanged

Provide support for English Learners and Redesignated FEP:

EL tutor support and clerical support.

Purchase materials, hardware and software for EL incentive and intervention program.

2019-20

New Modified Unchanged

Provide support for English Learners and Redesignated FEP:

EL tutor support and clerical support.

Purchase materials, hardware and software for EL incentive and intervention program.

BUDGETED EXPENDITURES

2017-18

Amount 25195

Budget Reference Classified and Benefits

Amount 18668

Budget Reference Professional Development

2018-19

Amount 27385

Budget Reference Classified and Benefits

Amount 20291

Budget Reference Professional Development

2019-20

Amount 30413

Budget Reference Classified and Benefits

Amount 22534

Budget Reference Professional Development

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.

2018-19

New Modified Unchanged

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.

2019-20

New Modified Unchanged

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

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Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 675

Budget Reference Materials, Hardware, Software

Amount 140744

2018-19

Amount 733

Budget Reference Materials, Hardware, Software

Amount 166389

2019-20

Amount 814

Budget Reference Materials, Hardware, Software

Amount 187946

Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits
Amount	129688	Amount	153319	Amount	173183
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	22323	Amount	26391	Amount	29810
Budget Reference	Curriculum Development	Budget Reference	Curriculum Development	Budget Reference	Curriculum Development
Amount	19134	Amount	22621	Amount	25552
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development
Amount	278511	Amount	329259	Amount	371918
Budget Reference	Facilities	Budget Reference	Facilities	Budget Reference	Facilities
Amount	7016	Amount	8294	Amount	9369
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 5

Increase stakeholder involvement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Stakeholders are often not actively engaged in the school processes. Parents, students and staff are expected to increase their involvement through a variety of meaningful activities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Stakeholder participation data (Priority 3) * Survey Results (Priority 6) * Evidence of Communication (Priority 3)	Data is based on 3rd quarter results:	Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high results (Priority 6) School communication will support engagement (Priority 3)

Goal #5 Metrics	2016-2017
Open House & Awards - Priority #3	200
PAC/ELAC Participation - Priority #3	4
Parent Conferences/ Orientation - Priority #3	75
Student Survey - Priority #6	96% Feel Safe 93% Feel Connected 96% Feel Satisfied
Parent Survey - Engagement - Priority #3	90% Feel Encouraged to Participate

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.

Development of a calendar of events and communicate events

Open House and Award nights along with other activities will need materials.

Collect survey data.

Communications for program.

2018-19

New Modified Unchanged

Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.

Development of a calendar of events and communicate events

Open House and Award nights along with other activities will need materials.

Collect survey data.

Communications for program..

2019-20

New Modified Unchanged

Establish partnerships and engage in outreach to the community through the community liaison and staff outreach.

Development of a calendar of events and communicate events

Open House and Award nights along with other activities will need materials.

Collect survey data.

Communications for program.

BUDGETED EXPENDITURES

2017-18

Amount	12118
Budget Reference	Classified wages and benefits
Amount	4677
Budget Reference	Materials
Amount	3614
Budget Reference	Contracted Services -Communications

2018-19

Amount	14327
Budget Reference	Classified wages and benefits
Amount	5530
Budget Reference	Materials
Amount	4273
Budget Reference	Contracted Services -Communications

2019-20

Amount	16183
Budget Reference	Classified wages and benefits
Amount	6246
Budget Reference	Materials
Amount	4826
Budget Reference	Contracted Services -Communications

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For English Language Learner students, RFEP, low income and foster youth:

Communication outreach and translation services in primary language by staff.

We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.

2018-19

New Modified Unchanged

For English Language Learner students, RFEP, low income and foster youth:

Communication outreach and translation services in primary language by staff.

We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.

2019-20

New Modified Unchanged

For English Language Learner students, RFEP, low income and foster youth:

Communication outreach and translation services in primary language by staff.

We will provide transportation assistance to families to attend meetings, trainings, field trips, and special events.

BUDGETED EXPENDITURES

2017-18

Amount 3837

Budget Reference Classified wages and benefits

Amount 1303

2018-19

Amount 4171

Budget Reference Classified wages and benefits

Amount 1416

2019-20

Amount 4632

Budget Reference Classified wages and benefits

Amount 1573

Budget Reference	Transportation
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Budget Reference	Transportation
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Budget Reference	Transportation
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$723,998

Percentage to Increase or Improve Services: 34.05%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Using the FCMAT LCFF calculator, the school has calculated it will receive \$723,998.00 in Supplemental and Concentration funding under the Local Control Funding Formula. The school will expend these funds according to the identified areas of need, which support the goals. The details of these expenditures are itemized in this plan. It includes additional counseling, mentoring, tutoring and technology upgrades to serve our at-risk and mobile population.

The school has calculated it will receive \$723,998.00 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 34.05% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on service for the unduplicated student population as outline in the LCAP.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Suspensions and Expulsions

Handbook Guide and Forms

Revised: 2/18/16

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Student Suspension and Expulsion Due Process

Ca. Educ. Code 48911 (a) The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5 for no more than five consecutive school days.

Implementation

Suspension follows if other correctional means have not been effective. Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process, Education Code 48900.5.

A student may be suspended from school for not more than 20 school days in any school year.

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year, Education Code 48903.

AB 1729 (effective Jan. 1, 2013) requires that all means of alternative discipline to correct a student's behavior be documented and included in the student's records. Add any and all instances of discipline measures to a student's file under Global Notes.

1. Definitions

Ca. Educ. Code 48925. As used in this article:

(a) "Day" means a calendar day unless otherwise specifically provided.

(b) "Expulsion" means removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in Section 46300.

(c) "School day" means a day upon which the schools of the district are in session or weekdays during the summer recess.

(d) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following:

(1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.

(2) Referral to a certificated employee designated by the principal to advise pupils.

(3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five schooldays.

(e) "Pupil" includes a pupil's parent or guardian or legal counsel.

(h) For the purposes of this section, a "principal's designee" is any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures.

In the event that there is not an administrator in addition to the principal at the school site, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal's designee," to assist with disciplinary procedures. The principal may designate only one person at a time as the principal's primary designee for the school year.

An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal's primary designee are absent from the school site. **The name of the person, and the names of any person or persons designated as "principal's designee," shall be on file in the principal's office.** (Ca. Educ. Code 48911(h)).

2. Notice of School Rules

During the enrollment process, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Implementation

For new students, this requirement can be fulfilled by providing parents and students with the approved Parent Student Handbook for your school at the time of enrollment.

For continuing students, it is necessary to provide them with a copy of the schools rules related to discipline, suspension and expulsion at the beginning of the school year. This requirement can be fulfilled by providing them with Exhibit A or a copy of your school's Parent/Student Handbook. Exhibit A can be found in the next page.

3. Grounds for Suspension and Expulsion

Exhibit A

Ca. Educ. Code 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal

Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(s) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(t) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury

to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(v) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(w) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(x) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Terrorists Threats Ca. Ed. Code 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Ca. Educ. Code 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Hate Violence Ca. Educ. Code 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Harassment Causing Disruption Ca. Educ. Code 48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

PLEASE NOTE: Due to signing of Assembly Bill 420; SECTION K IS NO LONGER GROUNDS FOR SUSPENSION IN GRADES K-3 AND GROUNDS FOR EXPULSION IN GRADES 1-12.

4. Duration of Suspension

The Superintendent, Principal or Designee may suspend a student from school for not more than 5 consecutive school days unless the suspension is extended pending expulsion.

Ca. Educ. Code 48900.5. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determine that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Ca. Educ. Code 48903. (a) Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

5. Suspensions shall be conducted according to the following procedures:

Ca. Educ. Code 48911. (a) The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive schooldays.

(b) Suspension by the principal, the principal's designee, or the superintendent of schools shall be preceded by an informal conference conducted by the principal or the principal's designee or the superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

(c) A principal, the principal's designee, or the superintendent of schools may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal's designee, or the superintendent of schools determines that an emergency situation exists. "Emergency situation," as used in this article, means a situation determined by the principal, the principal's designee, or the superintendent of schools to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent and the pupil shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Administrative Actions: The notice of suspension, Exhibit B, shall state the specific offense committed by the student, Education Code 48900.8 Student suspensions are to be processed by the principal or designee of the school. The school shall report the suspension, including the name of the student and the cause for the suspension, to the Vice President of Education on Exhibit C.

Implementation

The Principal or designee must review and investigate the charges made against the student prior to making a determination of suspension or recommendation for expulsion. A meeting with the student is mandatory prior to making a final determination. The appropriate suspension form (Exhibit B) must be prepared correctly and be made available to the parent if a meeting with the parent/student is scheduled. Please document time and date of meetings as well as the individuals in the meeting, for your protection. The suspension form/letter must be marked if expulsion is recommended. Attain proof of receipt if the form is mailed by the school. Attach receipt to file form.

Important: the Sp. Ed. department must be notified on the same day if the student is recommended for expulsion and has an I.E.P. or a 504 plan. If a student is part of the Foster Care System, the case worker and attorney must be invited in writing to the IEP meeting.

Equally important: the school liaison for Foster children as students must be notified on the same day if the student is recommended for expulsion.

Exhibit B

Student's Name: _____

Date: _____

Grade: _____

Birth date: _____

Telephone: _____

Dear Parent/Guardian Name

The purpose of this letter is to inform you that your child has been suspended from school. The period of suspension is _____ through _____. The inclusive number of days is _____. Your child may return to school at 8a.m. on _____.

The facts leading to the decision to suspend your child are as follows: On Date of Incident, your child, Name of Student, Brief Summary of Incident.

Your child's misbehavior constitutes a violation of Education Code sections 48900 (___) and (___). See attached for more information.

Indicate if the student was reached/spoken to; if not, indicate why not.

If you were able to talk to student and/or parent, provide a brief summary of the conversation pertaining to the facts of the incident. **If the student is being referred for expulsion, be sure parent/guardian knows and check the box below.**

As the parents of a suspended pupil, you have the following rights:

1. To request a meeting with the Principal or designee.
2. To have access to the pupil's school record.

During the suspension, your child is not permitted to be on the grounds of the school site or to participate in any of its activities.

Your child has also been referred for expulsion.

Sincerely,

Principal or Designee

Exhibit B**Education Code 48900**

Ca. Educ. Code 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to(r), inclusive:

- (a 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a 2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section,

"imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Terrorists Threats Ca. Ed. Code 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Ca. Educ. Code 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- Hate Violence Ca. Educ. Code 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- Harassment Causing Disruption Ca. Educ. Code 48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

PLEASE NOTE: Due to signing of Assembly Bill 420; SECTION K IS NO LONGER GROUNDS FOR SUSPENSION IN GRADES K-3 AND GROUNDS FOR EXPULSION IN GRADES 1-12.

Exhibit C

Notice of Suspension to Administration

To: Dr. Patrick Hill, Vice President of Student Services

From: Administrator's Name

RE: Notice of Suspension of Student

Date: February 26, 2014

Students Name: _____ Grade: _____ DOB: _____

Parent or Guardian: _____

Address: _____

Telephone: _____

Incident Date: _____

Period of Suspension: _____ through _____

Inclusive number of days: _____

Student may return to school on: _____

The suspension was based on a violation of the following Education Code Section(s): 48900 List all Letters that Apply.

The description of the incident and facts leading to the decision to suspend are as follows: Provide short summary of incident

The student has been referred for expulsion: Yes No

(Please mark box(es) if student is referred for expulsion.)

The student has an I.E.P. or a 504 plan (circle which).

The Sp. Ed. department has been notified. Provide copy of this exhibit to Sp. Ed. Dept.

The student is part of the Foster Care System. Provide copy of this exhibit to school liaison for Foster Care students.

Parent contact by: Telephone In Person Date of contact: _____

6. Extension of Suspension

Education Code 48911(g) In a case where expulsion from a school or suspension for the balance of the semester from continuation school is being processed by the governing board of the school district, the district superintendent of schools, or other person designated by the district superintendent of schools in writing, may extend the suspension until the governing board of the school district has rendered a decision in the action. However, an extension may be granted only if the district superintendent of schools or the district superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil is a foster child, as defined in Section 48853.5, the district superintendent of schools or the district superintendent's designee, including, but not limited to, the educational liaison for the school district, shall also invite the pupil's attorney and an appropriate representative of the county child welfare agency to participate in the meeting. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension.

Implementation

The extended suspension meeting must take place no later than 5 school days from the date of the suspension.

*The parent must receive notice of a scheduled meeting to discuss the possibility of an extended suspension. Such notice may be given by phone to expedite the process and must be followed by written notice. The written notice shall document when the parent was called by phone letting them know of the extended suspension meeting, Exhibit D notice shall be accompanied with a copy of Educational Code 48918, Educational Code 48918.5 which explains the expulsion process, Exhibit E. **If the student is part of the Foster Care System, the student's case worker and attorney must be invited in writing to the extended suspension meeting.** Proof of receipt of mailed notice is required. Attach receipt to file notice.*

A school official designated by the Superintendent will meet with the parent and student. The School Official will determine at this meeting if the student will be placed on extended suspension. If the student is placed on extended suspension as a result of this meeting, written notification of this action and of the time period it covers must be given to the parent/student, Exhibit F.

The School Official will review the expulsion process with the parent and student. The option of a Stipulated Expulsion will also be presented, Exhibit G.

Exhibit D

[Date]

Via Certified Mail

[Parent's Name]

[Address]

[Address]

SUBJECT: NOTICE OF EXTENDED SUSPENSION MEETING

Dear [Parent's Name]:

As you have been notified, [Student's Name] has been suspended from _____ and has been recommended for expulsion.

The reason for suspension is on [Suspension Date], [Student's Name] [violation committed], a violation of Education Code section 48900 (), (), () and ().

An appointment for you to meet with _____, _____ is scheduled for **[Date and Time]**, to discuss the possibility of an Extended Suspension. You were notified of this meeting by phone on [Date] at [Time a.m. /p.m]. During the meeting you will be informed of an upcoming expulsion hearing, and will also be presented with information on the school's stipulated expulsion process.

Thank you,

Dr. Patrick Hill
Vice President of Student Services
177 Holston
Lancaster, CA 93535

Exhibit E

Ca. Educ. Code 48918. The governing board of each school district shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

(a) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.

Within 10 schooldays after the conclusion of the hearing, the governing board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the district governing board does not meet on a weekly basis, the governing board shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent, unless the pupil requests in writing that the decision be postponed.

If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of the district that relate to the alleged violation.

(4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.

(5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. Nothing in this subdivision shall preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a non-attorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "non-attorney advisor" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c) Notwithstanding Section 54593 of the Government Code and Section 35145, the governing board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

If the governing board or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with

the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three schooldays after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent of schools or the superintendent's designee after consultation with school district personnel, including the pupil's teachers, and the pupil's parent or guardian. The decision not to recommend expulsion shall be final.

(f) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board may order.

The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

(h) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

In hearings which include an allegation of committing or

attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board may issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board, hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision thereof, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school district, to inform that district of the pupil's expulsion.

(k) The governing board shall maintain a record of each expulsion, including the cause therefor. Records of expulsions shall be a non-privileged, disclosable public record.

The expulsion order and the causes therefor shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Exhibit F

Date

Via Certified Mail

Parent's name

Address

Subject: Notice of Extended Suspension

Dear

As a result of the meeting that took place on _____, (student's name) has been placed on extended suspension from (date of extended suspension meeting) through the date the Board of Directors will make the final decision on the pending expulsion.

During this extended suspension period, (student's name) is not allowed on the premises of the school at any time or on any other properties that are part of the school. In addition, (student's name) is not allowed to attend any activities sponsored by the school.

Please contact me with any questions that you may have at (661) 272-1225.

Dr. Patrick Hill
Vice President of Student Services
177 Holston
Lancaster, CA 93535

Exhibit G**School Name****Address****Phone****AGREEMENT AND STIPULATION FOR FULL EXPULSION**

This **Agreement** is made and entered into by and between _____ (hereinafter referred to as the “Student”) _____ hereinafter referred to as the Parent/Guardian and the _____ Public Charter School (hereinafter referred as the “School”).

RECITALS

1. A Notice of Expulsion (“**Notice**”) pertaining to the Student, (*see* Exhibit A attached to this **Agreement**) was received by the Student and Parent/Guardian;
2. The Notice includes allegations of specific acts committed or engaged in by the Student, which acts are grounds for expulsion under applicable provisions of the *California Education Code*, including but not limited to, Section 48900; (___)
3. The Student/Parent/Guardian has been provided with the notice and copies of applicable provisions of the *California Education Code* and School rules and regulations governing expulsions;
4. The Student has been advised by School representatives that they have a right to consult with and/or otherwise engage counsel to represent them during any proceedings involving the Notice and/or this **Agreement**;
5. The Student has met with School representatives to discuss allegations contained in the Notice and applicable provisions of the *California Education Code* relating to expulsions;
6. The Student fully understands the charges contained in the Notice and the meaning and consequences of an expulsion order which may result from such charges;
7. At an upcoming meeting, the School’s governing board will consider and take action on the issue of expulsion based on the Student’s admissions and waiver of a right to an expulsion hearing as set forth in this **Agreement**.

8. The parties have determined that resolution of the issues raised in the Notice would best be served by an expedited and abbreviated process, which process would ultimately be beneficial to and in the best interest of the Student and School;

9. This **Agreement** is consistent with the intent of applicable provisions of the *California Education Code* relating to expulsions.

NOW, THEREFORE, the parties agree as follows:

SECTION 1. Recitals Approved. The parties agree that the above Recitals are true and correct.

SECTION 2. Purpose. The purpose of this **Agreement** is to establish a framework for the amicable, beneficial, and expedited resolution of issues raised in the notice (Exhibit A).

SECTION 3. Acknowledgment of Notice/Allegations. The Student and Parent/Guardian fully acknowledge, understand and admit the following:

- (a) _____
This violates California Education Code (__)
- (b) They have received the Notice and have carefully read the allegations contained herein and applicable *California Education Code* sections, have had an opportunity to discuss the allegations with School representatives and fully understand the allegations and the meaning and consequences of an expulsion order;
- (c) They have a right to a due process hearing to contest the allegations contained in the Notice, including a challenge that the identified acts constitute grounds for expulsion; and that the purpose and function of an expulsion hearing would be to decide if the allegations have been substantiated and, whether they constitute grounds for expulsion, and whether the Student should be expelled;
- (d) If substantiated, each and every specific act outlined in the Notice, either independently and/or collectively, is a ground for expulsion under *California Education Code Section 48900, et seq.*;
- (e) The specific acts committed or engaged in by the Student, as alleged in the Notice, did in fact occur.

SECTION 4. Waiver. The Student and Parent/Guardian relinquish their right to contest any expulsion order and make a knowing and voluntary waiver of their right to have an expulsion hearing, including the right (a) to all

notices and time lines required by statute, rule or regulation, (b) to be represented by legal counsel at such expulsion hearing, (c) to inspect and obtain copies of all documents which would have been used at the hearing. (d) to confront and question all witnesses who would have testified at the hearing, (e) to question all other evidence presented, and (f) to present oral and documentary evidence on the Student's behalf, including the witnesses.

Right to Appeal to County Board of Education: The Student and Parent/Guardian understand that under Education Code 48918(1) and 48919 they have a right to appeal within 30 days the expulsion order of the School and to be given written notice of this right. However, they hereby relinquish their right and make a voluntary waiver of their right to appeal the School's order of expulsion to the County board of Education and the right to receive notice of this right in the notice of the School's decision to expel.

SECTION 5. Governing Board Approval.

This **Agreement** is conditioned upon review and approval of the School's governing board.

SECTION 6. Application for Readmission; Rehabilitation Program

Student shall be expelled from _____ **Public Charter** through _____.

- (a) The final approval and content of the Rehabilitation Program shall be within the discretion of the School's Governing Board.
- (b) The Rehabilitation Program shall include the following; (the areas listed below will be considered pursuant to student's return to the _____ Public Charter School:
 - (1) Obey all laws of the State and Federal Government
 - (2) Enroll in and maintain attendance in good standing in an educational program meeting the requirements of California's compulsory attendance laws.
 - (3) Student is directed to attend _____.
 - (4) Prior to his/her return to the _____ Public Charter School, student shall demonstrate:
 - Appropriate academic progress (on target for graduation),
 - Positive attitude, and
 - Regular school attendance.
- (5) The student's progress will be evaluated for possible return to the school _____.
- (6) You have the right to enroll student in a private or parochial school (at parent's expense), or in another school district if the pupil lives in another district, but you must inform that school of student's expulsion.

SECTION 7. Reinstatement.

(a) Upon satisfactory completion of the Rehabilitation Program outlined in SECTION 6 of this **Agreement**, the Student may apply for readmission to the School. Any determination as to whether the Rehabilitation Program has been satisfactorily completed shall be vested in the sole discretion of the Hearing Officer or his/her designee.

SECTION 8. Effective date; Term. The effective date of this **Agreement** shall be the date approved by the School's Governing Board. Unless previously terminated by mutual agreement of the parties, all rights and obligations contained in this **Agreement** shall terminate upon reinstatement of the Student.

SECTION 9. Amendments. Neither this **Agreement** nor any of the terms hereof may be amended, modified, altered, waived or terminated except by a written instrument approved by the Board of Directors or their designee.

SECTION 10. Integration. This **Agreement** constitutes the entire understanding and agreement between the parties and supersedes all previous negotiations, understandings, and preliminary agreements, whether written or oral, between them.

IN WITNESS WHEREOF, the Student, and the School have caused this **Agreement** to be executed on their behalf by their duly authorized representatives.

STUDENT

Name _____ Dated: _____

Signature

PARENT/GUARDIAN

Name _____ Dated: _____

Signature

SCHOOL

Dr. Patrick Hill, Hearing Officer
Vice President of Student Services

Dated:

Signature

7. Authority to Expel

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r) of Ed. Code 48900.

Only the Board may expel a student. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion," Ca. Educ. Code 48915. The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the Superintendent, designee or administrative panel.

Ca. Educ. Code 48915. (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery

as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Implementation

When meeting with the student and/or parent always use the phrase "recommending for expulsion" when referring to the expulsion process. The principal can only make a recommendation for expulsion. The expulsion panel can only make a recommendation for expulsion. The School Official can only make a recommendation for expulsion. Only the Board of Directors of each school has the authority to expel.

8. Student's Right to Expulsion Hearing- Timeline

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred, Education Code 48918(a).

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion, Education Code 48918(a).

If it is impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held, Education Code 48918(a).

Decision Within 10 School Days: The decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, Education Code 48918 (a).

Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed, Education Code 48918(a).

Ca. Educ. Code 48918 (a) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.

Within 10 schooldays after the conclusion of the hearing, the governing board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the district governing board does not meet on a weekly basis, the governing board shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent, unless the pupil requests in writing that the decision be postponed.

If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an

additional five schooldays. If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

Implementation

The timeline must be adhered to at all times. Only written requests for postponements can change the timeline. It is important to note that the timeline starts NOT when the student committed an expellable offense but when the principal or designee determined that an expelled offense was committed.

For calendaring purposes of the hearing and board meeting, it is best to start with identifying the very last day that a hearing can take place. Second date to be identified is that of the board meeting. Notices for the hearing and for the board meeting will follow after this first set of dates are identified.

9. Written Notice of Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 Calendar days before the date of the hearing utilizing Exhibit H. If a student is part of the Foster Care System, the same notice shall be sent to the student's case worker and attorney.

Implementation

Send notice by registered mail. Attach evidence of notice being mailed and received to the file copy.

Exhibit H

DATE

Via Certified Mail

ADDRESS

Re: Notice of Expulsion Hearing

Dear:

An expulsion hearing for _____ from _____ Public Charter has been scheduled for _____ at _____ a.m. The hearing will take place in the Administration Office at _____ Public Charter School at (address)

The description of the incident and facts leading to the decision of holding an expulsion hearing are: Ed Code _____, _____.

You have the right to be present at the hearing and to present any witnesses on behalf of your child. You have the right to be represented by legal counsel or by a non-attorney adviser. You have the right to inspect all documents used at the hearing. You will be provided with copies. You will have the opportunity to confront and question all witnesses who testify at the hearing, and the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses. As the student's parent/guardian you have the obligation, pursuant to Education Code 48915.1, to provide information about the student's status to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a) or (c). Please contact me at (661) 618-0631 if you have any questions or concerns regarding this process.

Regards,

Dr. Patrick Hill
 Vice President of Student Services
 177 Holston
 Lancaster, CA 93535

10. Conduct of Expulsion Hearing

Closed Hearing: Notwithstanding the provisions of 54953 and Education Code 35145, a panel shall conduct a hearing to consider the expulsion of the student in a session closed to the public. An impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d)) shall be the making of the expulsion Administrative panel.

Only panel members, student/parent and others that Parent brought as support, and school administrator and witnesses are allowed at the hearing.

Ca. Educ. Code 48918(d) Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled.

The hearing shall be conducted in accordance with all of the procedures established under this section.

Implementation

One of the three panel members must be identified as the chair for the panel. The chair has the responsibility of leading the hearing by reading the prepared script, Exhibit I. The chair also has the responsibility of turning the decision or outcome of the hearing into the Superintendent, Exhibit J.

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made, Education Code 48918(g).

Implementation

A recording device is needed for each expulsion hearing. The hearing will be recorded and the recording submitted to the Superintendent or designee along with the written outcome. All present at the hearing will be notified that the hearing is being recorded.

Presentation of Evidence: Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm, Education Code 48918 (f) and (h), Exhibit K.

Ca. Educ. Code 48918(f) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board may order.

The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

Ca. Educ. Code 48918 (h) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

In hearings which include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Implementation

The administrator presenting the case must have all paperwork in chronological order.

The presenter must have one folder for each of the panel members and a folder for the

parent/guardian of the student. The folders must be identical; emphasis is placed on the content of the folder being identical for all parties. A picture(s) of any and all tangible evidence pertinent to the case shall be submitted as evidence. Witness testimonies must have other students' names blacked out at all times. Background information on the student, grades, attendance, etc. may not be submitted as evidence during the presentation of the case. Such information may be submitted during the closing statements. Copies must be provided to the parent/guardian of items given to the hearing panel.

Exhibit I

Administrative Hearing Panel
Expulsion Hearing Outline
Script

Today is _____ (date) at _____ (time) and we are commencing the Administrative Hearing Panel to consider the expulsion recommendation for _____ (student name) to the _____ High School Board of Trustees.

1. My name is _____ and I am _____ (position), and I will serve as the chairperson of the Administrative Hearing Panel.

The Administrative Panel Members are: _____ (name & position) and _____ (name & position)

2. I will now introduce the person who will be representing the school:
_____ (name & position)
3. (Student name) _____, would you please introduce those persons who are with you and identify their relationship to you?
4. It is my responsibility to advise the pupil and the other persons in attendance representing the pupil that an electronic recording of the hearing will be made for the purpose of compliance with Education Code.

***FYI:** A record of the hearing shall be made. This hearing is being recorded.*

5. It is also my responsibility to advise those in attendance that the technical rules of evidence shall not apply to the hearing, but evidence may be admitted and given probative effect only if it is the kind upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
 - Does anyone have questions or need clarification on this point?

***FYI:** Technical rules of evidence shall not apply to such hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel*

must be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.)

6. It is important that student and those representing the student understand that they have the right to:
- i. Know the charges against the pupil;
 - ii. Present fully the pupil's side of the charges orally or in writing;
 - iii. Review evidence, challenge evidence, present evidence, or introduce mitigating circumstances; and right to call witnesses.
 - iv. Receive a copy of pupil's cum file, if you so desire;
 - v. Make a statement or response regarding the disciplinary action against the pupil, which will be made a part of the expulsion record.

(Clarify any items not well understood)

7. The purpose of this hearing is to determine whether there is sufficient evidence to recommend expulsion of student from _____ to the Board of Trustees. It is our duty to provide a fair and impartial hearing. It is not our place to punish but to determine whether the pupil's presence on campus poses a possible threat to others or would be disruptive to the learning process.

After it is determined whether it was an expellable offense, the Panel will decide what action to take with your individual case. The Panel has three (3) options available:

- 1) Recommend expulsion and a plan for rehabilitation; this could include counseling, community service, etc.;
 - 2) Recommend expulsion, but suspend the enforcement of the expulsion and allow the student to return to school, not necessarily at the current school, plus a rehabilitation plan;
 - 3) Recommend not to expel.
8. The meeting will be conducted in the following manner:
- 1) The school representative will present the charges, evidence and may call witnesses appropriate to testify. Members of the Panel, student and parent, or those representing the student, may ask questions of what is being presented.

- 2) The parent will present whatever evidence they have, whether it is written or verbal and whether they would like to call any witnesses; this would be the appropriate time. The same rules of cross-examination apply: the school may ask questions, as well as members of the Panel, as to what is presented.
 - 3) Each party will have a chance to make a closing statement; school would be first; student and parent would be second; and then I, as Chair of the Administrative Hearing Panel, will have some closing comments. When I conclude my comments, the Panel will adjourn to closed session in order to reach a recommendation. This recommendation will then be forwarded to the Board of Trustees.
9. The school has the burden of proving the allegations in the notice of hearing. The district will present its case first, and then the student has an opportunity to present their case.

This Panel will determine whether to recommend expulsion to the governing board.

If this Panel recommends against expulsion, then the student will be immediately be reinstated and permitted to return to an instructional program. If this Panel recommends for expulsion, the matter will then be decided by the governing board who may or may not accept the recommendations to expel and/or any other recommendation this Panel may make.

10. I would ask all those who are going to give testimony to please raise your right hand. “Do you affirm that the information you are about to give will be the whole truth and nothing but the truth?” Those giving testimony will say “I do” or “I will”.

FYI (The only persons remaining in the room are the parents of the student, or the attorney, or those representing the school district. Anyone other than these people should wait in the reception area and be called individually and sworn in at that time. Once they have finished giving testimony, they should be advised not to discuss that testimony with anyone else after they leave)

_____ (name of school administrator), will you please address the due process requirements?

- a) Who was the legally responsible administrator in this case?
_____ (name)
 - b) Was student enrolled in school at the time of the alleged incident? Yes / No
 - c) Was student suspended and the date? Yes / No _____ (date)
 - d) Was the suspension proper under E.C. 48900 on the basis of the law?
Yes / No
 - e) Was a parent conference held and the date? Yes / No
_____ (date)
 - f) Was student's suspension extended? Yes / No
 - g) Was student arrested? Yes / No Was a sheriff's report taken? Yes / No
 - h) Was there an anonymous tip involved in the school's intervention? Yes / No
 - i) How are the students made aware of the rules, regulations and expectations regarding behavior on our campus? i.e. Handbook (point out page number in the student's handbook)
 - j) Question by Chair of the School Administrator: Has the district provided documentation to the parents within the 10-day time limit? Yes / No
11. _____ (name of school administrator), do you have any witnesses?

The school representative now will present the case and review the evidence. Those representing the pupil will have the opportunity to cross-examine and question the school administrator on what was presented after members of the Administrative Hearing Panel have asked any questions for clarification.

School presents charges:

***FYI** (Here the presenter should mention the ed codes that the school is referencing for the expulsion, read the incident report, and then present any witness statements. If there are any witnesses, witness will be called one time and only once. The school may also review attendance, discipline record, and grades at this time, or in their closing statements.)*

12. Student may now respond to the charges by calling any witness or by testifying in his/her behalf. If there are documents to be presented, please do so now.
13. _____ (name of pupil), do you have any witnesses?

The pupil, or representative, now will present the case and review the evidence. Those representing the school will have the opportunity to cross-examine and question the pupil on what was presented after members of the Administrative Hearing Panel have asked any questions for clarification.

Questions by a) Panel and by b) Administrator

14. Now that each party has finished presenting their case, each party has the opportunity of presenting a closing statement.

a) Does the school have any closing statements to be presented?

FYI (This would be a good time to include student attendance, discipline, grades and also the IEP if applicable, etc. This is also the appropriate time to reiterate the reasons this student should be expelled.).

b) Does the student or his/her representative have any closing statements?

(Encourage the student to speak about why he/she should not be expelled)

15. Before this hearing is adjourned, I want to remind the student and his/her representatives of additional rights and possible alternatives.

- i. You have the right to appeal the local Board action to the _____ County Board of Education. Such appeal must be made within thirty (30) days following the local Board's vote to expel.
- ii. If expulsion is recommended, you have the right to enroll student in a private or parochial school or in another school district.
- iii. There are alternative programs to which the pupil may be assigned, if the Board votes to expel but suspends the enforcement of the expulsion.
- iv. Any recommendations made by the Administrative Hearing Panel will be in writing and will be sent to you by mail.

16. After this hearing is adjourned, this Panel will make its determination in two (2) parts:

First: The Panel will determine if the alleged incident did occur and if violations of the Education Code, Board Policies and District code of Discipline did take place.

Second: If the Panel determines that the Ed Code has been violated, then the Panel will proceed to deliberate to determine what its recommendation to the Board of Trustees will be.

17. Please remember that the Board of Education is the only body that can expel a student. This Panel will only present to the Board a recommendation.

18. Are there any questions regarding these procedures?

19. This hearing is adjourned at _____(time) and _____(date).

Exhibit J

Date of Expulsion Hearing _____

School recommending the Expulsion _____

Expulsion panel members: _____

_____, Chair

Panel's Decision:

Signatures of Panel Members:

11. Hearing Panel Recommendation

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Principal or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian, Education Code 48918(e).

If an expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order, Education Code 48918(f).

Ca. Educ. Code (f) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board may order.

The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

Implementation:

The hearing panel chair is responsible for submitting a document to the Vice President of Education stating the recommendation made by the panel, Exhibit J. Length of time for expulsions:

A. For the remainder of the semester in which the recommendation for expulsion was made.

B. One semester from the end of the semester in which the recommendation for expulsion took place.

C. One year (maximum) from the date the recommendation for expulsion was made.

In addition, the panel may recommend suspending the expulsion.

The recommendation will be submitted to the Board of Trustees.

D. School Administration must adhere to the timeline required in sending written notice to the parent/student of the Board meeting where the School Board will make the final decision on the submitted recommendation, Exhibit L.

Exhibit L

DATE

Via Certified Mail

ADDRESS

Notice of Hearing Panel Recommendation,

Re: Notice of School Board Meeting

Dear:

This letter is to notify you that your son/daughter _____ has been recommended for expulsion from _____ Public Charter School. The recommendation by the _____ based on the _____ of _____, will be brought to the _____, Inc., School Board of Education for review in a close session meeting on _____ at _____ p.m. The Boards action on this matter will be announced during the public session following the review and a letter will be mailed to notify you of this action. You have the right to attend the board meeting and to address the board on your child's behalf. The meeting will take place at _____. If you have any questions or concerns regarding this process, please call me at (661) 272-1225.

Sincerely,

Dr. Patrick Hill
 Vice President of Student Services
 177 Holston
 Lancaster, CA 93535

12. Waiver of Hearing (Default Proceedings): Stipulated Expulsion Process

The Board may appoint an impartial Hearing Officer to carry out a stipulated expulsion process only if and when the student /parent(s) agree.

If the parent/guardian agrees that their son/daughter behaved essentially in the manner stated in the principal's letter recommending expulsion and that such behavior constitutes a violation of the California Education Code, Section 48900, 48900.2, 48900.3, 48900.4, 48900.7 and/or 48915 a suspendable/expellable offense, the parent/guardian may request to waive the Administrative Hearing panel, Exhibit M.

When the parent/guardian agrees to waive the Administrative hearing Panel, they also waive all notification and timelines related to the expulsion hearing process, along with their rights to appeal the determination of the Board.

The Board has the discretionary power to accept, reject, or modify all recommendations.

Implementation

This process is carried out by the Hearing Officer and it normally takes place at the same meeting for a possible extension of suspension. The parent is given and explained all information available on the suspension/expulsion process. The parent is given the option of choosing the stipulated process instead of the expulsion hearing. It is the parent that makes the decision. School Administration must adhere to the timeline required in sending written notice to the parent/student of the Board meeting where the School Board will make the final decision on the submitted recommendation, Exhibit L.

Exhibit M

School Name
Address
Phone

Waiver Agreement

TO: Board of _____ Public Charter School

DATE: _____

Student Name: _____ D.O.B. _____

_____/Parent/Guardian acknowledges having met with Dr. Patrick Hill. _____ has been informed of, and understands the right to due process with regard to the expulsion recommendation against _____, by _____, Principal, _____ Public Charter School.

We have received the suspension form and a copy of the Principal's letter requesting expulsion. We received a letter dated _____, which explained the reasons for the extended suspension placed upon _____.

After careful consideration, we voluntarily request a waiver of the pending expulsion hearing before a _____ Public Charter Administrative Hearing Panel. We understand that the purpose and the function of the waived hearing would have been for fact-finding and to submit recommendations to the Board when the Board meets to deliberate and act on this matter. We understand and agree to waive all rights we would have had in connection with the waived hearing, including the opportunity to appear in person or employ and be represented by counsel, to inspect and obtain copies of all documents to be used, to confront and question all witnesses, to question all other evidence to be presented and, to present oral and documentary evidence on behalf of _____ including witnesses.

We admit that _____ behaved in the manner stated in the principal's letter recommending expulsion and that such behavior constitutes a violation of the *California Education Code, 48900* (____)

We request that all legal time lines and notifications in this matter be waived. By signing this wavier, we agree to waive our right to appeal any decision of the County Board of Education to expel based upon this admission.

The following will be presented to the Board of Education for its consideration. The term of expulsion will be for the _____ school year. _____ will be referred to _____ while on expulsion status.

The authority to determine whether the student has or has not complied with any requirements, term and/or condition related to the expulsion order of this Board shall be made by the Director of Student Services Designee. If the Director, in his/her discretion determines that the student has not maintained good attendance, good grades and proper conduct and has not complied with and/or performed any requirement imposed by this Board as a condition of the expulsion order, he may rescind enrollment in _____.

I knowingly, intelligently and voluntarily waive my constitutional rights in this matter. I do so freely and voluntarily with the understanding of the nature and consequences thereof.

Date **Parent/Guardian**

Date **Student**

Date **School Representative**

13. Final Action by the Board

If the Board reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to school. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion " above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred, Education Code 48916.

Ca. Educ. Code 48916. (a) An expulsion order shall remain in effect until the governing board, in the manner prescribed in this article, orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. If an expulsion is ordered during summer session or the intersession period of a year-round program the governing board shall set a date, not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.

(b) The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

(c) The governing board of each school district shall adopt rules and regulations establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

(d) If the governing board denies the readmission of an expelled pupil pursuant to subdivision (c), the governing board shall make a determination either to continue the placement of the pupil in the alternative educational program initially selected for the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving

expelled pupils, including placement in a county community school.

(e) The governing board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program. The written notice shall also include the determination of the educational program for the expelled pupil pursuant to subdivision (d). The expelled pupil shall enroll in that educational program unless the parent or guardian of the pupil elects to enroll the pupil in another school district.

14. Written Notice to Expel

The Principal or designee shall send written notice of the decision to expel to the student or parent/guardian. If the student is part of the Foster Care System, the same notice shall be sent to the student's care worker and attorney. This notice, Exhibit N, shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a-q), Education Code 48900.2 – 48900.4, 48900.8, and 48915(c). Education Code 48900.8
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian, Education Code 48916.
3. Notice of the right to appeal the expulsion to the County Board of Education, Education Code 48918. Except for Stipulated expulsions who waived the right to appeal.
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion, Education Code 48918.
5. Notice of the student's or parent/ guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1, Education Code 48918.

Implementation

The principal shall also send a notification letter to the school district last attended by the student prior to attending Learn 4 Life. This letter will notify the district of the expulsion of the student, Exhibit O.

Exhibit N

DATE

_____, Student and
Parent of _____
(ADDRESS) _____

Case Number: _____
D.O.B.: _____

Dear Student and Parent:

In a closed session held on _____, the Board of Trustees of the _____ Charter School heard the expulsion case of STUDENT'S NAME, who was charged with violation of California Education Code, Section 48900 (), () and (). The Board of Trustees unanimously voted to adopt and accept the recommendation of the _____ to expel _____ from _____ Public Charter School for the (Example) remainder of this semester and the following semester, through June 29, 2012. _____ is referred to _____ while on expulsion status. Please contact _____ at _____ ext., for enrollment procedures.

As per Education Code 48915.1 subsection (b), if STUDENT'S NAME attempts to enroll in another school district, the parent of STUDENT'S NAME must inform the receiving school district of the expulsion status with the previous school district. If this information is not provided to the new school district and that school district later determines that STUDENT'S NAME was expelled from _____ Public Charter School, the failure to disclose the required information shall be recorded and discussed in the hearing by the new school district to determine if STUDENT'S NAME may be enrolled in the new district. The governing board shall maintain a record of each expulsion. Records of expulsions shall be non-privileged, disclosable public records.

Exhibit N

The order of this expulsion allows either STUDENT'S NAME and/or the parent of STUDENT'S NAME to apply for readmission to _____ Public Charter School on _____

A student expelled from _____ Public Charter School District is not to be present on the grounds of any school, any school sponsored activity or any educational building within the school without specific school business and without knowledge of the administration in charge of the school or building.

If you have any questions, please feel free to call _____, Principal at _____

Sincerely,

Dr. Patrick Hill
Vice President of Student Services
177 Holston
Lancaster, CA 93535

Exhibit O

Date:
 Via U.S. Mail and E-Mail:
 District of Residence:
 Attention: Student Services & School Attendance Director
 Address:

Re: _____ Expulsion from _____

Dear Director:

Our records show that the referenced student was last enrolled in your school district. This shall serve as notice as required by Section 47605(d) (3) of California Education Code which states:

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full time education pursuant to Section 48200.

The following student is being reported to you, because he/she: was expelled from our school on _____.

Student's Name	SSID #	Birthdate	Finish Date	Student's Address	Phone
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As required by Education Code section 47605(d)(3),

Please notify us if you would like a copy of the following documents which we have record for the student.

- cumulative record:**
- transcript of grades:**
- report card; and**
- immunization record.**

Please contact _____ at _____ for information regarding this letter, the process, or the student.

_____ Administrative Assistant

15. Decision Not to Enforce Expulsion Order

Suspended Expulsion voted by Board of Trustees.

The suspension of the enforcement of an expulsion shall be governed by the following, Education Code 48917:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for suspension and Expulsion" above or violates any of the school's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion proceedings.

Ca. Educ. Code 48917. (a) The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

(b) The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

(c) During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

(d) The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

(e) Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

(f) A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

16. Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education, except for stipulated expulsions. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation, Education Code 48919.

Ca. Educ. Code 48919. If a pupil is expelled from school, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the county board of education which shall hold a hearing thereon and render its decision.

The county board of education, or in a class 1 or class 2 county a hearing officer or impartial administrative panel, shall hold the hearing within 20 schooldays following the filing of a formal request under this section. If the county board of education hears the appeal without a hearing conducted pursuant to Section 48919.5, then the board shall render a decision within three schooldays of the hearing conducted pursuant to Section 48920, unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date a governing board votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation pursuant to Section 48917. A pupil who fails to appeal the original action of the board within the prescribed time may not subsequently appeal a decision of the board to revoke probation and impose the original order of expulsion.

The county board of education shall adopt rules and regulations establishing procedures for expulsion appeals conducted under this section. If the county board of education in a class 1 or class 2 county elects to use the procedures in Section 48919.5, then the board shall adopt rules and regulations establishing procedures for expulsion appeals conducted under Section 48919.5. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil and the governing board regarding the appeal, the furnishing of a copy of the expulsion hearing record to the county board of education, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the school district simultaneously with the filing of the notice of appeal with the county board of education. The school district shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request. Upon receipt of the records, the pupil shall immediately file suitable copies of these records with the county board of education.

Implementation

In the case of an appeal, all records of the suspension and expulsion proceedings will be requested. The records and recording will be reviewed by the County's Board of Trustees. The County Board can uphold the decision of the school board or reject it.

17. Teacher's Notice- To be used when admitting students who have been previously expelled from school.

A school District shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in those acts, Exhibit P. The district shall provide the information to the teacher based upon any records that the district maintain in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Ed. Code 49079.

Ca. Educ. Code 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Implementation

The principal is responsible for notifying the supervising teacher according to the requirement of Ed. Code 49079. This code reminds all educators that this information is to stay confidential and shall not be disseminated by the teacher. In addition, this education code requests that the information provided shall be from the previous three school years. Since for the most part our students are recent enrollees, the information to be provided must be the information available to the school at the time of enrollment and henceforth. Teacher's Notice, Exhibit P. The supervising teacher is to make an entry on the global notes section of the student's electronic record.

Exhibit P

Student Notification
(Education Code Section 49079)

Dear

Pursuant to Education Code 49079, you are being notified that the _____ High School has reviewed the cumulative files of _____ for the last _____ years. Our review indicates that the student has previously been engaged in an act(s) under 48900()(): _____

You are advised that you have received the foregoing information in confidence and you are not to disseminate this information to any person under any circumstances.

If you have any questions or comments regarding this matter, please contact me.

Sincerely,

Principal

18. Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Ed. Code 48902, Exhibit Q.

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 629.9 and 626.10

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Ed. Code 48900 (c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind. Ed. Code 48902

Ca. Educ. Code 48902. (a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code.

(b) The principal of a school or the principal's designee shall, within one school day after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupils that may violate subdivision (c) or (d) of Section 48900.

(c) Notwithstanding subdivision (b), the principal of a school or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The principal of a school or the principal's designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a pupil or nonpupil on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.

(d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

(e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the principal or principal's designee who is responsible for the failure of not more than five hundred dollars (\$500).

(f) The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of

Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

Implementation

All communication with the authorities must be documented by school staff as part of the suspension/expulsion report and also as part of information that may have to be provided to parents and/or guardians. Document at what time the call was placed, which officer responded to the call, and/or if no one responded to the call.

Exhibit Q

Law Enforcement Notification

Date of Notification: _____

Time: _____

Person making notification: _____

RE: Notification of PC 245 Violation (OR)
 Notification of Drug/Alcohol Offense (OR)
 Pupil Assault/Attack on School District Employee

Date: _____

As required by Education Code section 48902, I write to inform you that a student at our school is alleged to have been involved in an assault with a deadly weapon or is alleged to have violated Education Code Section 48900 (c) or (d) [possessed or sold drugs or alcohol] or has attacks, assaults, or menaces a school district employee.

The Education Code requires that law enforcement be notified prior to suspending a student for any act, which may violate Penal Code section 245 (also see Education Code section 44030). The Education Code also requires that law enforcement be notified within one (1) day of suspending a student for possession or sale of drugs or alcohol or if a pupil attacks, assaults, or menaces a school employee (see Education Code section 44014). Please consider this memo that notification.

This notification relates to the following facts:

Student Name: _____

Date of Incident: _____

Grade: _____

Home Address: _____

Home Telephone: _____

Education Code section violated: _____

Description of Incident: _____

Law Enforcement Responded Yes No

Name of Contact Officer: _____

Exhibit R**Expulsion Referral Check List**

Student Name: _____ Grade: _____ DOB: _____

Administrative Hearing Panel Meeting date and time: _____

Check the items listed below that are attached:Process Documents

1. Parent Suspension Letter 2. Request of Recommendation for Expulsion
3. Summary Report Describing Actions Taken by the School to Correct Student's Previous Misbehavior (if appropriate)
4. Notice of Extension of Suspension Meeting 5. Letter of Results of Extension of Suspension Meeting
6. Stipulated Expulsion packet, if applicable 7. Notice to parent of expulsion hearing date
8. Notice to parent of board meeting date 9. Law Enforcement Notification (if necessary)
10. If student is part of Foster Care System, required documents:
- Case Worker and Attorney notice of IEP mtg., if student in Sp. Ed.
 - Case Worker and Attorney notice of extended suspension mtg.
 - Case Worker and Attorney notice of expulsion hearing
 - Case Worker and Attorney notice of expulsion board meeting

Student Records:

11. Academic Record 12. Attendance Record 13. Test Scores
14. 504 or Sp Ed manifestation 15. Counselor Report

Verification Documents Pertaining to Recommended Expulsion:

16. Statement of Witnesses 17. Police Report of Incident

Closing Documents:

18. Letter to Student /Parent of Board mtg. results
19. Law Enforcement Notification Letter (if necessary)
20. If expelled, letter to District student last attended