Tuesday, November 19, 2019
Regular Board Meeting

Santa Ana Unified School District
Board of Education
Board Meeting Agenda
Closed Session: 4:30 - 6:00 p.m.
Open Session: 6:00 p.m.

Valerie Amezcua: President, Rigo Rodriguez, Ph.D.: Vice President, Alfonso Alvarez, Ed.D.: Clerk, John Palacio: Member,
Alan Rasmussen, Ed.D. and Richard Tauer: Interim Co-Superintendents

If special assistance is needed to participate in the Board meeting, please contact the Superintendent's office, at (714) 558-5512. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.

Mission Statement:
We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

Role of the Board:
The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:

1. Setting a direction for the District.
2. Providing a basic organizational structure for the SAUSD by establishing policies.
3. Ensuring accountability.
4. Providing community leadership on behalf of the District and public education.

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

Board Meeting Documentation:
Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

Public Comments at Board Meetings:
The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The Request to Address the Board of Education cards are located on the table in the foyer.

Televised Meeting Schedule:
The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at http://www.sausd.us

1. CALL TO ORDER

2. RECESS TO CLOSED SESSION

2.1 With respect to every item of business to be discussed in Closed Session pursuant to Education Code Sections 355146, 48912, 48918, 49070: STUDENT EXPULSIONS AND DISCIPLINE ISSUES

2.2 With respect to every item of business to be discussed in Closed Session pursuant to Paragraphs (2) to (5) of Subdivision (D) (E) of Government Code Section 54956.9 CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION: 30-2019-01068167-CU-WM-CSC; 30-2019-01069196-CU-MC-CJC; SUSD-009978; and 15HO0196

2.3 With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/REASSIGNMENT/APPOINTMENT; Intermediate Assistant Principals; Elementary Assistant Principal; Coordinator of Research and Evaluation (Data System & Quality); and Superintendent

2.4 With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section54957.6: CONFERENCE WITH LABOR NEGOTIATOR: SAEA, CSEA, SASPOA, CWA Bargaining Units Hiacynth Martinez,Ed.D., District Negotiator Unrepresented Employees: Certificated and Classified Management, Supervisory, andConfidential Employees not represented by a Union.

3. RECONVENE REGULAR MEETING

4. PLEDGE OF ALLEGIANCE

5. INTRODUCTION OF NEW SUPERINTENDENT

6. HIGH SCHOOL STUDENT AMBASSADORS

6.1 Century - Fatima Rodriguez; Godinez - Graciela Gomez; Lorin Griset - Yancy Linares; Santa Ana - Joseph Acevedo; Valley - Valeria Perez

7. RECOGNITION/ACKNOWLEDGEMENTS

7.1 Art Contest Winners

7.2 Advanced Learning Academy, National Speech & Debate Champions

7.3 Certificated Employee of the Month for November 2019, Rosalina Espinoza

7.4 Classified Employee of the Month for November 2019, Marisela Najera

8. SUPERINTENDENT'S REPORT

9. PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)-Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.

10. APPROVAL OF CONSENT CALENDAR

10.1 Approval of Regular Board Meeting Minutes - October 22, 2019, Special Board Meeting Minutes - November 2, 2019 and Special Board Meeting Minutes - November 3, 2019

10.2 Approval of Board President Amezcua to Attend the National School Board Association 2020 Annual Conference & Exposition, April 4-6, 2020 in Chicago, Illinois

10.3 Acceptance of Gifts in Accordance with Board Policy (BP) 3290 - Gifts, Grants, and Bequests

10.4 2018-19 Annual Report on Williams Settlement Legislation

10.5 Approval of Art of Design for Social Media & the Web Course for High School Students

10.6 Approval of Fundamentals of Business (UC-g) Course for High School

10.7 Approval of CSI School Plans for Student Achievement for 2019-20 School Year

10.8 Approval of Subscription Agreement between Ellevation Inc., LLC for Period of December 1, 2019 through November 30, 2020.

10.9 Acknowledgement of Receipt of Orange County Educational Arts Academy Renewal Charter Petition

10.10 Acknowledgement of Receipt of Orange County School of the Arts Renewal Charter Petition

10.11 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

10.12 Approval/Ratification of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips

10.13 Approval of Payment and Reimbursement of Costs Incurred for Student(s) with Disabilities for 2019-20 School Year

10.14 Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and/or Agencies for Students with Disabilities for 2019-20 School Year

10.15 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year

10.16 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year

10.17 Approval/Ratification of Listing of Grant Award Applications with Santa Ana Unified School District for 2019-20 School Year

10.18 Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2019-20 School Year

10.19 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of October 9, 2019 through October 22, 2019

10.20 Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of October 9, 2019 through October 22, 2019

10.21 Approval of Revised Job Description: Instructional Assistant-Deaf and Hard of Hearing

10.22 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

10.23 Adoption of Resolution No. 19/20-3315 – Authorization the Filing of Career Technical Education Facilities Grant Applications to the State School Facilities Program for Proposition 51 Funding

10.24 Adoption of Resolution No. 19/20-3316 – Revision of Authorized Signatories

10.25 Adoption of Resolution No. 19/20-3220 - Authorization of California State Preschool Program Contract Amendment CSPP-9359-02 for the 19-20 Program Year

11. PRESENTATIONS

11.1 Actuarial Study of Workers' Compensation Program as of June 30, 2019

11.2 Jackson Elementary Preschool Update

12. PUBLIC HEARING

12.1 Public Disclosure of Tentative Agreement with Santa Ana Educators' Association

12.2 Public Hearing for Orange County Educational Arts Academy Renewal Charter Petition

12.3 Public Hearing for Orange County School of the Arts Charter Renewal Petition

13. REGULAR AGENDA - ACTION ITEMS

13.1 Acceptance of Actuarial Study of the Workers' Compensation Program as of June 30, 2019

13.2 Approval of Memorandum of Understanding with Santa Ana School Educators' Association Regarding 2019-2020 and 2020-2021 Extended Day Kindergarten and Extended Day Transitional Kindergarten Pilot Program

13.3 Approval of Memorandum of Understanding with California School Employees Association, Chapter 41 Regarding Secure Storage Space

13.4 Appointment of SAUSD Superintendent of Schools and Approval of Employment Agreement

13.5 Adoption of Resolution No. 19/20-3317 - Intention to Grant Easements for Public Utility Purposes to Southern California Edison for Saddleback High School

13.6 Adoption of Resolution No. 19/20-3321 – In Support of Assembly Bill 48, Public Preschool, K-12, and College Health and Safety Bond Act of 2020

14. BOARD REPORTS

15. ADJOURNMENT

16. FUTURE MEETING: Regular Board Meeting, Tuesday, December 17, 2019 at 6:00 p.m.

6. HIGH SCHOOL STUDENT AMBASSADORS

Subject	**6.1 Century - Fatima Rodriguez; Godinez - Graciela Gomez; Lorin Griset - Yancy Linares; Santa Ana - Joseph Acevedo; Valley - Valeria Perez**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	

7. RECOGNITION/ACKNOWLEDGEMENTS

Subject	**7.1 Art Contest Winners**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Recognition
Goals	GOAL 2 - : Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community. (BASE and ALL STUDENTS) ACTION 2.7 - Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants SERVICES 2.07002 Community based organizations

AGENDA ITEM BACKUP SHEET

TITLE: Art Contest Winners

ITEM: Recognition

SUBMITTED BY: Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services

ITEM SUMMARY:
Recognition of four Santa Ana Unified School District winners

BACKGROUND INFORMATION:
The purpose of this agenda is to recognize four winners of the Assemblymember Tom Daly 69th District Art Contest.

RATIONALE:
Santa Ana Unified School District shares the continuous student accomplishments. Each year the district of Assemblymember Tom Daly holds an art contest for students in the community to highlight their artistic talents. This year's theme was "What is your dream?". There were four winners from our elementary schools. The students are:

2nd Grade 2nd Place - Scarlette Higareda, Washington Elementary
4th Grade 1st Place - Jacob Ramirez, Monroe Elementary
5th Grad 1st Place - Lucia Vargas, Thorpe Elementary
5th Grade 2nd Place - Emma Olivares, Walker Elementary

FUNDING:
No fiscal impact

RECOMMENDATION:
Recognize the four Art Contest winners

7. RECOGNITION/ACKNOWLEDGEMENTS

Subject	**7.2 Advanced Learning Academy, National Speech & Debate Champions**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Recognition
Goals	GOAL 4 - Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs. (TARGETED SUPPORT) ACTION 4.1 - Ensure equitable grades TK-12 access for all sub-groups, including low income pupils to supplemental enrichment opportunities (i.e. STEM, CTE Visual and Performing Arts (VAPA), foreign language, physical education and intramural athletics.) SERVICES 4.01006 Speech and Debate

AGENDA ITEM BACKUP SHEET

TITLE: Advanced Learning Academy, National Speech & Debate Champions

ITEM: Recognition

SUBMITTED BY: Daniel Allen, Ed.D, Assistant Superintendent, K-12 Teaching and Learning

PREPARED BY: Amy Scruton, Director, Interim Secondary Education

ITEM SUMMARY:

- Students on the ALA Speech and Debate team have won the national championship two years in row.

BACKGROUND INFORMATION:
The Advanced Learning Academy Speech & Debate team has won the national championship in consecutive years.

RATIONALE:
The Advanced Learning Academy is celebrating winning the national championship back to back years. It is a huge accomplishment to win a national title. It is even more difficult to repeat that accomplishment.

Today, we honor the best in the nation and we are proud that they belong to the SAUSD family. Students will be presented with their championship rings which serve as a symbol of excellence and as an example of what the Santa Ana Unified School District produces in the area of education.

FUNDING:
None

RECOMMENDATION:
Recognize Advanced Learning Academy, National Speech & Debate Champions

File Attachments
Advanced Learning Academy Speech and Debate National Championship Team.pdf (210 KB)

Advanced Learning Academy Speech and Debate National Championship Team:

1. Larz Montanez
2. Isabella Guerra
3. Justin Jacobo
4. Julio Diaz
5. Isabel Ortega
6. Reyna Sanchez
7. Kiahra Simmons
8. Tiffany Ruvalcaba
9. Hannah Valdivia
10. Grace Tinajero
11. Keila Lopez
12. Alma Rocha
13. Sebastian Torres
14. Dante Soriano
15. Abdiel Ramirez
16. Ashley Andrade
17. Samara Oregon
18. Mia Luna
19. Alex Prado

7. RECOGNITION/ACKNOWLEDGEMENTS

Subject	**7.3 Certificated Employee of the Month for November 2019, Rosalina Espinoza**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Recognition
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07018 Human Resources Services

AGENDA ITEM BACKUP SHEET

TITLE: Certificated Employee of the Month for November 2019, Rosalina Espinoza

ITEM: Recognition

SUBMITTED BY: Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources

ITEM SUMMARY:
Monthly recognition of employees

BACKGROUND INFORMATION:
The purpose of this agenda item is to recognize the Certificated Employee of the Month for November 2019.

RATIONALE:
A selection committee, consisting of certificated employees, has reviewed nominees and selected the Certificated Employee of the Month for November 2019. The members have selected Rosalina Espinoza, ELD Coordinator, Century High School.

FUNDING:
Recognition Program Funds: $50 (gift card)

RECOMMENDATION:
Recognize Rosalina Espinoza as Certificated Employee of the Month for November 2019.

HDM: gg

7. RECOGNITION/ACKNOWLEDGEMENTS

Subject	**7.4 Classified Employee of the Month for November 2019, Marisela Najera**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Recognition
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07018 Human Resources Services

AGENDA ITEM BACKUP SHEET

TITLE: Classified Employee of the Month for November 2019, Marisela Najera

ITEM: Recognition

SUBMITTED BY: Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources

ITEM SUMMARY:
Monthly recognition of employees

BACKGROUND INFORMATION:
The purpose of this agenda item is to recognize the Classified Employee of the Month for November 2019.

RATIONALE:
A selection committee, consisting of classified employees, has reviewed nominees and selected the Classified Employee of the Month for November 2019. The members have selected Marisela Najera, School Office Assistant, Century High School.

FUNDING:
Recognition Program Funds: $50 (gift card)

RECOMMENDATION:
Recognize Marisela Najera as Classified Employee of the Month for November 2019.

HDM: gg

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.1 Approval of Regular Board Meeting Minutes - October 22, 2019, Special Board Meeting Minutes - November 2, 2019 and Special Board Meeting Minutes - November 3, 2019**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	

File Attachments
10-22-19 Regular Board Meeting Minutes for Board App.pdf (4,754 KB)

Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, CA 92701

MINUTES

Regular Board Meeting
Santa Ana Board of Education

Tuesday, October 22, 2019

CALL TO ORDER

Board President Amezcua called the meeting to order at 5:07 p.m. Other members in attendance were Dr. Alvarez and Mr. Palacio.

CLOSED SESSION PRESENTATIONS

Ms. Amezcua asked executive assistant if anyone wished to address the Board in matters pertaining to Closed Session to step to the lectern.

There was no one wishing to address the Board.

RECESS TO CLOSED SESSION

The Regular Board meeting recessed at 5:07 p.m. to consider student matters, existing litigation, personnel matters and negotiations update.

Dr. Rodriguez arrived at 5:36 p.m.

RECESS TO OPEN SESSION

RECONVENE REGULAR MEETING

The Regular Board meeting reconvened at 6:39 p.m.

Cabinet members present were Dr. Rasmussen, Mr. Tauer, Dr. Jimenez, Dr. Stekol, Dr. Allen, Dr. Llamas, Mr. Roychowdhury, Mr. Williams, and Chief Smith.
Dr. Helguera and Dr. Martinez were absent.

PLEDGE OF ALLEGIANCE

Tommy Cota, led the Pledge of Allegiance.

REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 4-0, the Board took action to approve the Workers' Compensation Compromise and Release in the amount of $55,000 for former classified employee as named in closed session - Claim number SUSD-009441.

Moved: Mr. Palacio Seconded: Ms. Amezcua
Vote: 4-0 Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

By a vote of 4-0, the Board took action to appoint Kelley Katz, to the position of Assistant Principal at Lorin Griset Academy.

Moved: Mr. Palacio Seconded: Ms. Amezcua
Vote: 4-0 Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

By a vote of 4-0, the Board took action to appoint Pedro Reyes, to the position of Assistant Principal - Franklin Elementary School.

Moved: Ms. Amezcua Seconded: Dr. Rodriguez
Vote: 4-0 Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

By a vote of 4-0, the Board took action to appoint Kala Buck, to the position of Assistant Principal - Muir Fundamental Elementary School.
Moved: Mr. Palacio Seconded: Dr. Rodriguez
Vote: 4-0 Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

HIGH SCHOOL STUDENT AMBASSADORS

Alexies Benitez from Advanced Learning Academy, Leonela Ramirez from Cesar Chavez, Geraldine Venta from Saddleback, and Noemi Portillo from Segerstrom, provided highlights to the Board of current events, information, and activities at their respective high schools.

RECOGNITION/ACKNOWLEDGEMENTS
6.1 Certificated Employee of the Month for October 2019, Sonta Garner-Marcelo

Sonta Garner-Marcelo, Teacher at Davis Elementary, was recognized as the Certificated Employee of the Month for October 2019.

6.2 Classified Employee of the Month for October 2019, Alejandro Prado

Alejandro Prado, Plant Custodian-Elementary at Advanced Learning Academy, was recognized as the Classified Employee of the Month for October 2019.

SUPERINTENDENT'S REPORT

Mr. Tauer gave the Superintendent's Report. He announced that the Annual Military Inspection Pass-in-Review will be Wednesday, October 23, 2019 and will begin at 9:00 a.m. at Santa Ana High School's football field. Board President Amezcua, Board Member Palacio, Senator Umberg and a representative from Congressman Correa's office will be in attendance. Mr. Tauer shared that schools across SAUSD will celebrate Red Ribbon Week beginning tomorrow, October 23, 2019 through October 31 with various activities and special themed days. Mr. Tauer also announced that Tuesday, November 5, 2019, is the General District Election for short term SAUSD Governing Board Member. He also shared that the Annual Marching Band Showcase is at 7:00 p.m. on Thursday, November 23, 2019, at the Santa Ana Public Schools Sports Complex. Mr. Tauer gave an updated on the Superintendent Search. He shared that they are entering the selection phase for first level interviews by the Board of Education. He anticipates the selection of a new SAUSD Superintendent by mid-November.

PUBLIC PRESENTATIONS

Public speakers addressed the Board regarding lack of communication, Released Time Christian Education, Social Model 2nd Annual Opioid Conference, Raising Highly Capable Kids, and special elections.

APPROVAL OF CONSENT CALENDAR

The following item was removed from the consent calendar for separate action:

9.6 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

Moved by Ms. Amezcua, seconded by Dr. Alvarez, and carried 4-0, to approve the Consent Calendar as follows:

9.1 Approval of Regular Board Meeting Minutes - October 8, 2019

9.2 Acceptance of Gifts in Accordance with Board Policy (BP) 3290 – Gifts, Grants, and Bequests

9.3 Orange County Department of Education First Quarterly Report on Williams Settlement Fiscal Year 2019-20

9.4 Approval of UC Scout On-Line Platform Courses for High School Students

9.5 Approval of Recommendation for 28-Day Review of Signing Naturally Student Textbook/Workbook, Level 3: Units 18-25 (Course: American Sign Language 4)

9.7 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips

9.8 Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and/or Agencies for Students with Disabilities for 2019-20 School Year

9.9 Approval of Continuing Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2019-20 School Year

9.10 Approval of Payment and Reimbursement of Costs Incurred for Student(s) with Disabilities for 2019-20 School Year

9.11 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year

9.12 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year

9.13 Approval/Ratification of Listing of Grant Award Applications with Santa Ana Unified School District for 2019-20 School Year

9.14 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of September 25, 2019 through October 8, 2019

9.15 Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of September 25, 2019 through October 8, 2019

9.16 Approval of Deductive Change Order No. 1 for Bid Package No. 1 – Kindergarten Conversion and Play Yard at Romero-Cruz Academy

9.17 Acceptance of Completion of Contract for Bid Package No. 1 – Kindergarten Conversion and Play Yard at Romero-Cruz Academy

9.18 Approval of Deductive Change Order No. 1 for Bid Package No. 1 – CTE Media Arts Lab and Library Remodel at Santa Ana High School

9.19 Acceptance of Completion of Contract for Bid Package No. 1 – CTE Media Arts Lab and Library Remodel at Santa Ana High School

9.20 Acceptance of Completion of Contract for Bid Package No. 1 – Modular Building Relocation at Romero-Cruz Academy

9.21 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

Items removed from Consent Calendar for discussion and separate action:

9.6 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

> Moved by Dr. Rodriguez, seconded by Dr. Alvarez, and carried 4-0, to approve Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1 with the amendment for student #348223. Dr. Llamas read the amendment as follows: The SAUSD Board of Education moved to accept the finding of the facts of the expulsion hearing panel which found student #348223 violated 48900 and 48915 (c(3)) of the California Education Code. The Board has moved to expel student from one calendar year to a two semester expulsion and suspend enforcement of the second semester. Student may apply for readmission on or after December 20, 2019. Student will be permitted to return to REACH Academy on probationary status during the suspension of student's expulsion.

CHANGE IN ORDER OF AGENDA

Moved by Dr. Rodriguez, seconded by Ms. Amezcua, carried 4-0, to approve the Action items as follows:

12.3 Board Policy (BP) 1340 – Access to District Records (New: For Adoption)

12.4 Board Bylaw (BB) 9220 - Governing Board Elections (Revised:For Adoption)

12.5 Board Bylaw (BB) 9321 - Closed Session (Revised: For Adoption)

12.6 Adoption of Resolution No. 19/20 - 3319 - Proclamation Declaring November 2019 as School Psychology Month

CHANGE IN ORDER OF AGENDA

PUBLIC HEARING

11.1 Santa Ana Educators' Association's Initial Bargaining Proposal to Santa Ana Unified School District for the 2019-22 School Years

Ms. Amezcua declared the Public Hearing open regarding the Santa Ana Educators' Association's Initial Bargaining Proposal to the Santa Ana Unified School District for the 2019-22 school years. She asked if there was anyone wishing to address the Board. After hearing no comments, Ms. Amezcua declared the Public Hearing closed.

REGULAR AGENDA - ACTION ITEMS

12.1 Accept Santa Ana Educators' Association's (SAEA) Initial Bargaining Proposal to Santa Ana Unified School District (SAUSD) for 2019-22 School Years

Moved by Ms. Amezcua, seconded by Dr. Alvarez, carried 4-0, to accept the Santa Ana Educators' Association's (SAEA) Initial Bargaining Proposal to the Santa Ana Unified School District (SAUSD) for the 2019-22 school years.

12.2 Approval of Agreement with Fiscal Crisis & Management Assistance Team Study Agreement for October 2019

Moved by Dr. Rodriguez, seconded by Ms. Amezcua, carried 4-0, to approve the agreement with Fiscal Crisis & Management Assistance Team Study for October 2019 in the amount not to exceed $46,600.

PRESENTATIONS

10.1 California Dashboard Indicators

Dr. Llamas presented data information regarding the California Dashboard Local Performance Indicators.

BOARD REPORTS

Dr. Alvarez asked staff to follow up with the parent who spoke about the money and staff concern. Ms. Amezcua asked staff to provide information on memorandum of understandings backlogs and asked staff to have a meeting with band parents.

RECESS TO CLOSED SESSION

The Regular Board meeting recessed at 8:19 p.m. to consider personnel matters in memory of Allison Wendel, the 10-year old 6th grade student at Hazard Elementary in Garden Grove Unified.

RECONVENE REGULAR MEETING

The Regular Board meeting reconvened at 10:10 p.m.

ADJOURNMENT

The Board meeting was adjourned at 10:10 p.m.

The next regular Board meeting of the Board of Education is Tuesday, November 19, 2019 at 6:00 p.m.

ATTEST: _____
Interim Co-Superintendent

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
NEW HIRES/RE-HIRES				
Caires, Robin	Teacher	Santa Ana	October 2, 2019	New Hire - Temporary 44909
Flores, Edgar	Teacher	Carr	October 3, 2019	New Hire - Temporary 44909
Foster, Steve	Teacher	Visual and Performing Arts	August 7, 2019	Rehire - Temporary 44909
Mejia Saldivar, Maribel	Teacher	Greenville	September 24, 2019	New Hire - Intern
Miki, Brian	Teacher	Santa Ana	October 2, 2019	New Hire - Temporary 44909
Pettyjohn, Maria	Teacher	Santa Ana	October 2, 2019	New Hire - Temporary 44909
Reyes, Ricardo	Teacher	Saddleback	September 19, 2019	New Hire - Temporary 44909
RESIGNATION/RETIREMENT/NO LONGER EMPLOYED				
Peat, Barbara	Teacher	Special Education	September 20, 2019	
CHANGE IN STATUS				
Zamarripa, Victoria	Teacher	Monte Vista	August 7, 2019	From Intern to Probationary II
DEPARTMENT CHAIRS 2019-20				
Beaumont, John		Century	2019-20	Science
Butler, Merlo		Century	2019-20	AVID
Espinoza, Rosalina		Century	2019-20	ELD/Bilingual
Fidel, Brianna		Century	2019-20	Math
Gersten, Alan		Century	2019-20	Business
Goodrich, Nathan		Century	2019-20	English

Dr. Hiacynth D. Martinez, Assistant Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Harrison, Thomas		Century	2019-20	Social Studies
Herrera, Phillip		Century	2019-20	Music
Larsh, Nadine		Century	2019-20	P.E.
McConnell, Amanda		Century	2019-20	Special Education
Perez-Chun, Maria		Century	2019-20	Foreign Language
Shepherd, Christine		Century	2019-20	Art
Benporat, Haya		Chavez	2019-20	Science
Kriesel, Darlene		Chavez	2019-20	English
Lemus, Devora		Chavez	2019-20	Art
Malagon, Arnulfo		Chavez	2019-20	P.E.
Maldonado, Gloria		Chavez	2019-20	Math
Parchmann, Mark		Chavez	2019-20	Social Studies
Park, Chu		Chavez	2019-20	Lead Counselor
Steele-Hasen, Lisa		Chavez	2019-20	Special Education
Beichner, Josina		Godinez	2019-20	Foreign Language
Jacovides, Alexis		Godinez	2019-20	Special Education
MacLennan, Sara		Godinez	2019-20	P.E.
Mc Mahon, Jeanette		Godinez	2019-20	Art, Music
Morgan, Lisa		Godinez	2019-20	Science
Morgan, Robert		Godinez	2019-20	AVID, Social Studies
Ninofranco, John		Godinez	2019-20	Math (sharing)
Pruden, Suzanne		Godinez	2019-20	English
Rodriguez, Martha		Godinez	2019-20	Math (sharing)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Valenzuela, Alba		Godinez	2019-20	Lead Counselor
Gonzales, Janika		Lathrop	2019-20	Science
Groothuis, Carol		Lathrop	2019-20	P.E.
Gutierrez, Fernando		Lathrop	2019-20	AVID, Math
Hammer, Heather		Lathrop	2019-20	ELD/Bilingual, Reading
Heuberger, Terri		Lathrop	2019-20	Special Education
Luna, Zitlalpilli		Lathrop	2019-20	Art
Medina, Anthony		Lathrop	2019-20	English (sharing)
Murrieta, Amanda		Lathrop	2019-20	English (sharing)
Oswandel, Elizabeth		Lathrop	2019-20	Social Studies
Raya, Paul		Lathrop	2019-20	Lead Counselor
Booker, Howard		Lorin Griset	2019-20	Social Studies
Kim, Duy		Lorin Griset	2019-20	Math
Mackenzie, Marcus		Lorin Griset	2019-20	Science
Monce, Maria		Lorin Griset	2019-20	Foreign Language
Pena, Maricela		Lorin Griset	2019-20	Art
Reyes, Pedro		Lorin Griset	2019-20	English
Sutherland, Nancy		Lorin Griset	2019-20	P.E.
Tucker, Adriana		Lorin Griset	2019-20	Special Education
Celestino, Gregory		MacArthur	2019-20	English
Cerne, Elisabeth		MacArthur	2019-20	Special Education
Cunningham, Katie		MacArthur	2019-20	Art

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Evans, Patrick		MacArthur	2019-20	P.E. (sharing)
Holdcroft, Althea		MacArthur	2019-20	Music
Kotler, Holly		MacArthur	2019-20	Math
Manfre, Charles		MacArthur	2019-20	P.E. (sharing)
Manske, Tammy		MacArthur	2019-20	Social Studies, AVID
Papke, Kevin		MacArthur	2019-20	Business
Sprafka, John		MacArthur	2019-20	Science
Tristan, Laurie		MacArthur	2019-20	Lead Counselor
Anaya, Felipe		McFadden	2019-20	ELD/Bilingual (sharing)
Banuelos, Jeanette		McFadden	2019-20	AVID
Brambila, Martha		McFadden	2019-20	English (sharing)
Cano, Michelle		McFadden	2019-20	Math (sharing)
Diaz, Javier		McFadden	2019-20	ELD/Bilingual (sharing)
Dowd, Arica		McFadden	2019-20	Art
Ellis, Gregory		McFadden	2019-20	Music
Fitzpatrick, Jessica		McFadden	2019-20	Special Education (sharing)
Gallegos, Kim		McFadden	2019-20	Social Studies
Hetherington-Schwartz, Tami		McFadden	2019-20	English (sharing)
Holte, Matthew		McFadden	2019-20	Science
McDonald-Van Dyke, Jennifer		McFadden	2019-20	Math (sharing)
Napier, Rodney		McFadden	2019-20	P.E.
Onofre, Danelia		McFadden	2019-20	Lead Counselor

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Vazquez-Knox, Joyce		McFadden	2019-20	Special Education (sharing)
Axtell, Aaron		Mendez	2019-20	Music
Cabrera, Cassandra		Mendez	2019-20	Science
Carney, Jann		Mendez	2019-20	Special Education
Dennis, Gregory		Mendez	2019-20	English
Diaz, Jose		Mendez	2019-20	Math (sharing)
Lubba, Marcus		Mendez	2019-20	Math (sharing)
Miraglia, Christian		Mendez	2019-20	Social Studies (sharing)
Munoz, Liana		Mendez	2019-20	Art
Radford, David		Mendez	2019-20	Social Studies (sharing)
Salas, April		Mendez	2019-20	AVID
Tran, Tina		Mendez	2019-20	Lead Counselor
Wozniak, Jeffrey		Mendez	2019-20	P.E.
Camacho, Octavio		Middle College	2019-20	Math (sharing)
Groff, Susan		Middle College	2019-20	Science
Kaneko, Norio		Middle College	2019-20	Math (sharing)
Nguyen, Thu		Middle College	2019-20	English
Thomas, Maryanne		Middle College	2019-20	Social Studies
Valenzuela, Edward		Middle College	2019-20	P.E.
Bravo, Alexandra		Saddleback	2019-20	P.E.
Callanan, Jill		Saddleback	2019-20	English (sharing)
Connell, Jennifer		Saddleback	2019-20	Art, Music

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Conners, Camron		Saddleback	2019-20	Social Studies (sharing)
Contreras, Juan		Saddleback	2019-20	Foreign Language (sharing)
Iwamoto, Dianne		Saddleback	2019-20	Math (sharing)
Lawrence, George		Saddleback	2019-20	Social Studies (sharing)
Morgan, Juliana		Saddleback	2019-20	Science (sharing)
O'Connell, James		Saddleback	2019-20	Special Education (sharing)
Rajpurkar, Anagha		Saddleback	2019-20	Special Education (sharing)
Sachs, Stephanie		Saddleback	2019-20	Lead Counselor (sharing)
Sandquist, Brian		Saddleback	2019-20	Science (sharing)
Vicari, Elva		Saddleback	2019-20	Foreign Language (sharing)
Villarreal, Nancy		Saddleback	2019-20	Lead Counselor (sharing)
Volmer, Susan		Saddleback	2019-20	English (sharing)
Whittington, Cheryl		Saddleback	2019-20	AVID
Wright, Lori		Saddleback	2019-20	Math (sharing)
Collins, Rachelle		Santa Ana	2019-20	Special Education (sharing)
Detviler, Tammra		Santa Ana	2019-20	Special Education (sharing)
Dukus, Robert		Santa Ana	2019-20	Science
Himmelberger, Jo Ann		Santa Ana	2019-20	Home Economics
Huizar, Ann		Santa Ana	2019-20	Social Studies
Ibarra, Pedro		Santa Ana	2019-20	Math
Kleinschmidt, Janet		Santa Ana	2019-20	ELD/Bilingual
Nguyen, Dana		Santa Ana	2019-20	AVID
Osle, Lizette		Santa Ana	2019-20	Foreign Language
Osseck, Thomas		Santa Ana	2019-20	Business

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Ridoutt-Schonborn, Arlette		Santa Ana	2019-20	Lead Counselor
Schoonmaker, Rory		Santa Ana	2019-20	P.E.
Schwinge, Terrence		Santa Ana	2019-20	Art
Wardy, Meredith		Santa Ana	2019-20	English
Altamirano, Lillian		Segerstrom	2019-20	AVID
Barron, Melinda		Segerstrom	2019-20	English
Escutia, Rosalia		Segerstrom	2019-20	Foreign Language
Gomez, Adrian		Segerstrom	2019-20	P.E.
Gonzalez, Frankie		Segerstrom	2019-20	Lead Counselor
Loh, Brenda		Segerstrom	2019-20	Music
Lund, Amber		Segerstrom	2019-20	ELD/Bilingual
Mateo, Amelia		Segerstrom	2019-20	Social Studies
Peck, Stephanie		Segerstrom	2019-20	Special Education
Schultz, Kevin		Segerstrom	2019-20	Science
Stoewsand, Shelby		Segerstrom	2019-20	Art
Werdel, Timothy		Segerstrom	2019-20	Math
Beers, Jean		Sierra	2019-20	Special Education
Buckley, Brianne		Sierra	2019-20	English
Cocca, Anastasia		Sierra	2019-20	Science
Hendon, Sandra		Sierra	2019-20	Math
Melodia, Connie		Sierra	2019-20	P.E. (sharing)
Prestinary, Irene		Sierra	2019-20	Art

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Samson, David		Sierra	2019-20	P.E. (sharing)
Vickers, Edward		Sierra	2019-20	Music
Warwick, Sandra		Sierra	2019-20	Social Science
Berger, Michael		Valley	2019-20	Social Studies
Cavazos, Teresa		Valley	2019-20	AVID
Corradino, Damian		Valley	2019-20	English
Elizondo-Rodriguez, Leslie		Valley	2019-20	Special Education
Garcia, Reuben		Valley	2019-20	Science
Hagan, Kathryn		Valley	2019-20	P.E.
Landrian, Ana		Valley	2019-20	Foreign Language
Lutack, Ian		Valley	2019-20	Math
Maldonado, Rigo		Valley	2019-20	Art
Mejia, Juan		Valley	2019-20	Business
Morales, Karina		Valley	2019-20	ELD/Bilingual
Alvarez, Guillermo		Villa	2019-20	Music
Clay, Denise		Villa	2019-20	Science
Erickson, Jessica		Villa	2019-20	Math (sharing)
Gonzales, Jordan		Villa	2019-20	Social Studies
Henry, Elizabeth		Villa	2019-20	AVID (sharing)
Kadinoff, Naomi		Villa	2019-20	Art
Nguyen, An		Villa	2019-20	English (sharing), ELD/Bilingual (sharing)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (Continued)				
Nunez, Crystal		Villa	2019-20	Special Education
Stewart, Ryan		Villa	2019-20	P.E.
Thatcher, Stephanie		Villa	2019-20	AVID (sharing)
Thomas, Christina		Villa	2019-20	English (sharing), ELD/Bilingual (sharing)
Valdez, Jose Jr.		Villa	2019-20	Math (sharing)
Arroyo, Francisco		Willard	2019-20	P.E.
Bailey, Kylene		Willard	2019-20	Special Education
Crowe-Yrarrazaval, Kelly		Willard	2019-20	Lead Counselor
DelaCuadra, Jeremy		Willard	2019-20	Music
Doane, Courtney		Willard	2019-20	Art
Kanouse, Monique		Willard	2019-20	Social Studies
Nagle, Janelle		Willard	2019-20	AVID, English (sharing)
O'Neill, Kellie		Willard	2019-20	English (sharing)
Petrie, Marc		Willard	2019-20	Math
Pickels, Susan		Willard	2019-20	Science
Worrell, Don		Willard	2019-20	ELD/Bilingual
EXTRA DUTY 2019-2020				
Benavides, Emily-Anne	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
EXTRA DUTY 2019-2020 (Continued)				
Coronel, Ismael	Teacher	Segerstrom	August 12, 2019 - May 28, 2020	Extra Period
Devine, Margaret	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period
Esquivel, Alejandra	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period
Gamnig, Michael	Teacher	Segerstrom	August 12, 2019 - May 28, 2020	Extra Period
Gordillo, David	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period
Lionide, Kaylee	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period
Orozco, Alejandro	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period
Savelsberg, Patricia	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period
Sterner-Hargrave, Christy	Teacher	Segerstrom	August 12, 2019 - May 28, 2020	Extra Period
Woods, Adam	Teacher	Segerstrom	August 12, 2019 - May 28, 2020	Extra Period
Younger, Elisa	Teacher	Advanced Learning Academy	August 12, 2019 - May 28, 2020	Extra Period

Title of Activity	Employee Name(s)	Site/Dept	Funding Source	Total Amount Not to Exceed	Total Hours Not to Exceed	Date Service From
Family Literacy Nights	Caceres De Lopez, Maritza Colombo, Anna Gonzalez, Edward Gonzalez, Guadalupe Hernandez, Laura Mejia-Bazulto, Raquel Nava, Jose Quezada-Cano, Alvaro Rossano, Cecilia Silva, Jesus Smith, Sheryl Soto, Cristina Yost, Stephanie	Monroe Elementary School	010730 SC-Early Learning (PreK-gr 6)	$1,920.64	20	September 30, 2019

ELP- Intensive and Strategic Before/After School Tutoring	Abascal, Aida Beatriz Aldrich, Nichole Rene Campos, Kathryn Ruth Chan, Jeannie Sabrina Chavez, Ana Bertha Enriquez-Carrillo, Maria Elena Fraticelli, Rebecca Gutierrez, Maria Henman-Miller, Linda Louise Jurado, Rebecca Kocher, John Andrew Maddox, Shannon C. Marx, Christopher Todd Mc Lellan, Shellye M. Morales, Leticia Nguyen-Lee, Cyndy H. Olivas, Desiree M. Padilla, Debbie Lynn Pena, Maricela Reynafarje, Robin Michelle Rhone, Cynthia G. Ricca, Tracy Saltzer, Robin Holli Sauer, Jennifer L. Seguy, Maria Graciela Simon, Matthew Joseph Simon, Michelle Valencia, Adria Maria Vera, Emma Yolanda	Garfield Elementary School	010730 SC-Early Learning (PreK-gr 6)	$12,308.21		September 1, 2019

Enrichment and Intervention Student Extra Support	Adams, Sharon Adams-Martin, Dawn Arvizu, Virginia Bastida, Luz Braga, Alma Davidson, Charlotte Gabriele, Dawn Hill, Erin Johnston, Colleen Jones, Christine Lastra-Short, Lupe Lostaunau, Jessica Ortega, Jessalyn Smith, Katrina Terhune, Rohry Weaver-Posse, Rebecca Yen, Ju-Yin	Taft/DHH	013091 Title I, Targeted Intervention	$9,603.20	25	August 12, 2019
PBIS Wellness PD	Aldrich, Nichole Rene Fraticelli, Rebecca Gutierrez, Maria Kocher, John Andrew Maddox, Shannon C. Marx, Christopher Todd Nguyen-Lee, Cyndy H. Rhone, Cynthia G. Ricca, Tracy Saltzer, Robin Holli Simon, Matthew Joseph Simon, Michelle	Garfield Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$1,200.40		September 25, 2019

30 Hours Targeted Intervention & Enrichment - Revised Agenda REF#0000604	Alvarado, Dulce Booker, April Coombs, Susan Copenhaver, Lisa Eddow, Elaine Escobar-Valencia, Melby Espinosa De Elena, Catherine Estrada, Lani Fleming, Polly Freshour, Deann Gourdine, Teresa Guzman, Allison Hernandez, Maricecy Hill, Lisa Juarez, Crystal Lochner, Jessica Lowe, Trisha Magana, Angelica Mc Devitt, Melinda Mejia-Jung, Marisela Oldfield, Denise Penman, Jennifer Pesak, Kathleen Ray, Laura Regalado, Gary Rooke, Cynthia Sanchez, Maria Sieber, Stacie Tran, Vanessa Troutt, Rock Vasquez, Adriana Wroblewski, Keith Zamarripa, Michelle	Jackson Elementary School	013091 Title I, Targeted Intervention	$63,621.20	30	September 10, 2019

RISE Intervention	Anaya, Felipe Armstrong, Mark Banuelos, Jeanette Benavente, Viridiana Boullon, Caroline Boyer, Gregory Brambila, Martha Caffery, Jamie Camacho, Graciela Cano, Michelle Chapman, Shahin Chavez, Jaime Covey, Richard Czaja, Gregory Diaz, David Diaz, Javier Dowd, Arica Ellis, Gregory Fitzpatrick, Jessica Gallegos, Kim Gamboa, Melinda Gassner, Nicole Gilderman, Evan Gipson, Nancy Gonzalez, Araceli Gutierrez, Rene Hetherington-Schwartz, Tami	McFadden Intermediate School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$6,002.00		August 27, 2019

	Holden, Susanna					
	Holte, Matthew					
	Jackson, Nicole					
	Kennison, Barbara					
	Kirkby, William					
	Kiwan, Evelyn					
	Larios, Andres					
	Lomeli, Norma					
	Mehl, Stephana					
	McDonald-VanDyke, Jennifer					
	Morris, Thomas IV					
	Napier, Rodney					
	Nguyen, Han					
	Ocampo, Fidel					
	Ochoa-Ceja, Maritza					
	Onofre, Danelia					
	Ortiz, Marilu					
	Ramirez, Angelica					
	Sinclair, Teresia					
	Sohner, Kelly					
	Sotolongo, Mildred					
	Stanley, Michelle					
	Vazquez-Knox, Joyce					
	Worthington, Stephanie					
	Yusi, Christopher					

30 Hour Targeted Intervention	Avalos-Gurrola, Luz Beltran, Barbara Busetti, Davide Busetti, Shawnna Castro, Lilia Contreras, Linda Dixon, Joseph Doan, Lami Garner-Marcelo, Sonta Gaytan Sarinana, Maria Hopkins, Tammi Lawson, Christa Manzo, Georgina Matsuda, Maricela McClarnon, Joy Medina, Carolina Murray, Mary Paris, Veronica Perez, Laura Ramirez, Efren Ruvalcaba-Yaghoubi, Sandra Torres, Vanessa Zertuche, Denise	Davis Elementary School	013091 Title I, Targeted Intervention	$47,336.00		October 1, 2019
Science Teachers Staff Development	Beaumont, John Craycraft, Greg Fenwick, Randolph Leonard, Sean Lopez, Kathy	K-12 Teaching & Learning	010300 Department Unrestricted Discretionary Accounts	$5,250.00	2	October 1, 2019
2019-2020 Femineers Instructional Program	Cabrera, Cassandra Cabrera, Lizette	Mendez Fundamental	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$6,722.24		October 9, 2019

60 Hour Intensive Intervention Program	Caceres De Lopez, Maritza Colombo, Anna Gonzalez, Edward Gonzalez, Guadalupe Hernandez, Laura Mejia-Bazulto, Raquel Nava, Jose Quezada-Cano, Alvaro Rossano, Cecilia Silva, Jesus Smith, Sheryl Soto, Cristina Yost, Stephanie	Monroe Elementary School	010730 SC-Early Learning (PreK-gr 6)	$24,008.00	60	September 30, 2019
Study Sync Training	Chacon, Gregory Garcia-Chau, Elsa Savelsberg, Patricia Trevino, Evelyn	K-12 Teaching & Learning	010300 Department Unrestricted Discretionary Accounts	$7,805.00		October 1, 2019
30 Hours Academic Intervention and/or Enrichment Program	Eastly, Nicole Ponce, Mary	Edison Elementary School	013091 Title I, Targeted Intervention	$54,280.89		September 24, 2019
Collaboration/ Planning	Curiel, Alexander Garcia, Jennifer Lecuna, Deborah	Thorpe Fundamental School	013010 IASA:Title I Basic Grants Low-Income and	$8,402.80	90	September 25, 2019
National History Day Facilitators - 2019-2020	Giorgio, Janelle	Santiago Elementary School	013091 Title I, Targeted Intervention	$3,721.24	60	August 1, 2019
Extra Duty - ERHMS Assessments	Guthrie, Bryan	Special Education	016500 Special Education	$1,440.48	12	June 7, 2019
McFadden Summer Bridge Program	Kiwan, Evelyn	McFadden Intermediate School	010704 Dept. SC-LCFF-Supplemental/ Concentration	$30,010.00		July 15, 2019

McFadden Summer Bridge Program	Kiwan, Evelyn	McFadden Intermediate School	010704 Dept. SC-LCFF-Supplemental/ Concentration	$30,010.00		July 15, 2019
Grades 5-6 Transition Summer Bridge Program	Collins, Stephanie Frazier, Sheila Kramer, Angela Nava, Adriana	Santiago Elementary School	010704 Dept. SC-LCFF-Supplemental/ Concentration	$2,400.80		July 31, 2019
30 Hours Targeted Intervention & Enrichment	Preston, Gavin	Heninger Elementary School	013091 Title I, Targeted Intervention	$92,820.93	1,380	September 10, 2019
Certificated Extra Duty, Early Learning Plan	Angel, Ana Cota, Andrea Damore, Christopher G. De Leon, Marissa Erickson, Julie A. George, Karah Carter Gomez, Laura Estela Jansz-Martinez, Julie Renne Kasparian, Mike Kirkwood, Kimberly E. Lemus, Maria Guadalupe Magana, Antonio Mendoza, Fabiola Mohammadi, Dawn Norwood, Tricia N. Obleda, Allison Paulette Pappas, Mercedes Paskwietz, Greg Patrick, Mary Suzanne Rubin, Elizabeth Su, Katy M. Valdez, Kristin Anne	Martin Elementary School	010730 SC-Early Learning (PreK-gr 6)	$3,001.00	35	October 9, 2019

	Valencia, Gisela Maria Venegas, Lucia M. Vicente, Maria Cristina Yepes, Jose Fernando					
Staff Development 19/20	Ashkiani, Ali Andrade, Monica Beaumont, John Bell, Everett Bojorquez, Linsey Boukova, Roumyana Bush, Mark Butler, Merlo Caetta, James Cavanaugh, John Chen, George Conde, Henry Cortes, Teodoro Craycraft, Gregory Cushing-Murray, Christian Dallas, Thomas Devia, Marvin Doss, Justin Echeverria, Daniel Elway, Mark Espinoza, Rosalina Fidel, Brianna Figueroa, Ernesto Gersten, Alan Goodrich, Nathan Govier, Robert Grinde, James Guerrero, Elizabeth Gundy, Afaf Harrison, Thomas	Century High School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$18,006.00		July 1, 2019

	Herrera, Phillip					
	Herrera, Susana					
	Hightower, Sandra					
	Himmelberger, Paul					
	Hollis, Rich					
	Kellar, Nena					
	Kungl, Aimee					
	Lapic, Andrew					
	Larsh, Nadine					
	Lawhon, Charles					
	Lee, Christopher					
	Lee, Darlyn					
	Leung, Andrew					
	Manntai, Jessica					
	McConnell, Amanda					
	Medrano, Kristin					
	Menchaca, Beau					
	Mitsicourides, Alexander					
	Molina, Fausto					
	Montgomery, Guy					
	Nong, Amber					
	Oveson, James					
	Park, Cheryl Ann					
	Parker, Corrine					
	Pham, Quoc Vuong					
	Perez-Chun, Maria					
	Rodebaugh, Gary					
	Rodebaugh, Jeanne					
	Ruvalcaba, Jennifer					
	Rosales, Nadia					
	Salgado, Veronica					
	Schlensker, Nicholas					
	Setlich, Laurette					
	Shepherd, Christine					

	Silverman, Steven Sirgy, Michelle Smith, Kathy Smith, Thomas Thomas, Justin Tomlinson, Andi Vazquez, Mireya West, Jeffrey West, William Wright, Angelita Yaeger, Jennifer Yetko, Claire Young, Jeffrey					
30 Hour Targeted Intervention & Enrichment	Ashkiani, Ali Andrade, Monica Beaumont, John Bell, Everett Bojorquez, Linsey Boukova, Roumyana Bush, Mark Butler, Merlo Caetta, James Cavanaugh, John Chen, George Conde, Henry Cortes, Teodoro Craycraft, Gregory Cushing-Murray, Christian Dallas, Thomas Devia, Marvin Doss, Justin Echeverria, Daniel Elway, Mark	Century High School	013091 Title I, Targeted Intervention	$156,052.00		August 12, 2019

	Espinoza, Rosalina Fidel, Brianna Figueroa, Ernesto Gersten, Alan Goodrich, Nathan Govier, Robert Grinde, James Guerrero, Elizabeth Gundy, Afaf Harrison, Thomas Herrera, Phillip Herrera, Susana Hightower, Sandra Himmelberger, Paul Hollis, Rich Kellar, Nena Kungl, Aimee Lapic, Andrew Larsh, Nadine Lawhon, Charles Lee, Christopher Lee, Darlyn Leung, Andrew Manntai, Jessica McConnell, Amanda Medrano, Kristin Menchaca, Beau Mitsicourides, Alexander Molina, Fausto Montgomery, Guy Nong, Amber Oveson, James Park, Cheryl Ann					

	Parker, Corrine Pham, Quoc Vuong Perez-Chun, Maria Rodebaugh, Gary Rodebaugh, Jeanne Ruvalcaba, Jennifer Rosales, Nadia Salgado, Veronica Schlensker, Nicholas Setlich, Laurette Shepherd, Christine Silverman, Steven Sirgy, Michelle Smith, Kathy Smith, Thomas Thomas, Justin Tomlinson, Andi Vazquez, Mireya West, Jeffrey West, William Wright, Angelita Yaeger, Jennifer Yetko, Claire Young, Jeffrey					
Nurse Extra Duty	Smith, Gladys	Head Start	015210 Head Start	$3,331.00		July 1, 2019
30 Hours Targeted Intervention & Enrichment	Adams, Sharon Adams-Martin, Dawn Arvizu, Virginia Bastida, Luz Braga, Alma Davidson, Charlotte Dechter, Kristine Dondalski, Christine	Taft/DHH	013091 Title I, Targeted Intervention	$64,821.60	30	September 3, 2019

	Federoff, Deborah Gabriele, Dawn Gordon, Teagan Graham, Natalie Gutierrez, Valerie Hall, Nadia Herr, Mary Hill, Erin Holley, Lori Jaramillo, Rosa Johnston, Colleen Jones, Christine Ju-Yin, Yen Kearns, Alice Lastra-Short, Lupe Lostaunau, Jessica MacDonald, Michelle Mata-Azvedo, Theresa Mayer, Elena McClelland, Christina Montes, Karina Ortega, Jessalyn Pena, Giancarlo Smith, Katrina Smith, Michelle Taculog Espenilla, Maria Menerva Terhune, Rohry Weaver-Posse, Rebecca Young, Annie Zanca, Rita					
WIN (What I Need) Saturday Attendance Recovery Program - Lead Teachers-Extra Duty	Adeyemi, Katherine Aguilar-Ramirez, Guadalupe Altamirano, Lillian Altamirano, Michael	Pupil Support Services	010719 Saturday Attendance Recovery Program (WIN)	$300,100.00	6.5/ session	July 1, 2019

	Alvarado, Joaquin					
	Andaya, Jessica					
	Anderson, Carolyn					
	Apostol, Barbara					
	Ashkiani, Ali					
	Avila, David					
	Avila, Jannike					
	Ayon, William					
	Bailey, Kamdon					
	Banh, Billydanh					
	Barba, David					
	Barber, Forrest					
	Barfield, Lindsey					
	Barron, Melinda					
	Bartholio, Mark					
	Basu, Neeta					
	Beaumont, John					
	Beichner, Josina					
	Beltran, Ammy					
	Benoun, Joseph					
	Benporat, Haya					
	Berger, Michael					
	Bermudez, Juan					
	Blash, Megan					
	Blois, Laurie					
	Bolton, Janet					
	Booker, Howard					
	Boukova, Roumyana					
	Bradshaw, Christopher					
	Bravo, Alexandra					
	Brenneman, Robert					
	Brown, Tessa					
	Bruno, Catherine					
	Buenrostro, Edward					

	Bush, Mark					
	Butler, Merlo					
	Callanan, Jill					
	Camacho, Octavio					
	Campos, Joao					
	Cante, Maria					
	Cantu, Malissa					
	Canzone, Nick					
	Cardenas, Marisol					
	Cardinal, Antoinette					
	Carlson, Macy					
	Caroompas III, John					
	Carranza, Adrianna					
	Cass, Justin Troy					
	Castaneda Alvarez, Paul					
	Castanha, William					
	Cavanaugh, John					
	Cavazos, Teresa					
	Cazalis, Olivier					
	Chacon, Gregory					
	Chapman, Hannah					
	Chavez, Hector					
	Chavez, Michael					
	Chen, George					
	Chilton, Jana					
	Christensen, Matthew					
	Christman, Molly					
	Chuang, Lynn					
	Clement, Michelle					
	Cleveland, Christina					
	Cobb-Woll, Kathryn					
	Colazas, William					
	Conferti, Sherri					
	Connell, Jennifer					

	Conner, Christy					
	Conners, Camron					
	Conover, Matthew					
	Contreras, Juan					
	Contreras, Luis					
	Contreras, Miriam					
	Coronel, Ismael					
	Corr, Sandra					
	Corradino, Damian					
	Cortes, Teodoro					
	Cortez, Heriberto					
	Cozens, Tara					
	Craycraft, Gregory					
	Crosbie-Davidson, Danielle					
	Cruz Juarez, Juan					
	Cuevas, Sofia					
	Curtis, Matthew					
	Cushing-Murray, Christian					
	Dallas, Thomas					
	Dalton, Monica					
	Darrow, Ryan					
	De Los Santos, Victor					
	DeMent, Russell					
	Decker, Sean					
	DelaCuadra, Jeremy					
	Dhenin, Maleah					
	Diaz, Lucero					
	Dinh, Sonia					
	Diulio, Nickolas					
	Do, Anh					
	Dreyer, Claire					
	Dreyer, Mary					
	Dugan, Laurie					
	Dukus, Robert					

	Duong, Karen					
	Duong, Kevin					
	Echeverria, Daniel					
	Elizondo, Gerard					
	Elliott, Marissa					
	Ells, Rachel					
	Elmasry, Fareed					
	Elway, Mark					
	Escutia, Rosalia					
	Espinoza, Emilio					
	Espinoza, Tony					
	Evans, Victoria					
	Fabella, Thanh Trang					
	Fausto, Brenda					
	Fausto, David					
	Fenwick, Randolph					
	Fernandez, Ruben					
	Feuerborn, Joyce					
	Fidel, Brianna					
	Fields, Jennie					
	Figueroa, Ernesto					
	Fitch, James					
	Florance, Joseph					
	Flores, Nancy					
	Fonseca Chavez, Dulce					
	Foster, Steve					
	Fowler, Aemon					
	Francis, Craig					
	Gagnier, Joshua					
	Gama, Jessica					
	Gamnig, Michael					
	Garbiso, Tiffany					
	Garcia, Joseph					
	Garcia, Juan					

	Garcia, Raul					
	Garcia, Reuben					
	Garcia-Chau, Elsa					
	Garcia-Lopez, Araceli					
	Garcia-Parada, Elizabeth					
	Garibay, Oscar					
	Gaw, Catherine					
	Gayron, Paul					
	Gentile, Nicholas					
	Gersten, Alan					
	Gerstman, Clifford					
	Gibson, Jonathan					
	Gilchrist, Dana					
	Gomez, Adrian					
	Gomeztrejo, Fred					
	Gonzalez, Graciela					
	Goodrich, Nathan					
	Gordon, Roger					
	Gore, Dinesh					
	Gorgone, Stephen					
	Govier, Robert					
	Green, Eric					
	Gregory, Susan					
	Grinde, James					
	Groff, Susan					
	Guardado, Luis					
	Guerra, Andrea					
	Guerrero, Elizabeth					
	Gundy, Afaf					
	Hagan, Kathryn					
	Handley, Stephanie					
	Hargrove, Laura					
	Harkins, Kathryn					
	Harris, Donzelle					

	Harrison, Thomas					
	Harvey, Todd					
	Heaney, Theresa					
	Helstrom, Samantha					
	Hennemuth, Mark					
	Hermann, Cynthia					
	Hernandez, Danny					
	Hernandez, Joaquin					
	Herrera, Phillip					
	Herrera, Susana					
	Herrera-Torres, Evelyn					
	Hess, Thomas					
	Higgins, David					
	Hightower, Sandra					
	Himmelberger, Jo Ann					
	Himmelberger, Paul					
	Hinman, Robert					
	Hollenbeck, Robin					
	Hollingshead, Jason					
	Hollis, Rich					
	Houseman, Christopher					
	Hruby, Jeffrey					
	Hsia, Terry					
	Huddy, Angela					
	Hudson, Anne					
	Huizar, Ann					
	Humphrey, Geraldine					
	Ibarra, Pedro					
	In, Eric					
	Iturralde, Christian					
	Iwamoto, Dianne					
	Jackson, Ryan					
	Jackson, William					
	Jara, Ricardo					

	Jarjoura, Tony					
	Jespersen, Martin					
	Jocham, Laurie					
	Johnson, Maria					
	Jordan, Sara					
	Jovel Ayala, Victor					
	Kaneko, Norio					
	Kaniski, Cynthia Ann					
	Kavati, Kamala					
	Kaye, Aron					
	Kaye, Joseph					
	Keeling, Lynette					
	Kellar, Nena					
	Kim, Duy					
	Kimmons, Herbert III					
	Kirchberg, John					
	Knight, Sean					
	Koeler, David					
	Koeler, James					
	Kong, Dawn					
	Konstan, Mona					
	Kriesel, Darlene					
	Krmpotich, Robert					
	LaBare, Heather					
	Landrian, Ana					
	Landrian, Olga					
	Lapic, Andrew					
	Lara, Yuri					
	Larragoiti, Nancy					
	Larsen, Jacob					
	Larsh, Nadine					
	Lawhon, Charles					
	Lawrence, George					
	Lee, Christopher					

	Lee-Butts, Susan					
	Lemus, Devora					
	Lemus Zavala, Maria					
	Leon, Angel					
	Leon, Jose					
	Leonard, Amanda					
	Leung, Andrew					
	Leung, Nancy					
	Lillie, Brian					
	Liskey, Michael					
	Loh, Brenda					
	Lopez, Kathy					
	Lopez, Veronica					
	Lozano, Richard					
	Lucas, Bryan					
	Lucas, Damiane					
	Luong, Oriel					
	Lutack, Ian					
	Lynch, Dennis					
	Lytle, Jill					
	Mac Lennan, Luke					
	MacLennan, Sara					
	Mackenzie, Marcus					
	Madrid, Albert					
	Madrigal, Erik					
	Malagon, Arnulfo					
	Maldonado, Gloria					
	Maldonado, Rigo					
	Manntai, Eric					
	Manntai, Jessica					
	Martinez, Andres					
	Martinez, Roman					
	Martinez Hernandez, Norma					
	Marting, Richard					

	Mateo, Amelia Mc Cook, Robert Mc Mahon, Jeanette McCamish, Scott McCluskey, Kameron Mcmullen, Carrie Medina, Joel Merkovsky, Michael Mier Y Teran Madureri, Francisco Miller, Melissa Miranda, Ivan Mirhashemi, Niloufar Mitchell, Glenn Mitchell, Laura Mohammadi, Mehdi Molina, Fausto Jr. Monce, Maria Montero, Adrian Moothart, Heather Morales, Karina Morales, Vanessa Morales-Mandler, Elvia Moran, Zuleyma Morgan, Juliana Morgan, Lisa Morgan, Robert Morris, Jessica Morris, Linda Morris, Matthew Mullins, Peter Murgolo, Kimberly Musngi, Noemi Neufeld, Sara Nguyen, Dana					

	Nguyen, Michael					
	Nguyen, Ngan Kim					
	Nguyen, Thu					
	Nimmo, Samuel					
	Ninofranco, John					
	Noel, Barbara					
	Nolan, Alicia					
	Nong, Amber					
	Oberreuter, Richard					
	Osle, Lizette					
	Osseck, Thomas					
	Oveson, James					
	Owens, Sarah					
	Parchmann, Mark					
	Parga, Regina					
	Park, Cheryl					
	Parker, Corrine					
	Parra-Nevarez, Alejandro					
	Peimbert, Barbara					
	Pena, Maricela					
	Penaflor, Joe					
	Perez, Enrique					
	Perez, Mirna					
	Perez, Randall					
	Perez-Chun, Maria					
	Pesak, Rod					
	Peterson, Kathleen					
	Petrut, Tudor					
	Pfeifer, Thomas					
	Pham, Quoc Vuong					
	Phillips, Charles					
	Pierre, Eric					
	Pineda, Claudia					
	Pinto, Franklin					

	Pola, Kevin					
	Pola, Selene					
	Polopolus, Jason					
	Polydoros, Lori					
	Priess, Ann					
	Proctor, Michael					
	Pruden, Suzanne					
	Putros, Danial					
	Qafaiti, Selena					
	Quezada, Ana-Brenda					
	Quinanola, Mark					
	Ramirez, Robert					
	Ramos, Rafael					
	Rathe, Evan					
	Rear, Lara					
	Reed, Ashleigh					
	Reed, Carah					
	Reekers, Annie					
	Rendon, Rocio					
	Renn, Beth					
	Reuter, David					
	Reyes, Pedro					
	Reynozo, Jesse					
	Rhodes, David					
	Richardson, Craig					
	Rios, Estefani					
	Risk, Heather					
	Riturban, Vanessa					
	Rivera, Zayra					
	Robertson, Courtney					
	Robinett, Melissa					
	Robison, James					
	Rocha Rodriguez, Diego					
	Rodebaugh, Gary					

	Rodebaugh, Jeanne					
	Rodriguez, Martha					
	Rodriguez, Michael III					
	Rodriguez-Thomas, Rocio					
	Rojas, Nelida					
	Romero, Analu					
	Salazar, Nichole					
	Sanborn, Katrinka					
	Sanchez, Jose					
	Sanchez, Mayra					
	Sanchez, Rudy					
	Sandercock, Adam					
	Sandquist, Brian					
	Santiago, Joshua					
	Santos, Mark					
	Scanlon, Brian					
	Scherger, Adrian					
	Schoonmaker, Rory					
	Schroeder, Kelly					
	Schultz, Kevin					
	Schwinge, Terrence					
	Sechrest, Eric					
	Segalla, Margaret					
	Seigel, Helen					
	Serrano, Corin					
	Setlich, Laurette					
	Shelton, Arlyn					
	Shen, Grace					
	Shepherd, Christine					
	Shimasaki, Darren					
	Siddall, Marie-Claire					
	Siesel, Jane					
	Silva, Matthew					
	Silva, Meliton					

	Silverman, Steven					
	Silverstein, Cassandra					
	Siratt, Julie					
	Sirgy, Michelle					
	Sloan, Erin					
	Smith, Jason					
	Smith, Kathy					
	Smith, Thomas					
	Snyder, William					
	Soave, Alicia					
	Sonne-Diddi, Jaimeson					
	Sotelo, Laura					
	Soto, Hilda					
	Spielfogel, Andrea					
	Stack, Theresa					
	Statler, Monique					
	Sterner-Hargrave, Christy					
	Stevens, Kelly					
	Stevenson, Neil					
	Stoewsand, Shelby					
	Storms, Tamara					
	Sutherland, Nancy					
	Swanson, Christopher					
	Swanstrom, Carl					
	Ta, My					
	Tagaloa, Joseph					
	Tamaoki, Sunny					
	Tappa, Shane					
	Tayco, Lance					
	Tena, Daniel					
	Terich, Michael Jr.					
	Terwilliger, Erik					
	Thomas, Justin					
	Thomas, Maryanne					

	Thompson, Robert					
	Tieu, Ngoc					
	Timmons, Eric					
	Titus, Timothy					
	Tomlinson, Beth					
	Toroman, Zorica					
	Tran, Chi					
	Tran, Chyna					
	Treen, Lisa					
	Treffry, Aracely					
	Trumbo, Richard					
	Tsai, Becky					
	Tukia, Inoke					
	Turner, Rosalind					
	Turner, Sheri					
	Upmeyer, Megan					
	Urrea, Gustavo					
	Uytingco, Emmanuel					
	Valencia, Claudia					
	Valenzuela, Edward					
	Vallejo, Eliana					
	Van Dusen, Kathy					
	Vanags, Michael					
	Vazquez, Benjamin					
	Vazquez, Jose					
	Vazquez, Roberto					
	Veitch, Deborah					
	Vela, Eddie					
	Verdesoto, Karla					
	Vicari, Elva					
	Villalobos-Vargas, Juana					
	Villasenor, Julio					
	Vo, Truc					
	Volmer, Susan					

	Vu, Lan					
	Wagner, Regina					
	Walden-Schulz, Lincoln					
	Walker, Sarah					
	Walle, Angelita					
	Wardy, Meredith					
	Werdel, Timothy					
	West, Jeffrey					
	West, William					
	Westing, Judith					
	Whittington, Cheryl					
	Wiley, Amanda					
	Williams, David					
	Wilson, Joe					
	Witte, Laura					
	Witzigman, Sandra					
	Wolfe, Michael					
	Wong, Lai					
	Woo, Linh					
	Wood, Michael					
	Woods, Adam					
	Wren, Christopher					
	Wright, Lori					
	Yaeger, Jennifer					
	Yamashita, Sandra					
	Yetko, Claire					
	York, Jennifer					
	You, Hahnbuel					
	Young, Jeffrey					
	Young, Jessica					
	Zaki, Sherif					
	Zamora, Erica					
	Zinger, Maia					

TK Foundational Skills Testing	Brubaker, Krisit Henry, Brenda Padilla, Debbie Perez, Maribel Sleiman, Angela	K-12 Teaching Learning	010704 Dept. SC-LCFF-Supplemental/ Concentration	$24,008.00		August 1, 2019
30-Hour Targeted Intervention & Enrichment	Avila, David Ayon, William Bartholio, Mark Beltran, Ammy Berger, Michael Cardenas, Marisol Castaneda Alvarez, Paul Cavazos, Teresa Cazalis, Olivier Chant, Angie Cleveland, Christina Conover, Matthew Corradino, Damian Cortez, Francisco Cozens, Tara Delgado, Gabriel Dhenin, Maleah Diaz, Lucero Dreyer, Claire Duong, Karen Elizondo-Rodriguez, Leslie Fausto, Brenda Fausto, David Fe, Helen Fitch, James Fonseca Chavez, Dulce Fowler, Aemon Frenz, William Friedersdorf, Kristin	Valley High School	013091 Title I, Targeted Intervention	$169,064.34		August 12, 2019

	Gabaldon, Robert					
	Garcia, Jose					
	Garcia, Reuben					
	Garcia, Saul					
	Garcia-Parada, Elizabeth					
	Gibbs, April					
	Gomez-Pedroza, Laura					
	Hagan, Kathryn					
	Hennemuth, Mark					
	Hernandez, Joaquin					
	Hernandez, Robert					
	Hollenbeck, Robin					
	Humphrey, Geraldine					
	Kim, Youngchul					
	Kirchberg, John					
	Landrian, Ana					
	Landrian, Olga					
	Larsen, Jacob					
	Leonard, Amanda					
	Leung, Nancy					
	Lopez, Adolfo					
	Lopez, Kathy					
	Lopez, Veronica					
	Lutack, Ian					
	Lynch, Dennis					
	Madrid, Albert					
	Madrigal, Erik					
	Maldonado, Rigo					
	Martinez, Veronica					
	Martinez, Yobany					
	McCamish, Scott					
	Mejia, Juan					
	Mohr, Lawrence					
	Morales, Karina					

	Moran, Zuleyma					
	Morris, Matthew					
	Oberreuter, Richard					
	Ortiz, Brenda					
	Parra-Nevarez, Alejandro					
	Pineda, Claudia					
	Richardson, Craig					
	Rios, Estefani					
	Risk, Heather					
	Riturban, Vanessa					
	Rodman, Richard					
	Sanchez, Jose					
	Sanchez, Mayra					
	Sanchez, Rogelio					
	Sanchez, Rudy					
	Santiago, Joanna					
	Scanlon, Brian					
	Sell, Ortencia					
	Shimasaki, Darren					
	Siratt, Julie					
	Smith, Blake					
	Tarnow, Paula					
	Terwilliger, Erik					
	Turner, Sheri					
	Vazquez, Benjamin					
	Vazquez, Jose					
	Verdesoto, Karla					
	Vo, Truc					
	Vu, Minh					
	Walshe, Robbie					
	Whitney, Liam					
	Woo, Linh					

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RETIREMENT				
Arriola, Patty	Media Operations Specialist	Communications Office	December 27, 2019	
RESIGNATION				
Aguilar, Hephzibah	Licensed Vocational Nurse	Health/Home-Hospital Instruction	October 10, 2019	
Black, Lana	Student Support Paraprofessional Special Education	Alternative Education	August 8, 2019	
Bourne, Clifford	School Police Officer	School Police Services	September 27, 2019	
Caspistran, Guadalupe	After School Instructional Provider	Lincoln	September 26, 2019	
Encizo, Jessica	Instructional Assistant Biliterate	Roosevelt	September 17, 2019	
Joaquin, Quintila	Activity Monitor	Santiago	September 3, 2019	
Kubiak, Michelle	After School Instructional Provider	Franklin	September 23, 2019	
Noria, Isabella	Licensed Vocational Nurse	Health/Home-Hospital Instruction	August 8, 2019	
Ortega, Jael	Instructional Assistant Severely Disabled	Special Education	September 25, 2019	
Perez, Edith	Instructional Assistant Biliterate	Lincoln	September 20, 2019	
Pineda, Jesus	Community Worker	Community Relations	September 6, 2019	
Serrato, Alma	Site Coordinator	Madison	September 24, 2019	
Shelton, Jill	Teacher's Aide	ECE	May 31, 2019	

Dr. Hiacynth D. Martinez, Assistant Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATION (Continued)				
Truong, Ryan	Instructional Assistant Provider	McFadden	September 6, 2019	
Vieyra, Kimberly	Nutrition Services Lead Satellite	Madison	September 30, 2019	
Vilchis, Karen	Teacher's Aide	ECE	September 23, 2019	
PROBATIONARY APPOINTMENTS				
Acker, Elizabeth	Autism Paraprofessional	Washington	September 30, 2019	Grade/Step 24/1
As, Abdulkareem	Student Support Paraprofessional Special Education	Santa Ana	October 14, 2019	Grade/Step 19/1
Ayala, Marissa	After School Instructional Provider	Thorpe	September 16, 2019	Grade/Step 16/1
Bautista, Erika	After School Instructional Provider	Madison	September 23, 2019	Grade/Step 16/1
Ceja, Yesenia	After School Instructional Provider	Heroes	September 23, 2019	Grade/Step 16/1
Delgado Banuelos, Luis	Custodian	Building Services	October 23, 2019	Grade/Step 23/1 + Differential
Enriquez, Jessica	Instructional Assistant Severely Disabled	Adams	September 23, 2019	Grade/Step 20/1
Haro, Melissa	After School Instructional Provider	Hoover	September 16, 2019	Grade/Step 16/1
Horta, Jazmine	After School Instructional Provider	Walker	September 23, 2019	Grade/Step 16/1
Huerta Rendon, Rosa	Custodian	Building Services	October 23, 2019	Grade/Step 23/1 + Differential
Lee, Charles	Nutrition Services Lead Production Kitchen	Santa Ana	October 28, 2019	Grade/Step 21/1
Lua, Claudia	After School Instructional Provider	Lowell	September 23, 2019	Grade/Step 16/1
Martinez-Torres, Moriah	After School Instructional Provider	Jackson	September 23, 2019	Grade/Step 16/1
Montano, Melissa	Nutrition Services Assistant	Century	October 23, 2019	Grade/Step 14/1
Morales, Jessica	After School Instructional Provider	Lincoln	September 16, 2019	Grade/Step 16/1

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENTS (Continued)				
Munoz, Vianae	After School Instructional Provider	Carver	September 23, 2019	Grade/Step 16/1
Padilla, Alyssa	After School Instructional Provider	After School Programs	September 23, 2019	Grade/Step 16/1
Rojas, Seidy	After School Instructional Provider	Edison	September 23, 2019	Grade/Step 16/1
Salinas, Irma	Nutrition Services Assistant	Santa Ana	October 23, 2019	Grade/Step 14/1
Sanchez, Yvette	After School Instructional Provider	Fremont	September 16, 2019	Grade/Step 16/1
Shelton, Jill	Student Support Paraprofessional Special Education	Santa Ana	October 7, 2019	Grade/Step 19/1
Solorio, Janet	After School Instructional Provider	Franklin	September 24, 2019	Grade/Step 16/1
Tlaxcalteca, Jessica	After School Instructional Provider	Greenville	September 23, 2019	Grade/Step 16/1
PROMOTIONAL APPOINTMENTS				
Brennan, Brittany	Student Support Paraprofessional Special Education	Greenville	September 23, 2019	From After School IP Grade/Step 16/3 to Grade/Step 19/3
Lioudkou, Ana	Instructional Assistant Biliterate	Washington	October 7, 2019	From Activity Monitor Grade/Step 10/1 to Grade/Step 16/1
Vargas, Karen	Instructional Assistant Biliterate	Adams	October 9, 2019	From Teacher's Aide Grade/Step 10/2 to Grade/Step 16/1
REASSIGNMENTS (Change of Work Site)				
Agustin, Jasmin	After School Instructional Provider	Jackson	September 9, 2019	From Itinerant

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
REASSIGNMENTS (Change of Work Site) (Continued)				
Bautista, Erika	After School Instructional Provider	Madison	September 23, 2019	From Itinerant
Brehm, Lauren	After School Instructional Provider	Taft	September 3, 2019	From Itinerant
Calderon, Betty	Categorical Budget Analyst	Special Education	October 7, 2019	From Budget Department
Diaz de Ramirez, Fabiola	Nutrition Services Assistant	Century	October 23, 2019	From Godinez
Elenes, Xochitl	Personnel Technician	Human Resources	October 23, 2019	From Benefits Department
Moreno, Krystalena	After School Instructional Provider	Heroes	September 6, 2019	From Itinerant
Muro, Jessica	Attendance Technician	Middle College	October 23, 2019	From Site Clerk
Nava, Albert	After School Instructional Provider	Santiago	September 4, 2019	From Itinerant
Villar, Priscilla	After School Instructional Provider	Muir	September 3, 2019	From Itinerant
ADJUSTMENT OF WORKING ASSIGNMENTS				
Alonzo, Mariela	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Carmona, Selena	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Cortez, Rosalba	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Fernandez, Esbeidi	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Garcia, Arturo	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Garcia, Rebecca	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Gonzalez, Ninfa	Activity Monitor	Sepulveda	August 15, 2019	From 2.67 hours to 3.9 hours
Hernandez, Gricelda	Nutrition Services Assistant	Godinez	October 23, 2019	From 3.5 hours to 6.5 hours
Lagunas, Adriana	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Macias, Adriana	Activity Monitor	Monte Vista	August 26, 2019	From 3.87 hours to 3.9 hours
Martinez Murillo, Maria	Activity Monitor	Monte Vista	August 26, 2019	From 3.87 hours to 3.9 hours
Monterrosa, Nora	Nutrition Services Assistant	Godinez	October 23, 2019	From 3.5 hours to 6.5 hours

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ADJUSTMENT OF WORKING ASSIGNMENTS (Continued)				
Morales-Romero, Maria	Activity Monitor	Carver	August 15, 2019	From 2.65 hours to 3.9 hours
Perez Torres, Esmeralda	Nutrition Services Assistant	Godinez	October 23, 2019	From 3.5 hours to 6.5 hours
Phan, Thu	Nutrition Services Assistant	Nutrition Services	October 23, 2019	From 3.5 hours to 6.5 hours
Quiroz, Noelia	Nutrition Services Assistant	Godinez	October 23, 2019	From 3.5 hours to 6.5 hours
Saldana, Susana	Teacher's Aide	ECE	September 30, 019	From 9.5 months to 12 months
Sosa, Leticia	Nutrition Services Assistant	Godinez	October 23, 2019	From 3.5 hours to 6.5 hours
TEMPORARY ASSIGNMENTS				
Archila, Yadira	School Office Manager Elementary	Monroe	September 30, 2019-October 18, 2019	Grade/Step 28/6
Barrett, Shawn	Plant Custodian Elementary	Madison	September 17, 2019-October 25, 2019	Grade/Step 28/5
Colon, Diane	Instructional Assistant Severely Disabled	Lowell	September 13, 2019-October 16, 2019	Grade/Step 20/6
Dougan, Altalagi	Autism Paraprofessional	Willard	October 17, 2019 - October 31, 2019	Grade/Step 24/2
Esparza, Juan	Plant Custodian Elementary	Greenville	October 3, 2019 - October 7, 2019	Grade/Step 28/5
Godinez Canal, Norma	School Office Manager Intermediate	MacArthur	September 30, 2019-October 8, 2019	Grade/Step 28/5 + Bilingual
Gomez, Liza	Registrar Intermediate	MacArthur	September 30, 2019-October 25, 2019	Grade/Step 24/6

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continued)				
Gonzalez, Melissa	Site Coordinator	Esqueda	October 7, 2019 - October 31, 2019	$25.50 hourly rate
Hernandez, Leonel	Construction Supervisor	Building Services	September 13, 2019- October 8, 2019	Grade/Step 50/1
Kim, Eun	Site Coordinator	Muir	September 16, 2019 - September 20, 2019	$25.50 hourly rate
Lara, Paola	Personnel Technician	Nutrition Services	October 1, 2019 - October 31, 2019	Grade/Step 32/4
Magallon, Mario	Senior Groundskeeper	Building Services	September 23, 2019 - October 4, 2019	Grade/Step 30/5
Maldonado, Melissa	Food Service Field Supervisor	Nutrition Services	October 1, 2019 - October 31, 2019	Grade/Step 40/4
Martinez Villa, Emma	Nutrition Services Lead Satellite Kitchen	Nutrition Services	August 15, 2019 - September 30, 2019	Grade/Step 21/3
Perea, Joseph	Data Base Engineer	TIS	September 19, 2019 - October 11, 2019	Grade/Step 52/6
Perez, Evangelina	Autism Paraprofessional	Willard	April 8, 2019 - October 31, 2019	Grade/Step 24/6
Quintor, Kathy	Site Coordinator	Madison	September 25, 2019 - October 14, 2019	$25.50 hourly rate
Rodriguez, Veronica	ELD Bilingual Program Secretary	El Programs & Student Achievement	September 25, 2019 - October 24, 2019	Grade/Step 32/5
Roman, Lorena	Site Coordinator	Jefferson	September 16, 2019 - September 20, 2019	$25.50 hourly rate

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - October 22, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continued)				
Romero Ramirez, Luis	Food Service Lead Production Kitchen	Nutrition Services	September 17, 2019 - October 31, 2019	Grade/Step 21/3
Rosales, Jose	Food Service Lead Production Kitchen	Nutrition Services	September 16, 2019 - October 31, 2019	Grade/Step 21/3
Serafin, Adela	Executive Secretary	K12 Teaching & Learning	September 25, 2019 - October 24, 2019	Grade/Step 33/6 + Bilingual + Confidential
Vo, Trambich	Site Coordinator	Washington	September 23, 2019 - October 14, 2019	$25.50 hourly rate
HOURLY APPOINTMENTS				
Candelas, Danielle	AVID Tutor	Villa	September 26, 2019	Grade/Step 16/1
Gutierrez, Brenda	AVID Tutor	Villa	September 19, 2019	Grade/Step 16/1
Harrell, Marcus	Instructional Assistant Provider	Godinez	September 19, 2019	Grade/Step 16/1
Juarez, Jessica	AVID Tutor	Mendez	September 21, 2019	Grade/Step 16/1
Ramirez, Valeria	AVID Tutor	Santa Ana	September 19, 2019	Grade/Step 16/1
Reyes, Allison	AVID Tutor	Villa	September 24, 2019	Grade/Step 16/1
Valencia, Alondra	AVID Tutor	Santa Ana	September 19, 2019	Grade/Step 16/1

Title of Activity	Employee Name(s)	Site/Dept	Funding Source	Total Amount Not to Excced	Total Hours Not to Exceed	Date Service From
Extra Duty - Heroes	Chamu, Blanca Fournier, Angelica Quesada, Hiediliza	Heroes Elementary School	Fund 01 General Fund	$10,000.00		July 30, 2019

Maintenance (Trades) Overtime 2019-2020	Aguilar, Humberto Alonso Jr., Neftali Alvarado, Rick Arambula, Jesus Avila, Mark Betancourt, Andres Boyd III, James Burton Jr., Clyde Castro, Rodolfo Clayton, Richard Cortez, Fernando Fournier, Reed Gallardo, Charles Garcia, John Gonzalez, John Gurnee, Jeffrey Henry, Michael Hibbs, Jason Kelly, Michael Kusinsky, James Lacy, Ronald Leeds, Glen Leon, Salvador Lopez, Jason Marroquin, Johnny Martinez, Ricardo Martinez, Miguel	Building Services	Fund 01 General Fund	$150,000.00	2,679	July 1, 2019

	Moreno Alba, Tomas Offenback, David Osborne, Brian Pecharich, Joseph Pulido, Daniel Quintero Rodelo, Roberto Reyes Cruz, Raul Rodriguez, Jose Romo, Jorge Salazar, Frankie Saldana, Aldo Sharp, Marvin Sierra, Matthew Simich, John St.Clair, Phil St.Lawrence, Marlon Tran, Binh Viramontes, Esteban Vizcaino, Hector Zuniga Murillo, Cesar					

Maintenance (Trades) Overtime 2019-2021	Aguilar, Humberto Alonso Jr., Neftali Alvarado, Rick Arambula, Jesus Avila, Mark Betancourt, Andres Boyd III, James Burton Jr., Clyde Castro, Rodolfo Clayton, Richard Cortez, Fernando Fournier, Reed Gallardo, Charles Garcia, John Gonzalez, John Gurnee, Jeffrey Henry, Michael Hibbs, Jason Kelly, Michael Kusinsky, James Lacy, Ronald Leeds, Glen	Building Services	Fund 01 General Fund	$150,001.00	2,680	July 2, 2019

	Moreno Alba, Tomas Offenback, David Osborne, Brian Pecharich, Joseph Pulido, Daniel Quintero Rodelo, Roberto Reyes Cruz, Raul Rodriguez, Jose Romo, Jorge Salazar, Frankie Saldana, Aldo Sharp, Marvin Sierra, Matthew Simich, John St.Clair, Phil St.Lawrence, Marlon Tran, Binh Viramontes, Esteban Vizcaino, Hector Zuniga Murillo, Cesar					

Civic Center Extra Duty for District Safety Officer	Aguirre, Francisco Boonmag, Nicholas Burnett, Deborah Castro Herrera, Juan Ceniceros, Gilbert Cisneros, Isaac Cruz, Alexandro Delgado, Juan Escobar, David Flores,Ralph Flores,Sylvia Garcia,Anthony Godinez, Enrique Gomez,Maria Gonzales, Freddie Gonzales, Vincent Guillen, Eduardo Guillen, Damian Hernandez, Oscar Lopez, Leticia Lyons, Irma Martinez, Gilbert Martinez-Lopez, Celia Morales, Mark	Building Services	Civic Center Rental Fees	$95,000.00	2,100	July 1, 2019

	Pena, Rudy Perez, John Pinedo, David Pita, Lazaro Plascencia, Veronica Quezada, Juan Ramos Jr., Raul Rios, Ronald Salazar, Jose Salcido, Arturo Salgado, Dennis Sandoval, Ray Sarkisyan, Sevan Solares Jr., Ramon Velarde, Mauricio					
Civic Center Events Extra Duty Stage Manager	Cervantes, George Lopez, Eduardo Lopez, Josue Munguia Manzo, Joel Sanchez, Maurice Westmyer, John	Building Services	Civic Center Rental Fees	$35,000.00	775	July 1, 2019

Extra Help English Learners Program Activity Monitors	Aguilar, Maria Anacleto, Maria Avila-Duran, Graciela Cabrera, Maria Chairez, Maria Luisa Espinal, Berna Garcia, Esther Hernandez, Maria Herrera, Catalina Mendez, Patricia Murillo, Rosana Nunez, Adelfina Osorio, Maria Salgado, Bertha Sanchez, Gregoria Torres, Maria Villela, Elvira	English Learners Programs	Title I, Core Set Aside	$800.00		September 1, 2019

Civic Center Extra Duty Computer Technician	Adornetto, Thomas Antunez, Carlos Avalos, Juan Barajas, Maritsa Barriga, Noralyn Berber-Chavez, Patricia Cerda, Carmen Dehaan, Ryan Diaz, Oscar Duran, Edward Escalante, Jason Fitzpatrick, Jeff Garcia, Beatriz Garibay, Guadalupe Hernandez, Ronald Howell, English Jasso, Ana Khiev, Chhoteka Koh, Augustine Lara, Eric Leal, Ada Lopez, Michael Lopez, Natalia Lopez, Ramon Lozano, Jesus	Civic Center	Civic Center Rental Fees	$5,000.00	125	July 1, 2019

	Martinez, Francisco Mata, Ruben Mendoza, Oscar Oviedo, Lucie Pena, Hector Perez, Marcos Quezada, Elida Ramirez, Olga Lidia Rodriguez, Xiclale Sanchez, Christian Sanchez Trillas, Veronica Santana, Juan Santiago, Esther Saucedo, Michael Tena, David Torres, Agustin Torres, Edmundo Torres, Rodrigo Tran, Brian Truong, Rick Vega, Pedro Wang, Elizabeth Wolfe, Corey					
Orange County Leadership Conference (OCL) Overnight Supervision	Perez, Genesis	Middle College	Unrestricted Discretionary Accounts	$500.00		August 6, 2019

Extra Time for Districtwide Events that Require District Safety Officers	Aguirre, Francisco Boonmag, Nicholas Burnett, Deborah Castro-Herrera, Juan Ceniceros, Gilbert Cisneros, Isaac Cruz, Alexandro M. Davis, Brent M. Delgado, Juan M. Escobar, David Flores, Sylvia A. Flores, Ralph A. Flores, Yvette Y. Garcia, Anthony Godinez, Enrique S. Gomez, Maria Gonzales, Freddie Gonzales, Vincent E. Guillen, Damian Guillen, Eduardo Hernandez, Oscar Lopez, Leticia M. Lyons, Irma V. Martinez, Gilbert R.	School Police Services	Fund 01 General Fund	$45,000.00	858	August 28, 2019

	Martinez-Lopez, Celia Morales, Mark M. Pena, Rudy J. Perez, John Pinedo, David Pita, Lazaro Plascencia, Veronica Quezada, Juan Carlos Ramos, Raul Rios, Ronnie Salazar, Jose C. Salcido, Arturo Salgado, Dennis Sandoval, Ray L. Sarkisyan, Sevan Solares, Ramon Velarde, Mauricio					
AVID Tutors	Garcia, Laura Neri, Jessica Padilla, Maria Palomino, Magdalena Torres, Monique	Mendez Fundamental	010705 SC-LCFF-Supplemental/ Concentration (School Personnel)	$35,000.00		August 12, 2019
Extra Duty SSP's and Instructional Assistants	Cruz Rodriguez, Cinthya DeRosas, Teresa Funes, Rosalia Gomez, Yolanda Gonzalez, Evangalina Locken, Wendy Mejia, Vanessa Sanchez, Sabrina Valdez, Valdez	Esqueda Elementary School	010030 Unrestricted Discretionary Accounts	$1,546.32	40	October 1, 2019

Visual and Performing Arts Events	Aguirre, Francisco Boonmag, Nicholas Burnett, Deborah Castro Herrera, Juan Ceniceros, Gilbert Cisneros, Isaac Cruz, Alexandro Davis, Brent Delgado, Juan Escobar, David Flores, Sylvia Flores, Ralph Flores, Yvette Garcia, Anthony Godinez, Enrique Gomez, Maria Gonzales, Freddie Gonzales, Vincent Guillen, Damian Guillen, Eduardo	Visual and Performing Arts	010704 Department SC-LCFF-Supplemental/ Concentration	$8,185.50		November 1, 2019

	Hernandez, Oscar Lopez, Leticia Lyons, Irma Martinez, Gilbert Martinez-Lopez, Celia Morales, Mark Pena, Rudy Perez, John Pinedo, David Pita, Lazaro Plascencia, Veronica Quezada, Juan Ramos Jr, Raul Rios, Ronald Salazar, Jose Salcido, Arturo Salgado, Dennis Sandoval, Ray Sarkisyan, Sevan Solares Jr, Ramon Velarde, Mauricio					
Visual and Performing Arts Events	Cervantes, George Lopez, Eduardo Lopez , Josue Munguia Manzo, Joel Sanchez, Maurice Westmyer, John	Visual and Performing Arts	010704 Dept. SC-LCFF-Supplemental/ Concentration	$3,819.90		September 3, 2019
DSO Support Extra Curricular Activities	Cisneros, Isaac Escobar, David Rios, Ronald	Saddleback High School	010030 Unrestricted Discretionary Accounts	$10,914.00		August 1, 2019

Construction Custodial Overtime	Brown, Gerald Chavarria Ortiz, Luis DeSouza, Cido Guadarrama, Guadalupe Serrano, Robert	Saddleback High School	499010 Fd 49 Miscellaneous	$1,418,82		August 1, 2019
Translating Support- Office	Barcenas Munoz, Oliva Linares, Jacqueline Pittman, Ivonne	Garfield Elementary School	010030 Unrestricted Discretionary Accounts	$2,577.20		September 25, 2019
Translating Support- SSPs & IAs	Abarca, Maria Kovacas, Elvira Sanchez, Samantha	Garfield Elementary School	010030 Unrestricted Discretionary Accounts	$2,577.20		September 25, 2019
Restorative Practices	Aguilar Avellaneda, Garcia, Julio Garcia, Jasmene Godinez, Tomas Gonzalez, Marily Moreno, Fernando Padilla, Brenda	Extended Learning (After School Programs)	010736 Restorative Practice/Violence Prevention Expansion (High Schools)	$9,463.48		August 12, 2019
Recess 360	Aguilar Avellaneda, Julio Flores, Francisca Gonzalez, Marily Jaimes, Patricia Martinez, Mario Ruiz Gonzalez, Maria	Extended Learning (After School Programs)	010056 Recess 360 Plan	$40,486.52		August 12, 2019

SAELI Childcare	Chairez, Maria Cruz, Ramona Espinal, Bernarda Garcia, Esther Mendez, Patricia Munoz, Elizabeth Salgado, Bertha Villela, Elvira	K-12 Teaching & Learning	010300 Department Unrestricted Discretionary Accounts	$2,390.35		August 1, 2019
Extra Duty - Tutoring Intervention	Calleros, Valerie Rodriguez, Hilda	Franklin Elementary School	010030 Unrestricted Discretionary Accounts	$2,448.34	30	October 1, 2019
Custodian Extra Duty	Perales, Carlos Ruvalcaba, Marco	Washington Elementary School	010030 Unrestricted Discretionary Accounts	$2,182.80		August 12, 2019
ASSETs SC Overtime - Saddleback	Amezcua, Richard	Extended Learning (After School Programs)	015868 21st Century ASSETS (roll-up 4124)	$751.43		July 1, 2019
ASSETs SC Overtime - Godinez	Amezcua, Salvador	Extended Learning (After School Programs)	015868 21st Century ASSETS (roll-up 4124)	$250.48		July 1, 2019
ASSETs SC Overtime - Santa Ana	Andrade, Santiago	Extended Learning (After School Programs)	015868 21st Century ASSETS (roll-up 4124)	$500.95		July 1, 2019
Childcare Supervision	Arredondo, Concepcion	Jefferson Elementary School	010030 Unrestricted Discretionary Accounts	$2,577.20		September 23, 2019
Early Learning Plan - Before/After School Tutoring	Arroyo, Arturo	Monte Vista Elementary School	010730 SC-Early Learning (PreK-gr 6)	$3,479.22		September 17, 2019

Sworn Personnel - Century High School Football Games Overtime	Aquino, Richard	School Police Services	010030 Unrestricted Discretionary Accounts	$6,548.40	80	August 12, 2019
Sworn Personnel - Godinez Fundamental High School Football Games Overtime	Aquino, Richard	School Police Services	010030 Unrestricted Discretionary Accounts	$6, 548.40	80	August 12, 2019
Sworn Personnel - Saddleback High School Football Games Overtime	Aguino, Richard	School Police Services	010030 Unrestricted Discretionary Accounts	$6,548.40	80	August 12, 2019
Sworn Personnel - Santa Ana High School Football Games Overtime	Aquino, Richard	School Police Services	010030 Unrestricted Discretionary Accounts	$6,548.40	80	August 12, 2019
Sworn Personnel - Segerstrom High School Football Games Overtime	Aquino, Richard	School Police Services	010030 Unrestricted Discretionary Accounts	$6,548.40	80	August 12, 2019

Sworn Personnel - Valley High School Football Games Overtime	Barrett, Shawn	School Police Services	010030 Unrestricted Discretionary Accounts	$6,548.40	80	August 12, 2019
AVID Tutors	Angulo, Dianna Cielo Misaico, Jasmin Duque, Jennifer Jagrop Singh, Sukhdip Khan, Sabrina Luvianos, Chriss Ramires, Enrrique Silva, Eduardo Torres, Diana	Segerstrom High School	010705 SC-LCFF-Supplemental/ Concentration (School Personnel)	$38,658.00		September 1, 2019
Construction Department - Custodial Extra Help/Overtime	Becerra, Leonardo	Construction	499010 Fd 49 Miscellaneous	$10,914	150	August 1, 2019
Migrant Ed School Readiness Program(MESRP) Summer School Child Development Teacher	Gonzalez, Gladys Torres, Irene	English Learners Programs	013060 IASA:Title I Migrant Ed Regular Program	$3,819.90	120	July 1, 2019

Summer Showcase Technicians Support	Castro, Rodolfo Gurnee, Jeffrey Henry, Michael Kusinsky, James Leeds, Glen Pecharich, Joseph Roberts, Justin Romo, Jorge	K-12 Teaching & Learning	010789 Summer Enrichment	$1,746.24		September 17, 2019
Visual and Performing Arts Events	Acevedo, Romeo Acuna, Joseph Aguilar, Josue Aguilar, Leobardo Aguilar Aranda, Giovanni Alberto, Irma Alcaraz, Alfred Alvarado, Mario Alvarez, Manuel Alvarez, Mario Amezcua, Jorge Amezcua, Richard Amezcua, Salvador Andrade, Santiago Arreola, Jesus Arroyo, Arturo Arroyos, Juana Arroyos, Theodore Atilano, Marcelino Avina, Osbaldo	Visual and Performing Arts	010704 Department SC-LCFF-Supplemental/ Concentration	$3,865.80		November 1, 2019

	Barajas Gallegos, Francisco Barrett, Shawn Bazurto, Bobby Becerra, Leonardo Bedolla, Oscar Bejar, Jose Beltran Jr., Gustavo Benavidez, Jaime Bravo-Solis, Miguel Briones Rodriguez, Virginia Brown, Gerald Carmen, Celestino Carranza Jr, Raul Carrillo Castaneda, Abraham Chavarria-Ortiz, Luis					

	Cifuentes, Angel Contreras, Carlos Contreras Jr, Juan Correa, Edgar Cortez, Jesus Cortez, Jim Cota, Leobigildo Cristobal, Keple Cuellar, Roberto Daniel, Jose Davis, John Delgado, Juan Desouza, Cido Diaz, Omar Dominguez, Michael Dominguez Rodriguez, Omar Duran, Christian Elias, Damian Enriquez, Mario Esparza, Juan Espino, Hugo Estolano-Castro, Alma					

	Fernandez, Emilio Figueroa, Patricia Figueroa, Guadalupe Figueroa, Jose Funes, Jorge Gallegos, Cirilo Galvan Martinez, Juan Garay, Maria Garcia, Gilbert Garcia, Luis Garcia, Juan Garcia, Jesus Giron de Castro, Julia Glasper, Sharon Gomez, Ricardo Gonzaga, Eric Gonzalez, Jonathan Gonzalez, David Gonzalez, Gladys Gonzalez Soto, Jesus					

	Gordon, Edward Guadarrama Valencia, Guadalupe Guerrero, Manuel Guerrero, Juan Gutierrez, Edward Gutierrez, Pablo Gutierrez, Francisco Gutierrez Rodriguez, Alejandro Hardwick, Dawn Hernandez, Alvaro Hernandez, Antonio Hernandez, Daniel Herrera Facusseh, Elias Hill, Donald Jimenez, Paulino Jimenez, Ramon					

	Jung, Robert Jusay, Dante Lara Cruz, Adolfo Lavayen, Omar Lemus, Manuel Leon, Alicia Leon, Edward Lomeli, Rosa Lopez, Andrew Lopez, Gerson Lopez, Glen Lopez, Joshua Lopez, Maria Lopez, Arnulfo Lopez, Fortino Lopez Jr., Jose Loza, Gustavo Lumley, Jennifer Luna, Bernardino Luna, Gregory Macedo, Luis Macias, Roman Mancilla, Anthony Mares Jr., Richard Marin, Epifania					

	Martinez, Thomas Martinez, Freddie Martinez, Hector Martinez, Ignacio Martinez, Araceli Martinez, Jerry Martinez Balderas, Raul Martinez Garcia, Alberto Martinez III, Manuel Medrano, Jesus Mejia, Juan Mejia, Jose Melgar, Marco Melgar Jr., Mark Mendoza, Jonathan Mendoza Madrigal, Guillermo Menera, Fernando Miranda, Matias					

	Mojica, Mario Montiel, Ignacio Moreno, Jose Munoz, Julian Muro Jr., Miguel Nevarez Pena, Victor Nguyen, Albert Nieto, Cesar Obeso, Gregory Ochoa, Luis Olivares, Armando Ontiveros Salazar, Alberto Oregel, Eddie Ortiz, Enrique Osornio Vazquez, Raymundo Padilla, Ruben Palomino, John Paz, Adolfo Pena, Matilde Perales, Carlos Perez, Juan					

	Pham, David Pham, Thang Prado, Alejandro Quintana, Johnny Ramirez Castrejon, Bernardo Reyes, Jose Rios, Cecilia Rios, Jorge Rodriguez, Adam Rodriguez, Carlos Rodriguez, Miguel Rodriguez, Steven Rodriguez, Nicholas Rojas, Adam Rosales, Alfredo Rubalcava, Marco Rucker, Frostee Ruiz, Fernando Ruiz, Daniel Ruvalcaba, Jaime					

	Ruvalcaba, Andres Ruvalcaba, German Salcedo, Horacio Saldivar, Sergio Sançhez, Jose Sanchez, Victor Sanchez, Oscar Serrano, Robert Serrano, Jesus Silbas, Jaime Sintora, Cristina Solano, John Sosa, Carlos Sosa Garcia, Martin Soto, Marco Tapia, David Tapia, Salvador Ugalde, Victor Ulloa Lopez, Marco Vaca, Alberto					

	Vaca, Rolando Valdez, Andrew Vargas, Carlos Vargas Rivera, Neptalif Vega, Emanuel Vega, Samuel Velasco, Jose Villagomez, Jesus Villagomez, Antonio Zaragoza, Alejandro					

Early Childhood Student and Parent Instruction Including Learning Link	Aceves, Claudia Alonzo, Roseann Alvarez, Rita Andrade, Sayra Armenta, Sandy Cardenas, Ashley Carmona, Victoria Carpio De Torres, Irene Chavez, Zaira Choi, Eunice Clayton, Gloria Cortes, Angelisa Cortez, Silvia Del Mundo-Suarez, Zoraida Diaz, Diana Diaz, Erika Fargier, Diana Fernandez, Elena Fernandez, Noelia Gama, Yolanda Garcia, Lily Garcia, Lucia	Martin Elementary School	010730 SC-Early Learning (PreK-gr 6)	$5,499.74	110	October 9, 2019

	Garcia, Olivia Gonzalez, Gladys Gonzalez, Jessica Gonzalez, Neida Guardado, Belqui Guerrero, Sandra Guevera, Maria Hernandez, Lilian Hoppe, Brittany Ibarra, Ana Ibrahim, Fadwa Jaimes, Martha Johnson, Berenice Juarez De Prado, Juana Kaili, Jessica Kasalian, Milina Kerber, Rayna Khan, Saima Le, Tiffany Loeza Cabanas, Ana Marici, Elena					

	Marin, Maximina Martinez, Suzanne Maya, Patricia Medrano, Patricia Mendez, Brenda Monroe, Claudia Morris, Thomas Navarrete, Maria Nguyen, Chinh Nguyen, Mandi Ordonez, Liliana Penunuri, Valerie Perez, Mariam Antonieta Quinones, Roxana Ramirez, Maria De Jesus Ramos, Marcela Reeves, Claudia Revilla, Fany Reyes, Silvia Rodriguez, Olga					

	Romero-Rodriguez, Ana Rosales, Margarita Rosete, Deicy Ruvalcaba, Angelica Saavedra, Esther Saito, Jill Sanchez, Beatriz Siders, Griselda Sosa, Maria Stueland, Sarah Tan, Ngoc Valencia de Lopez, Sofia Velimirovich, Rosa Viddal, Edda Villalpando, Diana Yaghnam, Patricia Zuniga, Maria					
Overtime (Classified-Custodial)	Briones Rodriguez, Virginia	Building Services	Fund 01 General Fund	$290,000.00	7,250	July 1, 2019
2019 Family and Community Engagement Conference - District Safety Officers	Cruz, Alexandro Perez, John Sandoval, Ray	Community Relations	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$1,637.10	25	September 28, 2019

Santa Ana Unified School District

BOARD POLICY NO: 1340

EFFECTIVE: 10/22/2019

SUBJECT: **Access to District Records**
CATEGORY: Community Relations
RESPONSIBLE OFFICE(S): Business Services, Communications

SCOPE:
The Governing Board recognizes the right of citizens to have access to public records of the district.

POLICY:
The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account. (cf. 4040 - Employee Use of Technology) (cf. 9012 - Board Member Electronic Communications)

The District may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3580 - District Records)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125 - Student Records) (cf. 5125.1 - Release of Directory Information)
(cf. 6162.5 - Student Assessment)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

DESIRED OUTCOME:
Through this policy, the District shall establish and maintain procedures to provide access to District records within the requirements of law and public disclosure in the California Public Records Act and other state and federal law.

SUBJECT: **Access to District Records**
CATEGORY: Community Relations
RESPONSIBLE OFFICE(S): Business Services, Communications

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

District Policies and Procedures:

BP 3553 – Free and Reduced Price Meals
BP 3580 – District Records
BP 4040 – Employee Use of Technology
BP 4112.5/4212.5/4312.5 – Criminal Record Check
BP 4112.6/4212.6/4312.6 – Personnel Files
BP 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information
BP 5020 – Parent Rights and Responsibilities
BP 5125 – Student Records
BP 5125.1 – Release of Directory Information
BP 6162.5 – Student Assessment
BP 9011 – Disclosure of Confidential/Privileged Information
BP 9012 – Board Member Electronic Communications
BP 9321 – Closed Session Purposes and Agendas
AR 3553 – Free and Reduced Price Meals
AR 3580 – District Records
AR 4040 – Employee Use of Technology
AR 4112.6/4212.6/4312.6 – Personnel Files
AR 5125 – Student Records
AR 5125.1 – Release of Directory Information

Legal Reference:

Education Code

234.7	Student protections relating to immigration and citizenship status
35145	Public meetings
35170	Authority to secure copyrights
35250	Duty to keep certain records and reports
41020	Requirement for annual audit
42103	Publication of proposed budget; hearing
44031	Personnel file contents and inspections
44839	Medical certificates; periodic medical examination
49060-49079	Student records
49091.10	Parental review of curriculum and instruction

Government Code:

3547	Proposals relating to representation
6250-6270	California Public Records Act
6275-6276.48	Other exemptions from disclosure
8310.3	California Religious Freedom Act
53262	Employment contracts

54957.2 Minute book record of closed sessions
54957.5 Agendas and other writings distributed for discussion or consideration
81008 Political Reform Act, public records; inspection and reproduction

California Constitution:
Article 1, Section 3 Right of access to governmental information

Code of Regulations, Title 5:
430-438 Individual student records

Court Decisions:
City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Los Angeles County Board of Supervisors vs. Superior Court (2016) 2 Cal.5th 282
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324
Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144

Attorney General Opinions:
71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal.Atty.Gen. 186 (1981)

Management Resources:

CSBA Publications:
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

California Office of the Attorney General Publications:
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues
Summary of the California Public Records Act, 2004

League of California Cities Publications:
The People's Business: A Guide to the California Public Records Act, 2008

Websites:
CSBA: http://www.csba.org
California Office of the Attorney General: http://oag.ca.gov
Institute for Local Government: http://www.cacities.org
State Bar of California: http://www.calbar.ca.gov

ADOPTION AND REVISION HISTORY:
10-19

Santa Ana Unified School District

BOARD BYLAWS NO: 9220

EFFECTIVE: 10/22/2019

SUBJECT: **Governing Board Elections**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

SCOPE:
The Board of Education shall consist of members whose terms shall be staggered so that, as nearly as practicable, one half of the members shall be elected at each regular Board of Education election. (Education Code 1000, 1007) Election procedures shall be followed in accordance with state and federal law.

Board Member Qualifications

Any person other than the County Superintendent of Schools, a member of the county office of education (COE) staff, or an employee of a school district that is within the jurisdiction of the Board of Education is eligible to be a member of the Board of Education if that person is an elector of the trustee area to be represented and is not legally disqualified from holding civil office. (Education Code 1000, 1006) Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be elected as a Board of Education member unless granted a pardon in accordance with law. (Elections Code 20)

The Board of Education encourages all candidates to become knowledgeable about the role of the Board of Education. Upon request, all candidates shall be provided with information that will enable them to understand the responsibilities and expectations of being a Board of Education member, including information regarding available workshops, seminars, and/or training, the county election official's contact information, and general information about school programs, COE operations, and Board of Education responsibilities. (cf. 9230 - Orientation) (cf. 9240 - Board Training)

POLICY:
Election Date

To reduce costs associated with conducting elections, the election of Board of Education members shall be consolidated with the local municipal or statewide primary or general election in accordance with a Board of Education resolution approved by the Board of Education of Supervisors. (Elections Code 1302, 10404.5) A member whose term has expired shall continue to discharge the duties of the office until a successor has qualified by taking the oath of office. (Government Code 1302, 1360)

Campaign Conduct

All candidates, including current Board of Education members running as incumbents, shall abide by local, state, and federal requirements regarding campaign donations, funding, and expenditures.
No candidate shall expend or accept any public money for the purpose of seeking elective office, unless the Board of Education has established a dedicated fund for those seeking election to the Board of

SUBJECT: **Governing Board Elections**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

Education and such funds are available to all qualified candidates without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board of Education, the Board of Education encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

DESIRED OUTCOME:
Statement of Qualifications

On the 125th day prior to the day fixed for the general election, the Board of Education secretary or designee shall deliver a notice, bearing the secretary's signature and seal, to the county elections official describing both of the following. 1. The elective offices of the Board of Education to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the Board of Education or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Board of Education may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board of Education may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The Board of Education shall assume no part of the cost of printing, handling, translating or mailing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the Board of Education may require candidates to pay their pro rata share of these costs to the Board of Education in advance as specified in Elections Code 13307.

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board of Education, the Board of Education shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board of Education. At that time the Board of Education shall determine the winner by lot. (Education Code 5016)

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:
Legal Reference:

SUBJECT: **Governing Board Elections**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

Education Code

1000	Composition, and trustee area, Board of Education of education
1002	Trustee area boundaries and membership changes
1006	Qualifications for holding office, Board of Education of education
1007	Elections
1017	Expiration of terms
5000-5033	Elections
5220-5231	Elections
5300-5304	General provisions (conduct of elections)
5320-5329	Order and call of elections
5340-5345	Consolidation of elections
5360-5363	Election notice
5380	Compensation (of election officer)
5390	Qualifications of voters
5420-5426	Cost of elections
5440-5442	Miscellaneous provisions (re returns, recounts, etc.)

Elections Code

20	Public office eligibility
321	Elector
1302	Local elections, school district election
2201	Grounds for cancellation
4000-4004	Elections conducted wholly by mail
10400-10418	Consolidation of elections
10509	Notice of election by secretary
10600-10604	School district elections
13307	Candidate's statement
13309	Candidate's statement, indigency
14025-14032	California Voting Rights Act
20440	Code of Fair Campaign Practices

California Government Code

1021	Conviction of crime
1302	Continuance in office until qualification of successor
1303	Exercising functions of office without having qualified
1360	Necessity of taking constitutional oath
12940	Nondiscrimination, Fair Employment and Housing Act
81000-91014	Political Reform Act

Penal Code

SUBJECT: **Governing Board Elections**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

68	Bribes
74	Acceptance of gratuity
424	Embezzlement and falsification of accounts by public officers
661	Removal for neglect or violation of official duty

California Constitution
Article 2, Section 2 Voters, qualifications
Article 7, Section 7 Conflicting offices
Article 7, Section 8 Disqualification from office

United States Code, Title 52
10301-10508 Voting Right Act

Court Decisions
Shelby County v. Holder, (2013) 133 S. Ct. 2612
Rey v. Madera Unified School District, (2012) 138 Cal. Rptr. 3d 192
Randall v. Sorrell, (2006) 51 Cal.Rptr.3d 821
Dusch v. Davis, (1967) 387 U.S. 112

Attorney General Opinions
85 Ops.Cal.Atty.Gen. 49 (2002)
83 Ops.Cal.Atty.Gen. 181 (2000)
81 Ops.Cal.Atty.Gen. 98 (1998)
69 Ops.Cal.Atty.Gen. 290 (1986)

Management Resources:
Web Sites
CSBA: http://www.csba.org
California Board of Educations of Education: http://www.theccbe.org
California Secretary of State's Office: http://www.ss.ca.gov

ADOPTION AND REVISION HISTORY:
Adopted: (10-00, 5-03, 5-14)

Santa Ana Unified School District

BOARD BYLAWS NO: 9321

EFFECTIVE: 10/22/2019

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

SCOPE:
The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed session during a regular, special, or emergency meetings only for purposes authorized by law. (Government Code 54954.5)

POLICY:
Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law and specified below. (Government Code 54954.2)

The Board shall disclose in open session the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. After the closed session, the Board shall reconvene in open session before adjourning the meeting, and when applicable, shall disclose any action taken in the closed session, in the manner prescribed by Government Code 54957.1. (Government Code 54957.7)

(cf. 9320 – Meetings and Notices)
(cf. 9322 – Agenda/Meeting Materials)

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. (Government Code 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any action taken in the closed session, the votes or abstentions thereon, and other disclosures specified below that are applicable to the matter being addressed. Such reports may be made in writing or orally at the location announced in the agenda for the closed session. (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary retyping is completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

Confidentiality

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

Personnel Matters

The Board may hold a closed sessions under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, or dismissal of an employee. Such closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent) (cf. 4115 - Evaluation/Supervision) (cf.4118 - Suspension/Disciplinary Action) (cf.4215 - Evaluation/Supervision) (cf. 4218 - Dismissal/Suspension/Disciplinary Action) (cf. 4315 - Evaluation/Supervision)

The Board may hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957) (cf. 1312.1 - Complaints Concerning District Employees) (cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The Board may hold a closed sessions to discuss a district employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to district employee appointments and employment shall describe the position to

be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)

After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify the title of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

(cf. 4117.7/4317.7 - Employment Status Reports)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

Any meeting and negotiating discussion between the district and a recognized or certified employee organization.

Any meeting of a mediator with either party or both parties to the meeting and negotiating process.

Any hearing, meeting, or investigation conducted by a factfinder or arbitrator.

Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives. (cf. 4143/4243 - Negotiations/Consultation) (cf. 4140/4240/4340 - Bargaining Units) (cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session, prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session.

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

(Government Code 54957.6) (cf. 2121 - Superintendent's Contract)

The Board also may meet in closed session with a state conciliator who has intervened proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative so long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Approval of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

Matters Related to Students

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberations. (Education Code 48920)

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion appeal hearing," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

In taking final action, the Board shall not release any information in violation of student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion appeal, the Board shall refer to the student number or other identifier and shall not disclose the student's name.

The Board shall meet in closed session to address any student matter over which it has statutory authority, when the matter may involve disclosure of confidential student information.

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s) the property under negotiation, and the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator so long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district's of its approval. (Government Code 54957.1)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending litigation when a discussion of the matter in open session would prejudice the district's position in the litigation. For this purpose, "litigation" means adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

Litigation to which the Board is a "party" has been initiated formally. (Government Code 54956.9(a))

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the district, or the Board is meeting solely to determine whether, based on existing facts and circumstances, a closed session is authorized. (Government Code 54956.9(b))

Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

A. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.

B. Facts and circumstances including, but not limited to, an accident, disasters, incident or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s), and which must be publicly disclosed before the closed session or specified on the agenda.

C. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

D. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.

E. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat of litigation on the victim's behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9 (d)(4))

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(d)(1), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding

either "Existing Litigation" or "Anticipated Litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, and or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(d)(4) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item~~s~~ #2b-e above. (Government Code 54954.5)

Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1)

1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.

2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.

3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.

If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5) (cf. 3530 - Risk Management/Insurance)

Following the closed session, the Board shall publicly report the disposition of joint powers agency or self-insurance claims, including the name of the claimant(s), the name of the agency claimed against, the substance of the claim, and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA that has direct financial or liability implications for the district. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

Closed session agenda items related to conferences involving a JPA shall specify the closed session description used by the JPA and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

DESIRED OUTCOME

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)

Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument

approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617) (cf. 6162.51 - State Achievement Tests)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that the Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:
District Policies and Procedures:

Legal Reference:
EDUCATION CODE

32281	School Safety
35145	Public meetings
35146	Closed session for student suspension or disciplinary action
44929.21	Districts with ADA of 250 or more
48912	Governing board suspension of student
48918	Rules governing expulsion procedures; hearings and notice
49070	Challenging content of students records
49073-49079	Privacy of student records
60617	Closed session (re review of contents of statewide assessment)

GOVERNMENT CODE

3540-3549.3	Educational Employment Relations Act
6252-6270	California Public Records Act
54950-54963	The Ralph M. Brown Act~~, especially:~~

CALIFORNIA CONSTITUTION
Article 1, Section 3 Public right to access information

UNITED STATES CODE, TITLE 20

1232g	Family Educational Rights and Privacy Act

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.8 Family Educational Rights and Privacy

COURT DECISIONS
Moreno v. City of King, (2005) 127 Cal.App4th 17
Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107 Cal.App.4th 860
Rim of the World Unified School District v. San Bernardino County Superior Court, (2002) 104 Cal.App.4th 1393
Bell v. Vista Unified School District, (2001~~0~~) 82 Cal.App. 4th 672
Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87
Kleitman v. Superior Court of Santa Clara County, (1999) 87 Cal Rptr. 2d
Furtado v. Sierra Community College District, (1998) 68 Cal. App. 4th 876
Roberts v. City of Palmdale, (1993) 5 Cal.4th 363
San Diego Union v. City Council, (1983) 146 Cal.App.3d 947
Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41

ATTORNEY GENERAL OPINIONS
94 Ops.Cal.Atty.Gen. 82 (2011)
89 Ops.Cal.Atty.Gen. 110 (2006)
86 Ops.Cal.Atty.Gen. 210 (2003)
78 Ops.Cal.Atty.Gen. 218 (1995)
59 Ops.Cal.Atty.Gen. 532 (1976)
57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:

CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. 2014

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010

WEB SITES
CSBA: http://www.csba.org
California Office of the Attorney General: http://www.oag.ca.gov

SUBJECT: **Closed Session**
CATEGORY: Board Bylaws
RESPONSIBLE OFFICE(S): Superintendent's Office

League of California Cities: http://www.cacities.org
ADOPTION AND REVISION HISTORY:
Adopted: (7-77 8-77 4-94 10-00 5-03) 10-16

RESOLUTION NO. 19/20-3319

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

Proclamation Declaring November as School Psychology Month

WHEREAS, all children and youth learn best when they are healthy, supported, and receive a free and appropriate public education in a safe and nurturing school environment that enables them to strive, grow, and thrive academically, socially, and emotionally; and

WHEREAS, schools can more effectively ensure that all students are able to learn when they meet the needs of the whole child and provide integrated, multi-tiered supports; and

WHEREAS, children and youth learn best in communities where educators are valued and treated with respect, and are learners themselves; and

WHEREAS, children's mental health is directly linked to their learning and development, and the learning environment provides an optimal context to promote good mental health; and

WHEREAS, sound psychological principles are integral to instruction and learning, social and emotional development, prevention, early intervention and school safety, and the support of culturally diverse student populations; and

WHEREAS, school psychologists serve as vital members of the educational team, playing a central role in creating a positive school climate and vital partnerships between the home, school, and community to ensure student academic success; and

WHEREAS, school psychologists are recognized as qualified providers of mental and behavioral health services in federal law; and

WHEREAS, the Santa Ana Unified School District's school psychologists are specially trained to foster and deliver a continuum of mental health services and academic supports that lower barriers to teaching and learning; and

WHEREAS, school psychologists help students to thrive by nurturing their individual strengths across both personal and academic endeavors; and

WHEREAS, school psychologists are specially skilled in providing services to students who face serious challenges to school success, including poverty, disability, discrimination, bullying, and other barriers to learning; and

WHEREAS, school psychologists are trained to assess student and school-based barriers to learning as well as individual strengths, utilize data-based decision-making, implement research-based prevention and intervention strategies, and evaluate outcomes and improve accountability; and

WHEREAS, school psychologists collaborate with key stakeholders in families, schools, the district, and communities to promote the healthy development of all students through early intervention and data-based decision-masking; and

WHEREAS, school psychologists help create safe, healthy, nurturing, and responsive learning environments for all students by strengthening connections between home and school and helping kids feel connected, affirmed, and ready to achieve their individual goals; and

WHEREAS, school psychologists can help prevent or reduce the immediate and long-term effects of student's mental and behavioral health problems; and

WHEREAS, the staff of the Santa Ana Unified School District recognize the vital role that school psychologists play in meeting the individual needs of students by supporting their schools and their families.

NOW, THEREFORE, BE IT RESOLVED, that the Santa Ana Board of Education proclaims the month of November 11-15, 2019 as "School Psychology Month".

BE IT FURTHER RESOLVED that the members of the school board express their deep appreciation to all of the District's school psychologists for the work they do to

help every student be successful in school and in life. Furthermore, the members of the school board encourage all schools, community organizations, businesses, and the City of Santa Ana to commemorate this occasion with appropriate instructional and celebratory activities.

PASSED AND ADOPTED by the Santa Ana Unified School District Governing Board on October 22, 2019 by the following vote:

AYES: Amezcua, Rodriguez, Palacio, Alvarez

NOES:

ABSENT:

STATE OF CAFORNIA)
) ss.
COUNTY OF ORANGE)

I, Alfonso Alvarez, Ed.D., Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said Board at a regular meeting thereof held on 22 day of October, 2019, and passed by a vote of 4-0 of said Board.

BOARD OF EDUCATION
SANTA ANA UNIFIED SCHOOL DISTRICT

By: _____
Alfonso Alvarez, Ed.D.
Clerk of the Board of Education

Santa Ana Unified School District
Special Board Meeting
Santa Ana Board of Education

MINUTES

First American
1 First American Way
Building 5, 4th Floor, Board Room
Santa Ana, CA 92707

Saturday, November 2, 2019

CALL TO ORDER 8:00 a.m.

Board President Amezcua called the meeting to order at 8:00 a.m. Other members in attendance were Dr. Rodriguez, Dr. Alvarez, Mr. Palacio, and consultants from Education Support Services Group.

PLEDGE OF ALLEGIANCE

Ms. Amezcua led the Pledge of Allegiance.

PUBLIC PRESENTATIONS

Board President Amezcua asked if there was anyone wishing to address the Board in matters pertaining to the Special Board meeting. There were no individuals wishing to address the Board.

RECESS TO CLOSED SESSION (Not Open to Public)

The Special Board meeting recessed at 8:00 a.m. to consider Public Employment, Superintendent Selection Process-Interviews.

ADJOURNMENT

The Special Board meeting was adjourned at 6:30 p.m.

The next Regular Board Meeting of the Board of Education is, Tuesday, November 19, 2019 at 6:00 p.m.

ATTEST: _____
Interim Co-Superintendent

Santa Ana Unified School District
Special Board Meeting
Santa Ana Board of Education

MINUTES

First American
1 First American Way
Building 5, 4th Floor, Board Room
Santa Ana, CA 92707

Sunday, November 3, 2019

CALL TO ORDER 8:00 a.m.

Board President Amezcua called the meeting to order at 8:30 a.m. Other members in attendance were Dr. Rodriguez, Dr. Alvarez, Mr. Palacio, and consultants from Education Support Services Group.

PLEDGE OF ALLEGIANCE

Ms. Amezcua led the Pledge of Allegiance.

PUBLIC PRESENTATIONS

Board President Amezcua asked if there was anyone wishing to address the Board in matters pertaining to the Special Board meeting. There were no individuals wishing to address the Board.

RECESS TO CLOSED SESSION (Not Open to Public)

The Special Board meeting recessed at 8:30 a.m. to consider Public Employment, Superintendent Selection Process-Interviews.

ADJOURNMENT

The Special Board meeting was adjourned at 2:30 p.m.

The next Regular Board Meeting of the Board of Education is, Tuesday, November 19, 2019 at 6:00 p.m.

ATTEST: _____
Interim Co-Superintendent

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.2 Approval of Board President Amezcua to Attend the National School Board Association 2020 Annual Conference & Exposition, April 4-6, 2020 in Chicago, Illinois**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Board President Amezcua to Attend the National School Board Association 2020 Annual Conference & Exposition, April 4-6, 2020 in Chicago, Illinois

ITEM: Consent

SUBMITTED BY: Alan Rasmussen, Ed.D., and Richard Tauer, Interim Co-Superintendents

BACKGROUND INFORMATION:
The purpose of this agenda is to seek Board approval for Board President to attend the National School Board Association (NSBA) 2020 Annual Conference & Exposition, April 4-6, 2020 in Chicago, Illinois.

RATIONALE:
The NSBA 2020 Annual Conference & Exposition is the one national event that brings together education leaders to learn about best governance practices, gain insight into child development and learn about new programs and technology that can help enrich student learning. NSBA 2020 is one of the few-if not the only-places where school board members from around the country can receive the training necessary to address the instructional needs of students and to improve the efficiency of district operations.

FUNDING:
General Funds: $5,000

RECOMMENDATION:
Approve President Amezcua's attendance to the NSBA 2020 Annual Conference & Exposition, April 4-6, 2020 in Chicago, Illinois.

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.3 Acceptance of Gifts in Accordance with Board Policy (BP) 3290 - Gifts, Grants, and Bequests**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Recommended Action	Accept gifts in accordance with Board Policy (BP) 3290 - Gifts, Grants, and Bequests
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07028 District-wide Services

AGENDA ITEM BACKUP SHEET

TITLE: Acceptance of Gifts in Accordance with Board Policy (BP) 3290 - Gifts, Grants, and Bequests

ITEM: Consent

SUBMITTED BY: Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services

ITEM SUMMARY:

- The Superintendent shall bring all gifts to the Board of Education for approval
- Total donated: $4,250
- 2019-20 total donations: $74,985.94

BACKGROUND INFORMATION:

The purpose of this agenda is to seek Board acceptance of gifts, grants, and bequests on behalf of school sites and District. For purposes determining the estimated value of gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

RATIONALE:

The Board may accept any bequest or gift, money, or property on behalf of the District. While greatly appreciating suitable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to provide equal educational opportunities for all District students. The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of District philosophy and operations. If the Board believes the District will be unable to fully satisfy the donor's conditions, the gift shall not be accepted. Gift books and instructional materials shall be accepted only if they meet District criteria. The Superintendent or Designee's discretion, a gift may be used at a particular school.

FUNDING:

No fiscal impact

RECOMMENDATION:

Accept gifts in accordance with Board Policy (BP) 3290 - Gifts, Grants, and Bequests

File Attachments
Gift List 11.19.2019.pdf (110 KB)

SANTA ANA UNIFIED SCHOOL DISTRICT
GIFTS RECOMMENDED FOR ACCEPTANCE – November 19, 2019

School/Department:	Gift:	Amount:	Donor:	Used For:
Roosevelt Elementary School		$2,250.00	First American Title Insurance Company	Instructional material
Willard Intermediate School		$2,000.00	Action Angels	Field trip transportation and Dance Team
November 19, 2019 Donations		**$ 4,250.00**		
2019-20 Total Donations		**$74,985.94**		

For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

AJ:mo

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.4 2018-19 Annual Report on Williams Settlement Legislation**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Recommended Action	Presented for information.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07028 District-wide Services

AGENDA ITEM BACKUP SHEET

TITLE: 2018-19 Annual Report on Williams Settlement Legislation

ITEM: Consent

SUBMITTED BY: Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services

ITEM SUMMARY:
California Education Code section 1240 requires this report to be provided to the Board at a regularly scheduled meeting held in accordance with public notification requirements.

BACKGROUND INFORMATION:
The purpose of this agenda item is to provide the Board of Education the 2018-19 Annual Report for Williams Settleme Legislation results.

RATIONALE:
Per Education Code Section 1240, Orange County Department of Education (OCDE) is charged with the responsibility to conduct site reviews of decile 1-3 schools based on the 2012 Academic Performance Index to ensure compliance with Williams Settlement Legislation requirements.

The attached report represents an annual recap of the activity conducted by OCDE for the fiscal year 2018-19.

FUNDING:
No fiscal impact.

RECOMMENDATION:
Presented for information.

File Attachments
2018-19 Williams Annual Report.pdf (236 KB)

Orange County Department of Education
Educational Services Division

Williams Settlement Legislation
Annual Report
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This report summarizes the results of Williams Settlement Legislation reviews of decile 1-3 schools (2012 base API).

INSTRUCTIONAL MATERIALS

Schools were reviewed to determine the sufficiency of textbooks and instructional materials.[1]

School	Review Date	Subject	Textbook/Instructional Materials Insufficiencies	Grade	Room	Materials Needed	Correction Date
Carver Elementary	August 23, 2018		NONE				
Century High	August 29, 2018		NONE				
Davis Elementary	August 28, 2018		NONE				
Garfield Elementary	August 21, 2018		NONE				
Heroes Elementary	August 23, 2018		NONE				
Hoover Elementary	August 28, 2018		NONE				
Kennedy Elementary	August 30, 2018		NONE				
Lathrop Intermediate	August 30, 2018		NONE				
Lincoln Elementary	September 6, 2018		NONE				
Lowell Elementary	August 30, 2018		NONE				
McFadden Intermediate	September 6, 2018		NONE				
Pio Pico Elementary	August 30, 2018	ELA	Benchmark Advance - Texts for Close Reading (Units 1-10)	5	B7	30	September 6, 2018
Pio Pico Elementary	August 30, 2018	ELA	Benchmark Adelante - Textos para Lectura Atenta (Units 1-10)	5	B8	20	September 6, 2018
Pio Pico Elementary	August 30, 2018	ELA	Benchmark Adelante - Textos para Lectura Atenta (Units 1-10)	5	B12	19	September 6, 2018

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Educational Services Division

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INSTRUCTIONAL MATERIALS CONTINUED

School	Review Date	Subject	Textbook/Instructional Materials Insufficiencies	Grade	Room	Materials Needed	Correction Date
Roosevelt Elementary	August 21, 2018		NONE				
Saddleback High	September 4, 2018		NONE				
Santa Ana High	August 29, 2018		NONE				
Sepulveda Elementary	September 7, 2018		NONE				
Sierra Preparatory Academy	August 28, 2018		NONE				
Spurgeon Intermediate	September 6, 2018		NONE				
Valley High	September 4, 2018		NONE				
Walker Elementary	August 21, 2018		NONE				
Willard Intermediate	August 23, 2018		NONE				
Wilson Elementary	August 23, 2018		NONE				

[1]"Sufficient textbooks and instructional materials" means that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home in the core subject areas of mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program. Middle and high schools include foreign language and health. High schools include science laboratory equipment.

Orange County Department of Education
Educational Services Division

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FACILITIES

Schools were reviewed to determine safety, cleanliness, and functionality of facilities. Any deficiencies were reported to school administrators for remediation.[2]

School	Review Date	Room/Area	Facility Conditions Identified
Carver Elementary	August 27, 2018		NONE
Century High	September 6, 2018	Fitness Center	Hole in wall
Century High	September 7, 2018	Room 330	Hole in wall
Davis Elementary	August 27, 2018		NONE
Garfield Elementary	August 27, 2018		NONE
Heroes Elementary	August 28, 2018	Boy's Restroom – Multipurpose Room	Evidence of leak on ceiling near light fixture
Heroes Elementary	August 28, 2018	Room 219	Runs in carpet (trip hazard)
Heroes Elementary	August 28, 2018	Room 128	Hole in floor near double door entrance (trip hazard)
Hoover Elementary	August 28, 2018		NONE
Kennedy Elementary	August 28, 2018		NONE
Lathrop Intermediate	August 29, 2018	Basketball Courts	Large area of loose gravel (trip hazard)
Lincoln Elementary	August 29, 2018		NONE
Lowell Elementary	August 29, 2018		NONE
McFadden Intermediate	August 30, 2018		NONE
Pio Pico Elementary	August 30, 2018		NONE
Roosevelt Elementary	August 30, 2018		NONE
Saddleback High	September 7, 2018		NONE
Santa Ana High	September 11, 2018	Bldg 6, First Floor, Girl's Restroom	Ceiling drywall cracking and peeling over stall
Santa Ana High	September 11, 2018	Girl's Locker Room Office	Ceiling tile missing

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FACILITIES CONTINUED

School	Review Date	Room/Area	Facility Conditions Identified
Sepulveda Elementary	August 31, 2018		NONE
Sierra Preparatory	August 31, 2018		NONE
Spurgeon Intermediate	September 5, 2018		NONE
Valley High	September 10, 2018		NONE
Walker Elementary	August 31, 2018		NONE
Willard Intermediate	September 5, 2018	Room 1101	Hole in wall near fire extinguisher
Wilson Elementary	September 5, 2018		NONE

[2]Districts are not required to report corrections to the Orange County Department of Education.

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Educational Services Division

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SCHOOL ACCOUNTIBLITY REPORT CARD (SARC)

The SARCs published in 2018-19 were reviewed to determine the accuracy of information reported for sufficiency of textbooks and instructional materials and safety, cleanliness, and functionality of school facilities.

School	SARC Review Date(s)	Instructional Materials Accurate	Instructional Material Discrepancies	Facility Conditions Accurate	Facility Condition Discrepancies
Carver Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Century High	March 20, 2019	Yes	N/A	Yes	N/A
Davis Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Garfield Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Heroes Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Hoover Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Kennedy Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Lathrop Intermediate	March 20, 2019	Yes	N/A	Yes	N/A
Lincoln Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Lowell Elementary	March 20, 2019	Yes	N/A	Yes	N/A
McFadden Intermediate	March 20, 2019	Yes	N/A	Yes	N/A
Pio Pico Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Roosevelt Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Saddleback High	March 20, 2019	Yes	N/A	Yes	N/A

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SCHOOL ACCOUNTIBLITY REPORT CARD (SARC) CONTINUED

School	SARC Review Date(s)	Instructional Materials Accurate	Instructional Material Discrepancies	Facility Conditions Accurate	Facility Condition Discrepancies
Santa Ana High	March 20, 2019	Yes	N/A	Yes	N/A
Sepulveda Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Sierra Intermediate	March 20, 2019	Yes	N/A	Yes	N/A
Spurgeon Intermediate	March 20, 2019	Yes	N/A	Yes	N/A
Valley High	March 20, 2019	Yes	N/A	Yes	N/A
Walker Elementary	March 20, 2019	Yes	N/A	Yes	N/A
Willard Intermediate	March 20, 2019	Yes	N/A	Yes	N/A
Wilson Elementary	March 20, 2019	Yes	N/A	Yes	N/A

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TEACHER ASSIGNMENT MONITORING

Teacher assignments were reviewed and any compliance issues were reported to the district.

School	Teacher Misassignments[3]	English Language Learner Misassignments	Number of Misassignments Corrected	Teacher Vacancies[4]	Teacher Vacancies Filled
Carver Elementary	0	0	0	0	0
Century High	0	0	0	0	0
Davis Elementary	0	0	0	0	0
Garfield Elementary	0	0	0	0	0
Heroes Elementary	0	0	0	0	0
Hoover Elementary	0	0	0	0	0
Kennedy Elementary	0	0	0	0	0
Lathrop Intermediate	0	0	0	0	0
Lincoln Elementary	0	0	0	0	0
Lowell Elementary	0	0	0	0	0
McFadden Intermediate	0	0	0	0	0
Pio Pico Elementary	0	0	0	0	0
Roosevelt Elementary	0	0	0	0	0
Saddleback High	0	0	0	0	0

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TEACHER ASSIGNMENT MONITORING CONTINUED

School	Teacher Misassignments[3]	English Language Learner Misassignments	Number of Misassignments Corrected	Teacher Vacancies[4]	Teacher Vacancies Filled
Santa Ana High	0	0	0	0	0
Sepulveda Elementary	0	0	0	0	0
Sierra Intermediate	0	0	0	0	0
Spurgeon Intermediate	0	0	0	0	0
Valley High	0	0	0	0	0
Walker Elementary	0	0	0	0	0
Willard Intermediate	0	0	0	0	0
Wilson Elementary	0	0	0	0	0

Respectfully submitted,

Nsn

Nicole Savio Newfield
Administrator, Student Achievement and Wellness

9/27/19
Date

[3] The California Commission on Teacher Credentialing (CCTC) considers it a misassignment when a teacher lacks the proper subject-matter authorization, a proper teaching credential, or the appropriate authorization or credential to teach English Learners if one or more English Learners are assigned to the class. The Williams Settlement Legislation requires that county superintendents report to the CCTC the number of English Learner related misassignments involving classes in which 20% or more of the students are English Learners.

[4] A teacher vacancy occurs if 20 working days after school begins for the semester, a single designated teacher has still not been assigned to teach the class for the entire year or semester [Education Code 35186(h)(3) and California Code of Regulations Title 5 4600(b)].

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.5 Approval of Art of Design for Social Media & the Web Course for High School Students**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Recommended Action	Approve Art of Design in Social Media & the Web course for high school students.
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.6 - Provide high school students with equitable access to courses and supports that will develop college and career readiness which includes A-G approved and Advanced Placement (AP) courses, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID. SERVICES 1.06003 Career Technical Education Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Art of Design for Social Media & the Web Course for High School Students

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Don Isbell, Director, Career Technical Education

ITEM SUMMARY:

- This course provides instruction and training for students interested in learning how to apply skills in media creation to develop and implement online and social media campaigns
- Students will learn to develop their own personal brand and consult with outside entities to build on or enhance established branding
- This course is being offered at Saddleback High School and Valley High School
- This is the second course (capstone) in a two course sequence

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the course Art of Design for Social Media & the Web. This is a capstone class in the Arts, Media, & Entertainment industry sector (Design Visual & Media Arts Pathway) and will be offered at Saddleback and Valley High schools in the 2019-2020 school year.

RATIONALE:

This course includes projects in advanced visual media and explores social networking, consumer behaviors, as well as advertising practices and foundations. The processes and goals of using the internet, social media sites (such as Twitter, and Facebook), websites, email, Moodle, blogging, mobile, etc. will be examined and analyzed. This course will prepare students for internships in a business setting focusing on a Social Media and internet presence in the marketplace.

FUNDING:
No Fiscal Impact

RECOMMENDATION:
Approve Art of Design in Social Media & the Web course for high school students.

File Attachments
Art of Design for Social Media Web (1) (1).pdf (693 KB)

Santa Ana Unified School District

COURSE OUTLINE

Course Title: **Art of Design for Social Media & the Web**

District Course #:

Department: CTE Grade Level: 9-12

Course Length: 180 Hours

Prerequisites: Art of Graphic Design or Art of Digital Photography

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Course Description:

This course is an advanced digital media course that requires students to incorporate the elements and principles of art as they create visual media projects for print and digital mediums. Through the examination and analysis of social media, students will discover the impact of their own personal digital footprint as well as the impact that social media has on society as a whole. This course will prepare students for internships in various digital media fields and as social media managers and is the second (capstone) course in the Design Visual & Media Arts Pathway within the Arts, Media, and Entertainment Industry Sector.

Santa Ana Unified School District

COURSE OVERVIEW:

Building on the skills learned in The Art of Graphic Design/ The Art of Photography, students will develop visual communications of increasing sophistication and complexity with a focus on online marketing through social media. They will learn to critically observe their visual environment, solve design problems, and influence behavior using graphic design, animations, and video. Through directed projects, they will explore the relationship of visual imagery to the cultural, political, and psychological dynamics of information exchange. Students will understand, through their own research, breakthrough technologies that have shaped digital media design throughout modern history. Emphasis will be placed on the development of written reflections and critiques in an online journal and the development of high-quality digital media projects for their professional portfolio.

SECTION I – INTRODUCTION AND ORIENTATION

A. Observe District rules, regulations and policies.
B. Explain class requirements and student expectations.
C. Demonstrate emergency preparedness.

SECTION II – CONTENT AREA SKILLS

A. THE DIGITAL MEDIUM

Students will explore the advancements in digital media and the internet as a modern canvas. Students will review common digital media software tools and will create visual representations that will educate others on the profound impact that new forms of digital media, the internet, social media networks, mobile apps, and blogging, have had on our society. Student analysis will drive a conversation about how digital design trends evolved along with the accessibility of technology. Students will review graphic design software applications and techniques, and learn how to prepare digital media for online and digital platforms.

Key Assignment 1: Infographic of Internet History
Students will research key moments that helped shape the internet, major breakthroughs, and important figures to create a visual infographic. Students will look at different types of infographics and create an original design that incorporates good typography and use of vector graphics, while demonstrating the use of graphic design principles like visual hierarchy, contrast, and unity.

Key Assignment 2: Interview Podcast & Presentation
Using what students learn from key assignment #1, they will create a short podcast that includes interviews with family members and friends about how the advent of the internet and increased access to technology has changed everything from the way they work to the way they interact with

their friends. Students will demonstrate good microphone recording techniques, setting of recording levels, and dialogue editing. Analyzing data from their interviews, students will create visual graphs and presentation slides that communicate general trends about how others use technology. Students then present their findings to members of the community and administrators.

Key Assignment 3: Digital Publishing

Students will research how hierarchy and emphasis play important roles in digital publishing for both personal and professional reasons. In order to better understand what audiences are looking for in online content, students will critically examine personal websites and blog page structures, layout systems, use of typography, images, and text, and use of moving video. Students will create their own blogs, read each other's blogs and write reflective entries about what they learned (e.g., effective design techniques, use of design blocks, arrangement of elements, color combinations, and aesthetic values). Throughout the year, students update their personal website with blog entries and class assignments (including writings, reflections, a professional resume/CV, images and moving media).

Standards

CA CTE Standards	CA State Board Standards	
C2.2 C4.4 C7.8	**ENGLISH** LS11-12.1-12.6 RSIT11.12.10-12.4 RSIT11-12.7 RHSS11-12.1-12.9 RLST11-12.1-12.10 WS11-12.1-12.10 WHSST11-12.1-12.9	**SCIENCE** SEP4 SEP7 SEP8 SEP5 CC1 PS3.B PS4.C LS1.C ETS1.A-2.B

B. DIGITAL CITIZENSHIP

Students are spending more and more time engaging in digital spaces, yet few consider the online presence they are creating. The internet is blurring the line between personal and private information, so it's increasingly important that students proactively create a positive digital footprint that reflects their talents, strengths, and interests. Students will also explore and discuss online harassment, bullying, phishing, copyright laws, and other online safety issues. Students will learn about online safety and the growing debate around protecting individual privacy. Students will also learn about copyright, digital watermarking, attribution, and sourcing of visual stock elements.

Key Assignment 1: Digital Citizenship PSA Video

Collaborating in teams, students will create a multi-frame animation or video that will educate their targeted audience on an important digital citizenship issue, such as copyright laws, cyber bullying, online privacy, or password security. Students will script and storyboard their projects, follow copyright laws, and publish deliverables for online viewing to share with other students, community, and administration.

Key Assignment 2: Digital Citizenship PSA Design
Students will apply aesthetic criteria in developing, and refining artistic ideas, plans, prototypes, and production processes as they create an original advertisement for the digital citizenship topic of their choice (bullying, copyright, phishing, or online safety), and publish their designs onto different social media platforms. Students will consider target audience, design goals, file types, file sizes, image resolution, and resolution when completing their design.

Standards

CA CTE Standards	CA State Board Standards	
8.1 8.3 10.2	**ENGLISH** LS11-12.1-12.6 RSIT11.12.1-12.4 RSIT11-12.7 RHSS11-12.1-12.9 RLST11-12.1-12.10 WS11-12.1-12.10 WHSST11-12.1-12.10	**SCIENCE** SEP2 SEP4 SEP6 SEP7 SEP8 PS1.A PS2.C PS4.C

C. EVOLUTION OF DESIGN IN SOCIAL MEDIA

Students will analyze the history of the social networks and their influence on our society and modern design aesthetic. Students will look at the formatting and types of posts and content that are created and shared, how posts and media "go viral," how social media can be used to generate revenue for individuals and businesses, and how social networking is evolving. Students will look at the rise and fall of different platforms and analyze their strengths, weaknesses, and ways that are/were primarily utilized.

Key Assignment 1: Social Media Argumentative Video
Students will watch, analyze and discuss a documentary on social media like Generation Like or Terms and Conditions May Apply. They will discuss how social media affects their lives on a daily basis positively and negatively. Students will write a video script and produce a video in which they discuss

both the positive and negative impacts of social media in our society. Students will upload to a video sharing network and include relevant metadata and hashtags.

Key Assignment 2: The Next Big Thing...
Students will work in teams to analyze different features of varied social media platforms and create their own unique "dream" social media platform, company branding, and present it to their peers. They will define their target audience, create a vector logo, prototype the user interface, and develop a presentation where they justify their design decisions.

Standards

CA CTE Standards	CA State Board Standards	
4.3 4.5	**ENGLISH** LS11-12.1-12.6 RSIT11.12.1-12.4 RSIT11-12.7 RHSS11-12.1-12.9 RLST11-12.1-12.10 WS11-12.1-12.10 WHSST11-12.1-12.10 **MATH** G-CO1 G-CO4	**SCIENCE** **CC1**

D. DESIGNING A PERSONAL BRAND IDENTITY

Students will intentionally and consistently refine and elaborate elements and components to establish an online presence for professional purposes. They will reflect on what they want their profiles and online presence to say about them, and the future ramifications of their online posts. Students will develop their own personal brand identity, including visual elements, photos, and written personal statements.

Key Assignment 1: Social Media Audit
Students will analyze the way they use social media and take an inventory of the platforms they use, the number of friends or followers, who they follow or friend, what types of posts they share or like, the kinds of posts they create, and how often they connect on social media. After taking inventory, they will write a reflection on the information they have gathered about themselves and their peers, and how social media networks influence their behaviors and communicating with the world. In addition, students will include realization

of how others might perceive their personal social media profiles based on cultural mores and shared social media elements.

Key Assignment 2: Online Presence Research

Students will analyze the effectiveness of the design elements of an organization's or public figures online presence. Students will develop a slide presentation in which they critique different aspects of their digital design and include screenshots of their different social media accounts, present examples of posts, how color and typography are utilized, discuss types of posts and frequency of posting, and display the knowledge they were able to acquire from their public profiles. The research will help inform student understanding of the value of creating an online presence for professional gain and aid in future social media projects.

Key Assignment 3: Personal Brand

Applying the knowledge gained from the previous assignment, students will create elements of their personal brand that they can use for their social media accounts and profiles. They will write a compelling personal narrative and produce three unique edited photos of themselves. Students will also develop personal brand elements such as a logo, visual styles, profile pictures, and headers. Students will discuss how the written and visual elements all support their own personal brand.

Standards

CA CTE Standards	CA State Board Standards	
2.2 3.3 3.8	**ENGLISH** LS11-12.1-12.6 RSIT11.12.1-12.4 RSIT11-12.7 RLST11-12.1-12.10 WS11-12.1-12.10 WHSST11-12.1-12.9 **MATH** ETS1 ETS2 G-CO1-CO2 G-CO4 F-IF2 F-IF3	**SCIENCE** CC1 SEP4 LS1

E. DESIGNING FOR APPLICATIONS

Students will demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. Students will be introduced to web design fundamentals, including coding in HTML/CSS, resources for web page design, and web authoring tools to help them develop their own websites. Students will learn the website design process including wire framing, prototyping, revising, and publishing.

Key Assignment 1: The User Experience

Using pencil and paper, students will explore user experience (UX) and user interface (UI) design by creating a visual wireframe representation of a mobile phone app or website about a student or teacher chosen topic. The wireframe will outline the screens, arrange the elements on each screen, and identify the relationship/flow between the screens. Using a screen prototyping tool, students will translate their wireframe into an interactive prototype, publish, and share it with classmates, parents, and teachers.

Standards

CA CTE Standards	CA State Board Standards	
10.1 10.4	**ENGLISH** WHSST11-12.6 WHSST11-12.8 WS11-12.6 **MATH** A-SSE1 F-IF4 G-SRT5, 10, 11 G-CO4 G-MG1, 3	**SCIENCE** SEP2 SEP4 SEP7 PS2.C PS3.C PS4.C ETS1 ETS2

F. DEVELOPING A MARKETING CAMPAIGN

Students will synthesize the knowledge learned in the course to create relationships between varieties of media artworks as they plan, direct, and execute a marketing campaign. Students will identify and evaluate various social media marketing strategies and explore how social media has changed our cultural expectations about marketing. Students will discuss which social media marketing strategies are best suited for different types of businesses or social awareness campaigns. Students will identify the components of a successful online marketing campaign, including identifying audience and goals, integrating a call to action, increasing virility and sharing, using analytics to determine effectiveness of campaign, and embedding metadata and hashtags. Students will continue to explore how different digital media types can be utilized as effective online marketing components.

Key Assignment 1: School Event Design

Students will select a school event, meet with stakeholders, identify the audience and marketing goals, and create a visual design that will be resized for both print and online marketing.

Key Assignment 2: Social Media Marketing Campaign

Students will integrate a sophisticated personal aesthetic in proposing, forming, and testing original artistic ideas for social media platforms and create a series of visual artworks that raise awareness about a real-world issue. Students will create prototypes, and work within production frameworks, considering complex constraints of goals, time, resources, and personal limitations, as they leverage digital media to plan their effective social media campaign.

Standards

CA CTE Standards	CA State Board Standards	
7.3 7.5 11.4	**ENGLISH** LS11-12.1-12.6 RSIT11-12.1-12.4 RSIT11-12.7 RLST11-12.1-11-12.10 RHSS11-12.1-12.9 WS11-12.1-12.10 **MATH** ETS2	**SCIENCE** PS4.C SEP7-8

G. CAREERS IN DIGITAL MEDIA

Students investigate the job outlook of careers in digital media, online marketing, UX/UI design, and social media management and what pathways exist for students to enter these emerging industries.

Key Assignment 1: Career Exploration Presentation

Together as a class, students will research different careers in digital media and present their findings in an interactive way that includes infographics, visual designs, animations or videos. Included in the presentation will be job outlook, average salaries, education requirements, and other relevant information and/or facts.

Standards

CA CTE Standards	CA State Board Standards	
3.1 3.4 3.9	**ENGLISH** LS11-12.1-12.6 WS11-12.1-12.10 RLST11-12.1-12.10 RSIT11-12.1-12.4 RSIT11-12.7	**SCIENCE** ETS2 LS1.A SEP4

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SECTION III: CTE ANCHOR STANDARDS	CCSS ELA Standards Code(s)
Anchor Standard 1: Academics Analyze and apply appropriate academic standards required for successful industry Sector pathway completion leading to postsecondary education and employment. Refer to the industry Sector alignment matrix for identification of standards.	Note: alignment listed within each sector LS 9-10 LS 11-12.6
Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SLS 11-12.2
Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	WS 11-12.6
Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WS 11-12.7
Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	RSTS 9-10. RSTS 11-12.4
Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SLS 9-10. SLS 11-12.1-10 SLS 11-12.1
Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.	SLS 11-12.1d
Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.	SLS 11-12.1b
Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WS 11-12.6
Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.	Note: no alignment evident for this standard

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SECTION IV: ALL ASPECTS OF THE INDUSTRY STANDARDS	
1. Business Planning	How an organization plans (includes goals and objectives), type of ownership (public, private) relationship of the organization to economic, political, and social contexts, assessment of needs. • Strategic planning • Goals/Objectives • Assessment of customer needs and expectations
2. Management	Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials. • Organizational structure • Corporate culture • Mission statement • Employee handbook
3. Finance	Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll. • Contracts, bidding and estimates • Financial operations • Capital acquisitions
4. Technical and Production Skills	Basic skills in math, communications, computer, time management, and thinking; specific skills for production; interpersonal skills within the organization. • Basic academic skills • Team player skills • Specific production skills
5. Principals of Technology	Technological systems being used in the workplace and their contributions to the product or service of the organization. • Technology in the workplace • Continued professional training • Adaptability and learning from experience
6. Labor Issues	Rights of employees and related issues; wage, benefits, and working conditions. • Job descriptions • Employees' rights and responsibilities • Role of labor organizations • Employment contracts or agreements • Cultural sensitivity
7. Community Issues	Impact of the company on the community, impact of the community on the company. • Community activities and issues • Organization's involvement in the community • Public perception/image of company • Accessibility of facility and services
8. Health, Safety and Environment	Practices and laws affecting the employee, the surrounding community, and the environment. • Regulatory issues • Workplace safety
9. Personal Work Habits	Non-technical skills and characteristics expected in the workplace. • Positive attitude • Personal fitness and appearance • Readiness to work

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.6 Approval of Fundamentals of Business (UC-g) Course for High School**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Recommended Action	Approve the Fundamentals of Business (UC-g) course for high school students.
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.6 - Provide high school students with equitable access to courses and supports that will develop college and career readiness which includes A-G approved and Advanced Placement (AP) courses, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID. SERVICES 1.06003 Career Technical Education Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Fundamentals of Business (UC-g) Course for High School Students

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Don Isbell, Director, Career Technical Education

ITEM SUMMARY:

- This course provides instruction and training for students interested in careers in the business world
- Students will examine business practices and understand the concepts of what constitutes a successful business organization
- Currently, approximately 80 students at Valley High School and Century High School are enrolled for the 2019 fall semester

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the course Fundamentals of Business (UC-g). This is the capstone course in both the Business and Finance as well as the Marketing, Sales, and Services industry sectors in the Santa Ana Unified School District and will be offered at both Valley and Century High Schools.

RATIONALE:

The Fundamentals of Business (UC-g) course will help to prepare students for entry into the world of business and personal financial management. The course will develop critical thinking, communication skills, and social responsibility. Students will become familiar with business practices (both local and global), concepts, and how to predict success based on risk management and strategic analysis.

FUNDING:

No fiscal impact

RECOMMENDATION:
Approve the Fundamentals of Business (UC-g) course for high school students.

File Attachments
Fundamentals of Business (UC) (3) (1).pdf (1,009 KB)

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COURSE OUTLINE

Course Title: **Fundamentals of Business (UC)**

District Course #:

Department: CTE Grade Level: 10-12

Course Length: 180 Hours

Prerequisites: None

Course Description:

The Fundamentals of Business course will introduce students to the concepts and skills required for success in business today. Students will be exposed to different types of business ownership and the basic principles and risks of owning a business. Relative topics such as International business practices, social responsibility and ethics, entrepreneurship, management functions, finance, risk management, and other important elements of business and how they contribute to business organizational goals will be covered in this course.

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COURSE OVERVIEW:

Through Fundamentals of Business, students will be introduced to the principles and practices of contemporary business, become fluent in business language and concepts, and will examine the driving forces that determine an organization's success or failure. Students will learn the characteristics of a successful business, including the market conditions, organizational details, management fundamentals, and financial analysis critical to a company's success. Topics that will be covered in the course include economic decisions and systems, international business, social responsibility and ethics, forms of business ownership, entrepreneurship, risk management, finance and other important elements of business. Upon successful completion of this course, students will be prepared for further coursework in marketing, accounting, communications, and management.

SECTION I – INTRODUCTION AND ORIENTATION

A. Observe District rules, regulations and policies.
B. Explain class requirements and student expectations.
C. Demonstrate emergency preparedness.

SECTION II – CONTENT AREA SKILLS

A. BUSINESS IN THE GLOBAL ECONOMIC ENVIRONMENT

In this unit, students will examine how decisions made by American businesses impact both U.S. citizens and other countries. By analyzing how business decisions impact both domestic, and foreign economies, students will understand the fundamentals of supply and demand, government regulations and protection, the global marketplace, and international business principles. Students analyze and develop an understanding of and respect for diversity in ethnic groups and geographical regions, and they will apply research skills to interpret business trends and the economic choices in a global environment.

Key Assignment: The Culture of Business
Working in teams of three or four, students choose a country in which their business would like to expand operations. Students research cultural practices for conducting business in that country, including making appointments, business dress, making conversation, business etiquette in language, gift giving, negotiations, entertainment, and public behavior. Students will also identify political factors affecting the business environment in that country and will analyze trade barriers that may affect international business transactions. To show mastery of these key concepts, students will choose one of the options below:

- Create a Google Slide presentation
- Write a skit that demonstrates business "dos and don'ts" in their chosen country.
- Deliver an interactive lesson to their class where they teach students about their country

Ultimately, each student will write a persuasive paper recommending or discouraging their company to expand business operations into their chosen country. Students must cite specific examples from their research to support their recommendations.

CA CTE Standards: *Financial Services Pathway*	**CA State Board Standards**	
B7.1 B7.8 B8.5	**Math** A-SSE1-2 A-REI1-2 G-CO12 G-MG1-3 N-RN1-3 S-IC1-6 S-ID1-9 S-CP1-3 S-MD 3-7	**ELA** 11.3 11.4 **ELA RSIT** 11.5 11.7 **HSS-PE** 12.1-12.2 12.4-12.6

B. BUSINESS ORGANIZATION AND MANAGEMENT

In this unit, students investigate the various organizational structures for business, including proprietorships, partnerships, and corporations. By comparing and contrasting the legal, financial, and human resource aspects of each organization, students will thoroughly understand the economic conditions in which a specific type of business organization would be strategically advantageous. Students will start by outlining the necessary steps to start a proprietorship, and will understand the challenges and advantages of entrepreneurship and small business management. In doing so, students create the key elements of a business plan, and must thoroughly analyze all aspects of the business' operations and must identify the business' main competitive advantage. Students will research contemporary issues in human resources, organizational culture, and workforce diversity. They will examine the role of business in the US economy, the changing status of US employment, and how it is affected by management and leadership functions and styles.

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Key Assignment 1: Small Business Management
Given a specific scenario and skill sets of their partners, students are challenged to form a business that will serve the growing city of 75,000 people. Working in teams of three, students will research the advantages and risks of operating the business as a sole proprietorship, partnership, or corporation, and must decide the best type of ownership for their proposed business. Each team will develop a business proposal describing their business organization. In the proposal, students will discuss the advantages of their chosen form of ownership, and how they plan to deal with the disadvantages of that form. Presentations are delivered to a group of "potential investors," which would be made up of local business partners. The project culminates with business partners giving feedback to each team and choosing how to allocate funding to student teams.

Key Assignment 2: Peer Review of 21st Century Skills
Students will analyze each team's business plan and proposal for potential investors for the following:

- Critical Thinking--How well did the students think through the plan and allow for disadvantages and potential pitfalls? Was the presentation creative?
- Communication -- How well did the teams communicate their plan? Were goals and costs clear?
- Collaboration -- Was it obvious that all team members were engaged?

Included in the analysis will be an indication of the value of developing 21st Century skills, where student teams demonstrated these skills and where they might work to further develop their skills. Students will discuss their analysis with their team members, and create a representation of the processes involved in critical thinking, communicating, and collaborating. (This may be digital, poster, flyer, skit, or any other creative medium.) Students will be asked to point out the use of 21st Century skills throughout the entire course.

CA CTE Standards: *Financial Services Pathway*	**CA State Board Standards**	
B2.5 B3.7 B5.2	**Math** A-SSE1-2 A-REI1-3 F-IF4 & 6-7 G-CO12 G-MG1-3 N-RN1-3 S-IC1-6 S-ID1-9 S-CP1-4 S-MD 1-7	**ELA** 11.1 11.3-4 11.6 **ELA RSIT** 11.1-5 11.7 **WS** 11.1-9 **HSS-PE** 12.1-12.3 12.5

C. MARKETING, PRICING, AND FORECASTING

In this unit, students discover the impact marketing has on businesses. Students will recognize how marketing strategies affect the bottom line of businesses, its customer base, and the ever-changing demographic trends in an increasingly global society. By outlining a detailed marketing plan, students will understand the importance of market analysis, market segmentation, and how to reach a target market. Through study of several current examples, students will compare how different companies segment their target markets, providing students with insight into each company's competitive advantage within their industry. Students investigate the "P's" of marketing (Products, Promotion, Pricing, and Placement). They will study how these factors influence purchasing decisions of consumers and organizations. Students will also explore how online purchasing, e-commerce, and social media have changed marketing in the 21st Century.

Key Assignment: Mall Kiosk and Cell Phone Cases
Based on key assumptions provided by the instructor, students are challenged to develop a marketing and pricing strategy based on their own research. Working in teams of four, students are given an opportunity to sell cell phone cases from a mall kiosk. Each student team is given slightly different situations, including different values for monthly rent, employee wages, taxes, competitive conditions, and market demand/pricing info. Each group will write a marketing plan, which will include a specific pricing strategy, citing evidence for their decision. Students must include a break-even analysis that calculates and graphs fixed costs, variable costs, and likely revenue scenarios, including the precise volume of product they must sell at their chosen price point in order for their business to break even. Students will present their data, charges, and key findings, including two "what if" scenarios that project their profits/losses in the event that sales don't materialize (worst case scenario) or if sales do exceedingly well (best case scenario). Students will also provide a summary that determines the impact to their business had they chosen a different pricing strategy. Students may include various pricing tactics (sales, coupons, Groupon, other promotional plans) that may increase sales for different situations. Since each student group has different data and different business situations, the entire class sees how subtle changes in costs, pricing, and market demand can drastically affect the bottom line for a business.

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STANDARDS:

CA CTE Standards: *Financial Services Pathway*	**CA State Board Standards**	
B4.1 B10.5 B10.8	**Math** A-SSE1-2 A-REI1-3 F-IF4 & 6-7 G-CO12 G-MG1-3 N-RN1-3 S-IC1-6 S-ID1-9 S-CP1-4 S-MD 1-4, 6-7	**ELA** 11.3-6 **ELA RSIT** 11.3-5 11.7 **WS** 11.2-9 **HSS-PE** 12.1-12.3 12.5

D. STRATEGIC ANALYSIS

Unit 4 introduces students to strategic analysis by looking into a company's values, capabilities, and opportunities. By closely examining a company's competitive advantage, product lines, asset base, and brand value, students will be able to determine critical factors and external influences that are likely to determine the company's future success or failure. By analyzing a company's existing and potential strengths, business conditions, and probably challenges, students develop a long-term strategic business perspective. Students will analyze several current examples of what makes businesses successful (Apple, Amazon, Netflix, Starbucks, Tesla, Under Armour, etc.), and will see the underlying strategy that drives each corporation's success.

Key Assignment: SWOT Analysis
Students choose a specific contemporary business that is currently facing a strategic business decision. Students research multiple articles and write a one-page executive summary of the challenges facing the company, including reports from business analysts and the company's own published press releases. By also researching the company's history, vision/mission and financial situation, students will develop a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. After presenting their SWOT analysis to another group, students then write a paper recommending a specific action plan supported by research, competitive analysis, and company history.

CA CTE Standards: *Financial Services Pathway*	**CA State Board Standards**	
B4.1 B5.4 B7.8	**Math** A-SSE1-2 A-REI1-3 F-IF4 & 6-7 G-CO12 G-MG1-3 N-RN1-3 S-IC1-6 S-ID1-9 S-CP1-4 S-MD 1-4, 6-7	**ELA** 11.3-6 **ELA RSIT** 11.3-5 11.7 **WS** 11.2-9 **HSS-PE** 12.1-12.3 12.5

E. RISK MANAGEMENT

In this unit, students discover the importance of sound financial decisions through the examination of risk management planning for specific businesses. By identifying potential business risks and developing plans to avoid, reduce, transfer, or assume them, students will apply risk management strategies to help protect profitability and security in a variety of business situations. Students will be able to establish the various types of risks and apply risk management strategies to minimize or eliminate the risks in order to increase business efficiency and therefore maximize profitability. Students will learn both preventative steps to proactively reduce the likelihood of accidents, lawsuits, and other liability claims; and will also understand how to manage loss prevention through various types of insurance.

Key Assignment: Buying and Merchandising Team Decision-Making Students will apply the concepts of risk management through a case study centered on a furniture company. Students develop a strategy to decrease the amount of lost or damaged furniture, reduce the likelihood of injuries to warehouse employees, and address the possibility of lawsuits (from either employees or customers). After reading the case study, teams of students will create a comprehensive plan using a 3-panel display board or a digital display that will do the following:

- Recommend a plan to maintain a safe work environment.
- Analyze business systems and procedures from a safety/risk perspective.
- Demonstrate how employees have a responsibility for the company's profitability.
- Explain security-monitoring systems in a warehouse setting.
- Describe company strategies to strengthen employee commitment and honesty.
- Establish policies/procedures for preventing internal theft.

CA CTE Standards: *Financial Services Pathway*	**CA State Board Standards**	
B6.2 B6.6 B7.6 B8.4	**Math** A-SSE1-2 A-REI1-3 F-IF 6 G-CO12 G-MG1-3 N-RN1-3 S-IC1-6 S-ID1-9 S-CP1-4 S-MD 1, 3-7	**ELA RSIT** 11.1 11.3-5 11.7 **WS** 11.1-9 **HSS-AD** **12.7** **HSS-PE** 12.1-6

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SECTION III: CTE ANCHOR STANDARDS	CCSS ELA Standards Code(s)
Anchor Standard 1: Academics Analyze and apply appropriate academic standards required for successful industry Sector pathway completion leading to postsecondary education and employment. Refer to the industry Sector alignment matrix for identification of standards.	Note: alignment listed within each sector LS 9-10 LS 11-12.6
Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SLS 11-12.2
Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	WS 11-12.6
Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WS 11-12.7
Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	RSTS 9-10. RSTS 11-12.4
Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SLS 9-10. SLS 11-12.1-10 SLS 11-12.1
Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.	SLS 11-12.1d
Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.	SLS 11-12.1b
Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WS 11-12.6
Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.	Note: no alignment evident for this standard

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SECTION IV: ALL ASPECTS OF THE INDUSTRY STANDARDS	
1. Business Planning	How an organization plans (includes goals and objectives), type of ownership (public, private) relationship of the organization to economic, political, and social contexts, assessment of needs. • Strategic planning • Goals/Objectives • Assessment of customer needs and expectations
2. Management	Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials. • Organizational structure • Corporate culture • Mission statement • Employee handbook
3. Finance	Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll. • Contracts, bidding and estimates • Financial operations • Capital acquisitions
4. Technical and Production Skills	Basic skills in math, communications, computer, time management, and thinking; specific skills for production; interpersonal skills within the organization. • Basic academic skills • Team player skills • Specific production skills
5. Principals of Technology	Technological systems being used in the workplace and their contributions to the product or service of the organization. • Technology in the workplace • Continued professional training • Adaptability and learning from experience
6. Labor Issues	Rights of employees and related issues; wage, benefits, and working conditions. • Job descriptions • Employees' rights and responsibilities • Role of labor organizations • Employment contracts or agreements • Cultural sensitivity
7. Community Issues	Impact of the company on the community, impact of the community on the company. • Community activities and issues • Organization's involvement in the community • Public perception/image of company • Accessibility of facility and services
8. Health, Safety and Environment	Practices and laws affecting the employee, the surrounding community, and the environment. • Regulatory issues • Workplace safety
9. Personal Work Habits	Non-technical skills and characteristics expected in the workplace. • Positive attitude • Personal fitness and appearance • Readiness to work

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.7 Approval of CSI School Plans for Student Achievement for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Recommended Action	Approve the CSI School Plans for Student Achievement for the 2019-20 School Year
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.1 - Provide equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources. SERVICES 1.02003 Teacher Induction Program

AGENDA ITEM BACKUP SHEET

TITLE: Approval of CSI School Plans for Student Achievement for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, K-12 Teaching & Learning

PREPARED BY: Marisol Rexach, Ph.D., Director, Training, Induction & Professional Support

ITEM SUMMARY:

- Approve the School Plans for Student Achievement for CSI Schools for the 2019-20 School Year.
- The SPSAs are submitted as part of the CDE CSI Schools' Grant Reporting Requirements.
- The SPSAs reflect the latest categorical budget allocations as per the Consolidated Application Part II, which will be submitted in late March 2020.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the CSI School Plans for Student Achievement (SPSA) of schools identified as Comprehensive Support and Improvement (CSI) for the 2019-20 school year. The California Education Code sections 41507, 41572, 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the ConApp in the SPSA.

RATIONALE:

As a Title I District, all schools are required to annually monitor and evaluate programs outlined in their SPSAs. The plans represent the school goals and objectives for the 2019-20 school year and provide program, statistical, and budget information reflecting planned educational services. Each school submits a Single Plan for Student Achievement, which has been developed collaboratively based on input from the School Site Council, instructional staff, parents, administrators, and students. Beginning February 2019, the California Department of Education identified schools eligible for Comprehensive Support and Improvement (CSI) funds. Funding for these schools (Lorin Griset, REACH Academy, and Willard Intermediate) was received in March 2019. The approved SPSA for each CSI School must be submitted as part of the second expenditure

report, due November 30, 2019. All school-level stakeholders have reviewed the SPSAs and are recommending approval by the Board.

FUNDING:
Not Applicable

RECOMMENDATION:
Approve the CSI School Plans for Student Achievement for the 2019-20 School Year

File Attachments
Lorin Griset SPSA Questionaire 2019-20 (00000003).pdf (577 KB)
Lorin Griset SPSA Executive Summary.pdf (491 KB)
Lorin Griset - Budget Dasboard Support.pdf (1,824 KB)
Reach Academy - Questionnaire.pdf (573 KB)
Reach Academy - Budget Dashboard Support.pdf (305 KB)
Willard Intermediate - Questionnaire.pdf (648 KB)
Willard Intermediate-Budget Dashboard.pdf (529 KB)
REACH SPSA Executive Summary 2019-20.pdf (422 KB)
Willard 2019-20 SPSA Executive Summary.pdf (1,047 KB)

SPSA Questionnaire for Board
2019-20
Lorin Griset Academy

Based on your 2019-20 SPSA revisions and updates, respond to the following questions in bullet format.

LCAP Goal 1:
How does your site ensure that all students will have equitable access to a high quality core curricular and instructional program?
1a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 1: • Lorin Griset Academy operates on the quarter system in order to allow students to recover credits they are lacking in order to graduate. • APEX courses are available during the school day as well as in a "virtual" school format. This program allows students to complete credits on a timeline and in a format that is more successful for them. • Lorin Griset teachers offer after school tutoring and office hours every day to allow students a chance to make up missing work and successfully complete coursework. Targeting tutoring with our EL students will help ensure that they are making adequate progress. (CSI funding)
1b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 1: • Graduation Rate • Successful completion of A-G required coursework • Grade Reports
LCAP Goal 2:
How does your site establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community?
2a) List the ***top three*** Programs, strategies or initiatives in place to address LCAP Goal 2: • Trauma informed training for all staff will encourage positive communication and collaboration amongst staff, students, and families. (CSI funding) • Parent workshops and classes offered through our Family and Community Liaison and Wellness Center. • Saturday Academy for Students and Parents is hosted once a month to provide a space for parents and students to collaborate through academic, counseling, arts, and therapeutic services.
2b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 2: • Attendance and Suspension Data • Parent Community Liaison Data • LCAP Parent and Community Meeting
LCAP Goal 3:
How does your site cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all?
3a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 3: • Neutral Ground is in partnership with Lorin Griset Academy to provide Restorative Practice Intervention Services to our students. In addition, the services include crisis gang intervention, anger management, home visits, and substance abuse education.

- All staff will partake in trauma informed training. Trauma informed training is proven to help teachers cope with the situations they encounter every day, help build strong connections with students, and help increase attendance and academic performance while lowering suspension rates. (CSI funding)
- The PBIS initiative at Lorin Griset Academy utilizes the tiered model for behavior support. Much of this work at LGA includes rewarding students when they present positive behaviors. Students are rewarded with a "token economy" and quarterly school BBQs to celebrate them. (CSI funding)

3b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 3:

- California and Healthy Kids Survey Data (CHKS)
- Referral and Suspension Data
- School-wide PBIS Tiered Fidelity Inventory Data

LCAP Goal 4:

How does your site implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs?

4a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 4:

- Neutral Ground works with students and staff to identify the SEL needs of students. Neutral Ground Community Intervention Workers work with our students to ensure they are well equipped to cope with the day.
- Coordination of Services Team meetings work to ensure each students academic and behavioral needs are being met. Through the COST team, students can be referred for mental health services, additional academic interventions, and more.
- Academic mentors work with 12th Grade EL students to help them meet their goal of graduation by building a relationship with them and their families, establishing goals, and working towards passing the ELPAC exam. (CSI funding)

4b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 4:

- Suspension and referral data
- COST team meeting data and agendas
- Grade reports and MAP ELA and Math scores

Santa Ana Unified School District
School Plan for Student Achievement
Summary
2019-20

Lorin Griset Academy High School

Co-Superintendents
Alan Rasmussen, Ed.D.
Richard V. Tauer

Board of Education
Valerie Amezcua – Board President • Rigo Rodriguez, Ph.D. Vice – President
Alfonso Alvarez, Ed.D. – Clerk • John Palacio – Member •

Lorin Griset Academy High School
Vision Statement

We work together as professional educators to develop strong relationships with students, parents, and the community to establish a sense of unity designed to build academic success and the skills necessary to be productive members of the community, and of a global society.

Lorin Griset Academy High School
Mission Statement

Lorin Griset Academy provides students aged 16 and over in grades 10 through 12 the opportunity to participate in a comprehensive, yet individualized, program of study in a small-school setting. Lorin Griset Academy offers students the opportunity to recover credits and engage in post secondary exploration in order to graduate or return to their home schools. Every member of the faculty will collaborate in support of each student's academic success.

Student Achievement Goals

Goal 1 - School Climate and Vision - 105,363.00

LCAP Goal
Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

School Goal:
Lorin Griset Academy will continue to improve the school climate, focusing on increasing attendance rates, decreasing major behavior incidents that led to suspension, continuing credit recovery opportunities to increase graduation rate, and increasing overall perception of the school as a positive place for learning.

The school climate at LGA is focusing on school spirit, academic success, graduation and cultivating and encouraging students after graduation plans. To that end, in order to reach our students and their needs, trainings for teachers and staff are needed in order to fully understand the needs that our students have. This year, we will focus on the following areas in order to successfully encourage all students on our campus and the surrounding community: Campus beautification, through school spirit vinyl decals, will improve students' feeling of belonging and increase community perception of Lorin Griset being a place of learning. PBIS initiatives including puma bucks and the puma store, and site based programs for celebrating students will encourage students to meet the expectations for behavior. All teachers and staff at LGA will participate in trainings to become a trauma informed school to better service our student population. Additionally, field trips and other student activities, both on and off campus, will help to encourage a positive school culture at LGA. A "twilight" school is also being added this school year to the regular programs at LGA. This will allow even more students, who have varying barriers, to complete their coursework and earn graduation. Students also have the option to enroll in APEX classes to help them complete more credits, which allows for the student to graduate on time. Staff and administration will attend varying activities that will encourage them to replicate what "model continuation schools" have found to be successful. All families have access to our wellness center and family and community liaison, who will work to establish and maintain contact with the families our site serves. Additional communication with families can be distributed throughout the year and in addition to our Open House and Back to School Nights. Any instructional supplies that are causing barriers to learning for our staff or students will be provided. Lastly, our school counselor will be provided with extra duty time. The intention for this time is to support student placements, graduation monitoring, and course request entry for each quarter and summer school.	41021 25392
Students who need more assistance with behavior and/or credit recovery will be referred to our counseling team. Students can be placed on a behavior contract, go through a credit check, participate in the CICO program, and work with our restorative justice team, Neutral Ground, as an alternative to suspension. In addition, students who are in need of additional mentoring will be assigned an Academic mentor to help monitor their work towards graduation. Teachers and staff will have the opportunity to work extra duty to analyze data, hold parent conferences, and build relationships with students who are struggling both behaviorally and academically. Teachers will also use this time for professional development in relation to building school climate.	32000 6,950
Students who need more intensive support will receive services from our social worker, psychologist, and counseling team. In addition, our students can be referred to Neutral Ground, a group who focuses on prevention and intervention, tutoring, restorative justice, and one on one counseling. Our resource teachers and instructional aides provide intensive support for students with individualized education programs, behavior support plans, and/or 504 plans.Other services will be brought in on as needed needed basis. Students who are struggling with the traditional quarter credit recovery system will have the option to take select courses through our "virtual school" which utilizes the APEX program.	

Total Expenditures	105,363.00
Grand Total	

Goal 2 - English Language Arts -

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
Lorin Griset Academy will develop students' critical reading and literacy abilities with complex texts to demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.

All students at Lorin Griset Academy engage in the district adopted StudySync ELA curriculum. Students have access to a library of novels as well as nonfiction texts. All LGA students have access to before and after school tutoring and office hours held by our teachers. ELA instruction is aligned with the state standards (CCSS) and the district curriculum map, as adjusted for the quarter system. All teachers are expected to utilize curriculum embedded differentiation for our vastly different population of students. Teachers will work alongside the instructional coach in order to build their capacity for making learning accessible to all students. Instructional supplies are provided for all students to bring down any barriers that may present themselves for learning.

Students who are identified as needing more support, as identified by their lexile level and/or MAP score, or ELPAC scores will be targeted for additional interventions. These interventions will be led by our ELA teachers but are not exclusive to the subject. All staff will have the option to use extra time to work with students who need more support. High school students who are in need of credit recovery will have the opportunity to recover lost credits through our quarter system and utilizing the APEX platform. A "virtual school" has been created to allow students to complete coursework after hours, which has shown to be successful for students who struggle with attendance or focus in a regular classroom setting.

Students who still are not showing success will meet with the COST team. Students can be referred to the APEX ISP credit recovery program.

Total Expenditures

Grand Total

Goal 3 - English Learner Progress - 42,901.00

LCAP Goal
Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.
School Goal:
Lorin Griset Academy will develop students' abilities to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts to demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century

All students classified as English Learners will be monitored throughout the year in order to track their English progress. In addition, all EL students will be taught with lessons that are embedded with English language instruction including explicit vocabulary, visuals, and realia. EL students will also use the EL strategies embedded within the StudySync curriculum as well. All content area teachers will work alongside the instructional coach, during both prep time and release days, in order to increase the capacity of the site to make learning accessible to our students who are identified as being both English learners and redesigned. 6966

Students who are identified as needing more intensive support, as identified by their ELPAC scores, will receive interventions on an as needed basis. Teachers are allotted additional instructional time to work with EL and RFEP students who need additional assistance in order to be successful in completing the coursework through targeted after/before school tutoring. Students may also be assigned to an "academic mentor" who will establish relationships with the students and families, monitor their progress, and provide additional academic support as necessary. 35935

Students who are identified as needing even more intensive intervention will receive materials written in their native language. In addition, these students can receive services from our resource teachers as well as our instructional assistant. Students may also be referred to the COST team to find appropriate interventions as needed.

Total Expenditures	42,901.00
Grand Total	

Goal 4 - Math -

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
Lorin Griset Academy will develop problem solving, communication skills, and critical thinking to support conceptual understanding, procedural skills and fluency to apply mathematics to the real world and demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.

All students have access to the core mathematics curriculum, CPM.. This curriculum uses problem based lessons, collaborative student study teams, and spaced practice with course concepts. Teachers at LGA hold office hours for any student who seeks additional help with their coursework. Instructional supplies are provided for all students to bring down any barriers that may present themselves for learning.

Students who show that they need additional interventions will have access to after school tutoring and office hours provided by staff. Additionally, any student classified as an EL or RFEP can receive support from an academic mentor who will establish relationships with the student and family, track academic data for the students, and provide any other academic support the students may need to be successful.

Students who show even more need will be referred to the COST team to provide specialized services. Students can be referred to the APEX ISP credit recovery program.

Total Expenditures	
Grand Total	

Goal 5 - Content Area Goal: -

LCAP Goal

School Goal:

Total Expenditures	
Grand Total	

Goal 6 - Parent Engagement - 7,000.00

LCAP Goal
Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

School Goal:
Lorin Griset Academy will continue to increase parent engagement and to provide opportunities for families to engage, learn, and prepare to support their students to become productive citizens in order to help them support our students' success.

All students and families have access to the Wellness Center and Family and Community Engagement Liaison, which act as a hub for community engagement where parents, family, staff, and community members and partners are able to collaborate and engage in meaningful interactions, share information and expertise with each other to benefit students, the school, and the entire community. All LGA families are invited to share in our Back to School Night event in the Fall as well as our Open House in the Spring. All families are always welcome on our campus whenever they would like to come and support their students. Saturday Academy for Students and Parents is hosted monthly in order to provide a space for students and parents to collaborate through academic, counseling, arts, and therapeutic services.	5000
Families who need additional support will work with our Family and Community Engagement liaison. The liaison will provide a space of caring for growing, learning, and connecting. The liaison will also host workshops and classes as needed to support our families and increase their capacity to support their students. Students who need additional behavior support will be asked to be shadowed by their parent to help support the student's positive behavior. Classified staff will be provided with extra duty time to assist the FACE liaison and counselor with family contacts and follow ups for student interventions and support services.	2000
Families with additional needs can participate in the McKinney-Vento program, the backpack program that provides food for families in need. Neutral Ground and/or our administrative will conduct home visits when a concern arises and to touch base with our families. The counselor will work to monitor and track students to ensure that their needs are being met.	

Total Expenditures	7,000.00
Grand Total	

Funding by Goal

Goal	Total Expenditures
Goal 1- School Climate	105,363.00
Goal 2 - English Language Arts	
Goal 3 - English Learner Progress	42,901.00
Goal 4 - Math	
Goal 5 - Content Area Goal	
Goal 6 - Parent Engagement	7,000.00

Santa Ana Unified School District
2019-2020 Plan for CA Schools Dashboard Support

Name of School: Lorin Griset Academy
Principal: Michael Parra
Total Budget Amount: $92,872

We will be providing targeted funding to all secondary schools listed in the red category on the CA state dashboard from the Fall 2018 release. Schools will be provided with $30,000. Principals will develop a transformation plan to strategically address areas of weakness as indicated on the dashboard. Please use a row for each activity that you will be using funding to support. Please add additional rows as necessary and allow the table below to expand as appropriate. **This plan must be submitted to Dr. Alfonso Jimenez, Deputy Superintendent, Educational Services by August 9, 2019 at the close of business.**

Complete one action plan for activity

Related LCAP Actions/Services / CA Dashboard Indicator Area (ELA, Math, English Learners, Suspensions)	**Actions and Activities** *(What will you do?)*	**Timeline** *(When will it happen?)*		**Identified Student Subgroup** *(Who will you serve?)*	**Specific, Quantifiable Goal Related to Student Outcomes (Metrics)** *(What will you accomplish? How will you measure success?)*
		Start	**End**		
LCAP Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) LCAP 3.05: Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures LCAP Action Code: 3.05003 - Trauma Informed Dashboard Indicator:	**Trauma Informed Training $16,875** All teachers and staff will undergo training to become Trauma Informed. This training will allow our staff to better understand our unique population at Lorin Griset academy and will therefore allow us to better serve our students.	Fall 2019	Spring 2020	All Student Groups	Our entire staff at Lorin Griset will undergo the trauma informed training. Research shows that schools who implement trauma informed practices show increases in student attendance, grades, and graduation rate. In addition, students show improvement in their own social resiliency and social emotional skills. Success will be measured by suspension and referral data. Suspension rate will

Chronic Absenteeism/ Suspension Rate / Graduation Rate					drop by 2% while referrals will drop by 10%.
LCAP Goal 1: All Students will have equitable access to a high quality core curricular and instructional program. (BASE and ALL STUDENTS) LCAP 1.01 Provide equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources. LCAP Action Code: 1.10025 - Certificated Professional Development Dashboard Indicator: Graduation Rate - ELs ELA - ELs Math - ELs	**Program Planning for Teachers: $6,966 (3 release days/teacher)** Invest in school-wide professional development and year long support teachers in data-driven lesson planning to utilize best instructional practices that differentiate instruction. Specific subgroups will be related to the dashboard areas of need: English learners and students with special needs. Teachers will work along-side instructional to learn, implement, receive feedback, and collaborate on the implementation of instructional strategies.	Fall 2019	Spring 2020	English Learners	Teachers will be released from their classes in order to analyze data and adjusting curriculum in order to better serve students. Areas that will be addressed include English Learners, students with special needs, and generally increasing rigor for all students. Success will be measured by ELA and Math scores for English Learners that will increase in the spring.
LCAP Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) LCAP 3.08 Provide professional development for certificated and classified staff for each of the activities in Goal 3 to promote working in a healthy, safe and secured environment that supports learning. LCAP Action Code: 3.08007 - Certificated Professional Development Dashboard Indicator: Graduation Rate Chronic Absenteeism	**Professional Development and planning time: $6,950** Invest in non-instructional, extra-duty outside of regular contracted hours, for staff to build student interventions. Time will be spent to work along-side instructional coach to analyze data to identify at risk students and meet with students and families. In addition, staff will receive professional development, not limited to PBIS, Restorative Practices, school-wide intervention support, and assessments.	Fall 2019	Spring 2020	All Student Groups	Teachers will be paid to use their own, non instructional time, to review data, meet with students, hold empathy interviews, meet with families, and more. The goal of this work is to identify and target at-risk students. Once identified, our staff will work to establish relationships that are vital to our students outcomes. Success will be measured by attendance rate, suspension rate, and

					graduation rate. All of which will increase as a result of the relationships that will be built.
LCAP Goal 1: All Students will have equitable access to a high quality core curricular and instructional program. (BASE and ALL STUDENTS) LCAP Action: Provide matriculation school-to-school support between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities. LCAP Action Code: 1.04002 - School Counselor Services Dashboard Indicator: Graduation Rate	**Counselor Extra Duty Time: $3,200 (10 hrs per quarter)** Extra duty time will be provided for the Lorin Griset Counselor. The time will be utilized to support student placements, graduation monitoring, and course request entry for each quarter and summer school.	Q2	Q4	All Student Groups	The workload for our counselor is heightened because of the quarter system and needing a new master schedule 4x a year. This initiative will provide extra, paid duty time for the counselor to be able to still meet with students on an as-needed basis during the school day but will provide for extra time outside of the day to successfully support students. Success will be measured by an increase in graduation rate.
LCAP Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) LCAP 3.04: **Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and, school-based wellness resource centers.** LCAP Action Code: 3.04005 - School-based wellness resource centers Dashboard Indicator: Chronic Absenteeism/ Suspension Rate / Graduation Rate	**Classified Staff Extra Duty Time: $2,000** Extra duty time will be provided for classified staff. The time will be utilized to assist the FACE liaison and counselor with family contact and follow up for student interventions and support services.	Fall 2019	Spring 2020	All Student Groups	Classified staff will have the opportunity to work extra duty, after contracted hours and on weekends, in order to build relationships with our families. The goal of this work will be to track student interventions and the follow through necessary to maintain the students' success. Success will be measured by an increase in chronic absenteeism, suspension, and graduation rate. All of which will improve by at least 3%.

LCAP Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs. (TARGETED SUPPORT) LCAP Action: Provide professional development for certificated and classified staff to support each of the LCAP Action Code: 4.07009 - Certificated Professional Development related to Action 4.05 Dashboard Indicator: Graduation Rate / Suspension Rate / Absenteeism / CCR	**CA Continuation Education Conference: $8,000** Lorin Griset Staff will attend the California Continuation Education Association's Conference on May 1-3. Our staff will be able to visit a model continuation school, learn from exemplary schools, and participate in workshops all geared toward continuation models like LGA.	May 1, 2020	May 3, 2020/ ongoing	All student groups	Staff members will attend the CCEA conference in San Diego. At the conference, staff members will visit a model school, learn what makes schools explerary, and attend workshops to build their capacity in how to best support continuation students' needs. Success will be measured by all measures on the dashboard. If our teachers are better equipped with how to support our students, all measures are expected to improve.
LCAP Goal 1: All Students will have equitable access to a high quality core curricular and instructional program. (BASE and ALL STUDENTS) LCAP Action 1.14: Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers. LCAP Action Code: 1.14002 Interventions - English Learners Dashboard Indicator: Graduation Rate - ELs	**Academic Mentors for ELs (2): $17,406** Academic Mentors will receive a caseload of 12th grade EL students to: 1. partner with teachers to help monitor academic progress 2. establish relationships with the students 3. establish academic goal setting and action plans related to graduation plans and post-graduation plans. 4. weekly check-in's to review academic progress and offer academic support 5. establish parent and teacher communication 6. help students learn ELPAC test-taking strategies	Fall 2019	Spring 2020	English Learners	EL students will be provided with a consistent academic support structure. The focus for the work will be working towards passing of the ELPAC test and reaching graduation on time. Success will be measured by the percentage of students reclassified and graduation rate. English Learner reclassification will increase by 10% while graduation rate will increase by 5%.

LCAP Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs. (TARGETED SUPPORT) LCAP Action 4.02: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed. LCAP Action: 4.02004 -Tutoring Dashboard Indicator: Graduation Rate - ELs ELA - ELs Math - ELs	**Targeted tutoring opportunities: $18,529** Staff will target EL students who are in need of additional academic support. Before/after school tutoring will provide students who are English Learners and/or Reclassified English Learners with the opportunity to receive extra help with acquiring the skills necessary to earn class credit.	Fall 2019	Spring 2020	English Learners	Targeted tutoring opportunities will be created by staff as the need arises to assist students in acquiring the language skills necessary to meet course requirements. Success will be measured by class completion rate and gradebook data. In addition, graduation rate is expected to rise by 10%.
LCAP Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs. (TARGETED SUPPORT) LCAP 4.02: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed.	**PBIS School-wide Initiatives: $12,946** Tier one, school wide, interventions will be enhanced and created in order to create a more robust positive behavior intervention system. Tier 2 and 3 interventions, such as the COST, will be developed with extra duty, program planning time for PBIS coach and COST team leader.	Fall 2019	Spring 2020	All student groups	The tier 1 PBIS program needs to grow in order to be successful. The hope is that if more students are impacted with the tier 1 positive interventions, we will directly impact both attendance and suspension rate because it will improve student attitudes and feelings of belonging. In addition, our COST team and data needed to be created. This would provide for release time for the PBIS coach and COST team leader to plan, develop, and organize implementation. Success will be measured by referral data and suspensions. Suspension rate is expected to drop by 2%.

LCAP Action Code: 4.02014 - COST Dashboard Indicator: Suspension Rate / Graduation Rate					

SPSA Questionnaire for Board
2019-20
Reach Academy

Based on your 2019-20 SPSA revisions and updates, respond to the following questions in bullet format.

LCAP Goal 1:
How does your site ensure that all students will have equitable access to a high quality core curricular and instructional program?
1a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 1: • Reach Academy offers a summer program for all Reach students as part of the requirements by the state of California for community day schools. The summer program allows for extra time for students to have access to enrichment activities as well as extra classroom time to spend in the core subjects. • Credit Recovery and APEX are available to all high school students to aide in credit recovery and early graduation, for eligible students. • Reach teachers offer after school tutoring every day. In addition, the teachers host Saturday tutoring events to offer students a chance to make up missing work.
1b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 1: • MAP testing in ELA and Math • Successful completion of A-G required coursework • Grade Reports
LCAP Goal 2:
How does your site establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community?
2a) List the ***top three*** Programs, strategies or initiatives in place to address LCAP Goal 2: • Trauma informed training for all staff will encourage positive communication and collaboration amongst staff, students, and families. (CSI funding) • Parent workshops and classes offered through our Family and Community Liaison and wellness center. • Chromebooks and hot spots for families who do not have internet access.
2b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 2: • Attendance Data • Parent Community Liaison Data • LCAP Parent and Community Meeting
LCAP Goal 3:
How does your site cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all?
3a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 3:

- Project Kinship is in partnership with Reach Academy to provide Restorative Practice Intervention Services to our students. In addition, the services include crisis gang intervention, anger management, home visits, and substance abuse education.
- All staff will partake in trauma informed training, starting this fall. Trauma informed training is proven to help teachers cope with the situations they encounter every day, help build strong connections with students, and help increase attendance and academic performance while lowering suspension rate. (CSI funding)
- The PBIS initiative at Reach Academy utilizes the tiered model for behavior support. Much of this work at Reach includes rewarding students when they present positive behaviors. Students are rewarded with bi-weekly raffles through our wellness center and monthly school wide BBQ luncheons.

3b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 3:

- California Healthy Kids Survey Data (CHKS)
- Referral and Suspension data
- School-wide PBIS Tiered Fidelity Inventory Data

LCAP Goal 4:

How does your site implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs?

4a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 4:

- Project Kinship works with students and staff to identify the SEL needs of students. Project Kinship Restorative Practices Intervention Specialists work with our students every day to ensure they well equipped to cope with the day.
- Coordination of Services Team meetings work to ensure each students academic and behavioral needs are being met. Through the COST team, students can be referred for mental health services, additional academic interventions, and more.
- Utilizing our unassigned 6th grade teacher, academic pull outs will offer students time to refine basic reading and math skills in a small group setting.

4b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 4:

- Suspension and referral data
- COST team meeting data and agendas.
- Grade reports and MAP ELA and Math scores.

Santa Ana Unified School District
School Plan for Student Achievement
Summary
2019-20

REACH Academy

Co-Superintendents
Alan Rasmussen, Ed.D.
Richard V. Tauer

Board of Education
Valerie Amezcua – Board President • Rigo Rodriguez, Ph.D. Vice – President
Alfonso Alvarez, Ed.D. – Clerk • John Palacio – Member •

REACH Academy
Vision Statement

REACH Academy's Vision is a student centered second chance at success. We do this by having caring staff that build connections and relationships with students, while providing alternative methods of teaching, assessment and learning. The school offers a rigorous and relevant curriculum, strategies of prevention and intervention for at-risk behavior, and extended learning opportunities, all in a safe and healthy environment. This approach, in collaboration with our community partners, we are able to meet the unique educational, social, physical and emotional needs of the diverse students we serve.

REACH Academy
Mission Statement

REACH Academy's Mission is to meet the unique educational, social, physical, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for lifelong learning and a desire to pursue college and career opportunities.

Student Achievement Goals

Goal 1 - School Climate and Vision - 29,898.00

LCAP Goal
Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

School Goal:
REACH Academy will continue to improve the school climate, focusing on increasing attendance rates, decreasing major behavior incidents, creating credit recovery opportunities, and increasing overall perception of the school as a positive place for learning.

All students at REACH Academy have come to the school for varying circumstances. All of our staff will go through trauma informed training to better support the socio-emotional needs of our students. Each student participates in the HEART program upon arrival in order for them to better connect with themselves and come to terms with their circumstances. All high school students at REACH Academy participate in the credit recovery system so that they can successfully recover and maintain their academic status to successfully return to a comprehensive high school. All students are held to high academic standards and take the map test tri-annually in order to measure academic progress. All students have the opportunity to earn rewards through our PBIS systems including tangible items, including as REACH spirit wear, giftcards, etc, as well as opportunities for field trips. All students will participate in restorative practice activities to build a strong community of mutual support.

A large percentage of our student population are involved in the local Santa Ana gangs. Project Kinship is a part of our school community to assist with anti-gang interventions. Students who have behavioral problems will seek counseling from a social worker or psychologist. Students who exhibit behavioral issues will be asked to join with their parents to adhere to a parent-student compact. Students identified as tier 2, per the PBIS system, will be asked to participate in tier 2 interventions including CICO, class pass, and others.

Students who have been identified as chronically absent will go through the SARC process and be brought to the COST team meetings. Students who exhibit severe, tier 3 behavioral issues will be brought to the COST team and receive services from the social worker or other services as determined by the administration, the COST team, or by the staff.

24,026

5872

Total Expenditures	29,898.00
Grand Total	

Goal 2 - English Language Arts -

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
REACH Academy will continue to work to improve student scores on the MAP test, focusing on increasing student lexile levels and writing skills.

All students at REACH Academy engage in the district adopted StudySync ELA curriculum. Students have access to a library of novels as well as nonfiction texts. All REACH students have access to before and after school tutoring and office hours held by our ELA teacher. ELA instruction is aligned with the state standards (CCSS) and the district curriculum map.

Students who are identified as needing more support, as identified by their lexile level and/or MAP score will participate in more intensive reading interventions. These interventions will be led by our ELA teacher, 6th grade teacher, and/or our instructional coach. All staff will be trained in utilizing reading intervention software as well as how to best support struggling readers. High school students who are in need of credit recovery will have the opportunity to recover lost credits through our quarter system and utilizing the APEX platform.

Students who are identified as needing intensive intervention will be referred to our COST team. These students have access to our resource teacher as well as our instructional assistant.

Total Expenditures

Grand Total

Goal 3 - English Learner Progress -

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
REACH Academy will continue to work to improve the foundational skills required for our students identified as English Learners to work towards gaining the requirements to earn reclassification status.

All students classified as English Learners will be monitored throughout the year in order to track their English progress. In addition, all EL students will be taught with lessons that are embedded with English language instruction including explicit vocabulary, visuals, and realia. EL students will also use the EL strategies embedded within the StudySync curriculum as well

Students who are identified as needing more intensive support, as identified by their ELPAC scores, will participate in targeted intervention, led by our ELA teacher and 6th grade teacher. Interventions will include the use of digital programs as well as other language building activities.

Students who are identified as needing even more intensive intervention will receive materials written in their native language. In addition, these students can receive services from our resource teacher as well as our instructional assistant.

Total Expenditures

Grand Total

Goal 4 - Math -

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
REACH Academy will continue to work to improve student scores on the MAP test, focusing on building foundational skills, meeting each students' educational needs, and developing the skills needed.

All students at REACH Academy engage in the district adopted CPM curriculum. All REACH students have access to before and after school tutoring and office hours held by our math teacher. Math instruction is aligned with the state standards and district curriculum map.

Students who are identified as needing more support, as identified by their MAP score, will participate in more intensive math interventions. These interventions will be led by our math teacher, 6th grade teacher, and/or our instructional coach. High school students who are in need of credit recovery will have the opportunity to recover lost credits through our quarter system and utilizing the APEX platform.

Students who are identified as needing intensive intervention will be referred to our COST team. These students have access to our resource teacher as well as our instructional assistant.

Total Expenditures

Grand Total

Goal 5 - Content Area Goal: -

LCAP Goal

School Goal:

Total Expenditures

Grand Total

Goal 6 - Parent Engagement - 1,000.00

LCAP Goal
Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

School Goal:
REACH Academy will continue to increase parent engagement and to provide opportunities for families to engage, learn, and prepare to support their students to become productive citizens.

All students and families have access to the Wellness Center which acts as a hub for community engagement where parents, family, staff, and community members and partners are able to collaborate and engage in meaningful interactions, share information and expertise with each other to benefit students, the school, and the entire community. All REACH families are invited to share in our Back to School Night event in the Fall as well as our Open House in the Spring. All families are always welcome on our campus whenever they would like to come and support their students. All parents and students enter into a parent and student compacts upon enrollment to ensure that families will support their families. Families who need additional support will work with our Family and Community Engagement liaison. The liaison will provide a space of caring for growing, learning, and connecting. The liaison will also host workshops and classes as needed to support our families and increase their capacity to support their students. Students who need additional behavior support will be asked to be shadowed by their parent to help support the student's positive behavior. Families with additional needs can participate in the McKinney-Vento program, the backpack program that provides food for families in need. Project Kinship will conduct home visits when a concern arises and to touch base with our families.	1,000

Total Expenditures 1,000.00

Grand Total

Funding by Goal

Goal	Total Expenditures
Goal 1- School Climate	29,898.00
Goal 2 - English Language Arts	
Goal 3 - English Learner Progress	
Goal 4 - Math	
Goal 5 - Content Area Goal	
Goal 6 - Parent Engagement	1,000.00

Santa Ana Unified School District
2019-2020 Plan for CA Schools Dashboard Support

Name of School: REACH Academy
Principal: Chad Greendale
Total Budget Amount: $30,000.

We will be providing targeted funding to all secondary schools listed in the red category on the CA state dashboard from the Fall 2018 release. Schools will be provided with $30,000. Principals will develop a transformation plan to strategically address areas of weakness as indicated on the dashboard. Please use a row for each activity that you will be using funding to support. Please add additional rows as necessary and allow the table below to expand as appropriate. **This plan must be submitted to Dr. Alfonso Jimenez, Deputy Superintendent, Educational Services by August 9, 2019 at the close of business.**

Complete one action plan for activity

Related LCAP Actions/Services / CA Dashboard Indicator Area (ELA, Math, English Learners, Suspensions)	**Actions and Activities** *(What will you do?)*	**Timeline** *(When will it happen?)*		**Identified Student Subgroup** *(Who will you serve?)*	**Specific, Quantifiable Goal Related to Student Outcomes (Metrics)** *(What will you accomplish? How will you measure success?)*
		Start	**End**		
LCAP Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all Dashboard Indicator: Chronic Absenteeism / Suspensions	All teachers and staff will undergo training to become Trauma Informed. This training will allow our staff to better understand our unique population at REACH academy and will therefore allow us to better serve our students.	Fall 2019	Spring 2020	All student groups	Our entire staff at REACH will undergo the trauma informed training. Research shows that schools who implement trauma informed practices show increases in student attendance, grades, and graduation rate. In addition, students show improvement in their own social resiliency and social emotional skills. Student attendance rate will increase by 20% Class passage rate will increase by 20% Major behavior incidents will decrease by 15%.

SPSA Questionnaire for Board
2019-20
Willard Intermediate

Based on your 2018-19 SPSA revisions and updates, respond to the following questions in bullet format.

LCAP Goal 1:
How does your site ensure that all students will have equitable access to a high quality core curricular and instructional program?
1a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 1: ● ***Department release days*** designated for teacher analysis of Dashboard data, classroom level MAP data, and common assessment data to identify needs for instructional improvement to meet Tier 1, 2, 3 student needs within the core classroom setting. ● Use of ***AVID tutors and AVID academic mentorship*** of all LTEL designated students (within/outside of classrooms) to support academic progress in core classes and prepare for ELPAC testing to support reclassification efforts. ● Use of district specialists and Dashboard instructional coach to supply all teachers with high-quality, ***data-driven professional development*** in applying concepts from MTSS, UDL, VTS (Turnaround Arts) and AVID within all content classes throughout the year.
1b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 1: ● ***Instructional Coach*** will support each content team in implementing school-wide content literacy & instructional best practices that support MTSS, UDL, and AVID. Coach and admin. team will use data from classroom walkthroughs, individual Cognitive Coaching sessions, and from student/staff self-assessment surveys to ***monitor and evaluate the progress of implementation*** of classroom strategies to improve access for all students to core content. These practices have proven to be effective in supporting growth of EL and SPED students. ● Academic Mentors will be available to assist in all grade levels that have targeted LTEL's who perform within the 25th-74th growth percentile bands on the 2019 Fall MAP assessment and scored an overall level 3-4 on the 2019 ELPAC test. These students will receive targeted support from tutors and mentors who will collaborate with teachers, counselors, and parents to monitor academic progress, establish academic goal setting and action plans, provide weekly student conferences, and assist students in learning/applying ELPAC and MAP test-taking strategies. ***Progress monitoring of efficacy will include***: use of classroom grades to determine growth & improvement, use of DWA/MAP data to determine growth & improvement, use of student survey data to measure qualitative effects and impacts upon student efficacy.
LCAP Goal 2:
How does your site establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community?
2a) List the ***top three*** Programs, strategies or initiatives in place to address LCAP Goal 2: ● Turnaround Arts Partner School Events: Musical, Willard's Got Talent Show ● School Site Council (SSC), English Learner Advisory Committee (ELAC), District Englsih Learner Advisory Committee ● Parent workshops, classes and resources offered through our Wellness Center, morning and evening parent meetings, Coffee Chats

2b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 2:

- Staff, Parent and Student Data Surveys indicating higher number of involvement
- LCAP/Title I and Community Meetings
- Wellness Center/FACE Liaison feedback

LCAP Goal 3:

How does your site cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all?

3a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 3:

- Family and Community Engagement (F.A.C.E.) through classes offered in our Wellness Center such as educational workshops and meetings, parenting classes and volunteer opportunities on campus.
- Tier 2 and Tier 3 Support Services through PK (Project Kinship) to help support student social-emotional behavioral needs using restorative practices.
- School-wide implementation of Progressive Discipline Plan that includes the implementation of PBIS, Student Incentives through the "Willard Jag Store", and school-wide student recognition program: Student of the Month/Staff of the Month.

3b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 3:

- California Healthy Kids Survey Data, Health and Wellness Surveys, Parent Surveys, School Climate Survey
- Coordination of Support Team (COST) Data
- School-wide PBIS Tiered Fidelity Inventory Data

LCAP Goal 4:

How does your site implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs?

4a) List the ***top three*** programs, strategies or initiatives in place to address LCAP Goal 4:

- COST (Coordination of Services Team) meets on a weekly basis to address Tier 2 and 3
- Administration and Counseling Team meet on a weekly basis to address Tier 1, 2, and 3
- PBIS Team meets monthly to address Tier 1 and 2

4b) Identify the means of evaluating the effectiveness of the programs, plans and initiatives to address LCAP Goal 4:

- COST Team meeting data
- Administration/Counseling Meeting agendas and notes
- PBIS Team Meeting agendas and notes

Santa Ana Unified School District
2019-2020 Plan for CA Schools Dashboard Support

Name of School: **Willard Intermediate**
Principal: (Interim) **Bertha Benavides**
Total Budget Amount: **$168, 879**

We will be providing targeted funding to all secondary schools listed in the red category on the CA state dashboard from the Fall 2018 release. Principals will develop a transformation plan to strategically address areas of weakness as indicated on the dashboard. Please use a row for each activity that you will be using funding to support. Please add additional rows as necessary and allow the table below to expand as appropriate. **This plan must be submitted to Dr. Alfonso Jimenez, Deputy Superintendent, Educational Services by August 9, 2019 at the close of business.**

Complete one action plan for activity

Related LCAP Actions/Services / CA Dashboard Indicator Area (ELA, Math, English Learners, Suspensions)	**Actions and Activities** *(What will you do?)*	**Timeline** *(When will it happen?)*		**Identified Student Subgroup** *(Who will you serve?)*	**Specific, Quantifiable Goal Related to Student Outcomes (Metrics)** *(What will you accomplish? How will you measure success?)*
		Start	**End**		
LCAP Actions: 1.08, 1.10, 1.14 LCAP service code & description: 1.10025 (Certificated PD) **Dashboard:** ELA/Math/EL's/SPED	**NO DASHBOARD FUNDING** 1. Identify areas of needs: EL/SPED population in both ELA/Math utilizing data from both MAP/CAASPP assessments. 2. Identify 2-3 areas of instructional focus that will guide instruction and professional development for the 2019-20 school year. 3. Address a plan for how staff will engage in professional development, department and cross-curricular collaboration to support an increase in school wide literacy.	8/12/19	5/28/20	English Learners SPED (access to Tier I core curriculum)	School wide instructional areas of focus and accompanying literacy plan will anchor school wide vision and focus, providing clarity & transparency to the instructional "why's" and "how's" of our collective focus.
LCAP Actions: 1.08, 1.10, 1.14 LCAP service code & description: 1.10025 (Certificated PD)	**ILT Team Training: $9, 000** Use Tools for Teaching program to train & equip ILT team leads with tools to support school wide improvement.	9/2020	5/2020	English Learners SPED ELA MATH Suspension/Absenteeism	Increase capacity for teacher leadership throughout the school to lead academic initiatives, promote systemic change, facilitate conversations and develop action plans effectively.

LCAP Actions: **1.08, 1.10, 1.14** **LCAP service code & description: 1.10025 (Certificated PD)** **Dashboard:** ELA/MATH/EL's/SPED	**Dept. Release Days: $11,000** Invest in **school wide professional development and yearlong support** to train staff in learning about and implementing research-based, literacy processes that support EL/SPED learners. Process ● ILT: Identify **common areas of need** using Dashboard data (ie: MAP, CAASPP, CHKS, etc.). Agree upon 2-3 instructional areas of focus related to LITERACY that will anchor the work done at this year's staff, dept, grade-level, and release days. ● Departments: using data provided by ILT (MAP, SBAC) as well as from classroom assessments, dept. creates **literacy action plans** anchored to the school's 2-3 areas of instructional focus. ● Dept. Release Days (15 total, 5 depts) to develop, implement, and refine literacy plans: **working alongside Instructional Coach,** teachers will analyze MAP data and student work samples as formative assessments, develop literacy-rich content-based lessons, assess teacher progress in teaching/modeling/ & releasing scaffolds, assess student progress in utilizing literacy strategies independently, re-assess needs, etc. ● Classroom Support: Coach will support individual teachers through: * implementation of school wide literacy *planning literacy-rich lessons *demo lessons *co-teaching *data analysis to drive instruction *utilizing CAASPP Interim Assessments	8/12/19	5/28/20	English Learners SPED ELA Math	Qualitative Long-Term Goals: Student **work samples** will provide evidence of: ● ability to utilize reading, writing, listening, and speaking strategies independently across subject areas for similar purposes (ie: evidence of close reading, academic language usage oral/written). Quantitative Long-Term Goals: **MAP Reading data** will provide evidence that: ● Move 2019 MAP Projected Growth school wide average of 46% to 56% by spring 2020 assessment

Dashboard: **EL's, ELA, Math**	**Academic Mentors for LTEL's: $48,000** Target LTEL's across grade levels who perform within the 25-74th growth percentile bands on fall 2019 MAP assessment to receive targeted academic support from AVID tutors serving as academic mentors. Each of the **5 mentors** would receive a caseload of LTEL students to: 1. Collaborate with content teachers to help monitor academic progress and performance on MAP fall, winter assessments. 2. Establish personal relationships, work with counselors & support staff 3. Establish academic goal setting & action plans related to interests, academic strengths and growth opportunities 4. Weekly check-in's to review academic progress & offer academic support 5. Establish consistent parent and teacher communication 6. Help students learn ELPAC and MAP test-taking strategies	9/2019	5/2020	English Learners SPED	Provide a consistent academic support structure for LTEL population. Increase capacity for LTEL's to better understand their academic progress, areas for improvement, understanding of ELPAC and MAP assessments, assisting in parent communication and understanding of student goals, progress and needs.
	Project Kinship: $100, 000 Hire an additional Project Kinship (male) support provider to help support student SEL behavioral needs.			Absenteeism Suspensions (SEL needs)	Work alongside school psychologist, teachers, and parents to support needs related to student social-emotional needs. Utilize restorative practices to help reduce the number of in-class offenses in order to reduce absenteeism & suspension rates.

Santa Ana Unified School District
School Plan for Student Achievement
Summary
2019-20

Frances E. Willard Intermediate School

Co-Superintendents
Alan Rasmussen, Ed.D.
Richard V. Tauer

Board of Education
Valerie Amezcua – Board President • Rigo Rodriguez, Ph.D. Vice – President
Alfonso Alvarez, Ed.D. – Clerk • John Palacio – Member •

Frances E. Willard Intermediate School
Vision Statement

Willard Intermediate School is dedicated to creating an environment that allows students to have a clear pathway into college and career success by providing a strong foundation of academics and arts integration. Willard students will develop a growth mindset and become life long learners who strive to serve our global community.

Frances E. Willard Intermediate School
Mission Statement

Willard Intermediate, a Turnaround Arts California partner school, is committed to ensuring the academic and personal success of our Willard community through an engaging, safe, and positive climate of arts integration to develop the social, emotional, cultural and intellectual mindsets of all.

Student Achievement Goals

Goal 1 - School Climate and Vision - 222,741.00

LCAP Goal
Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

School Goal:
Willard Intermediate School will create a more accessible, equitable, high quality, safe, and healthy learning environment that fosters the skills and values necessary for students to become productive citizens in the 21st Century. Willard will work to create a community that fosters student engagement, safety and academic rigor. All students, staff and parents will work to create am environment that enables our students to perform at their peak and become resilient, well-adjusted individuals. Willard will strive to meet the soci0-emotional needs of our students to create an environment where they feel safe, feel empowered to ask for help when needed, and are afforded the opportunity to learn an improve as individuals.

(Tier 1) 5000

Willard promotes a positive school climate with a focus on student engagement and positive behavior. These activities and events will include: after school activities, AVID, Visual and Performing Arts (VAPA), Speech and Debate, I-Sports, book club, Speech and Debate, Dance Club/ Dance Team, Mariachi and Rock Band, ASB, pep assemblies, music Fridays (during lunch), behavioral assemblies, recognition assemblies, Cyber Savvy Week, enrichment opportunities, and engage students and staff in motivational assemblies using guest speakers, career day, award ceremonies, and artists to promote and encourage positive interactions and academic achievement throughout the year. A broad variety of activities, clubs and opportunities to participate are available to promote student interest, attendance and engagement in school. Willard's focus is on the school's vision, mission and the R.O.C.K.S (Respect, Responsibility, Organization, Cooperation, Kindness, and Safety).

Training will be provided for staff on implementation of effective classroom management programs. Staff will also be trained in appropriate strategies using Positive Behavior Interventions System curriculum. For examples, Willard students have the opportunity to earn "Jag Cash" and visit the PBIS store weekly at lunch for prizes. New teachers will also have the support through the use of a buddy teacher. These strategies will be monitored through admin walkthroughs and are reinforced at staff meetings such as to ensure school-wide practices to support engagement.

The district will provide resources and training for the staff.

District leaders will work with the staff to help the staff meet the needs of the students.

Write curriculum to explicitly teach the behavior expectations the first week of school. All teachers will teach these mini lessons each period for the first week. These will be addressed during expectation assemblies with administration at the beginning of each semester.

Partner with Santa Ana High School's Visual and Performing Arts Program.

- Music students are participating in musical events with the high school students.
- High school students provide dance workshops for Willard students.
- Willard's music and art program will participate in community events; such as the Art Walk.
- Middle school band night

Students prepare and present art projects at the annual "We are SAUSD" school fair.

Students create art that is inspired by the Mexican/Latino culture and present their art at the "Viva la Vida" art show in Orange County. Students also participate in the Artspiration at Bowers Museum.

Student art work is prepared and displayed in various locations such as Main Place Mall throughout the year.

The Willard Choir and Band will participate in the Music in the Park festival as a way to further develop

their musical/art talents in conjunction with a community event.

(Tier 2)

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through counseling and appropriate interventions will be determined. In addition, Willard will continue with the WIN program to help students recover their attendance if they have missed days of school.

- Interventions, Coodination of Services Team (COST)

(Tier 3)

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will work with a Project Kinship (PK) provider to help support student SEL behavioral needs. The PK provider will work alongside the school psychologist, teachers, and parents to support needs related to student social-emotional health.

- Student Support Team (SST)
- SARB/SART
- 504's/IEP's

(Tier 1)

10000

Willard promotes a culture of technology and 21st Century Learning. All stakeholders will be trained on strategies to develop learning objectives, literacy strategies within specific content areas and to create lessons using the technology available. Teachers are being trained in technology-based instructional strategies such as Canvas, Google Docs, Google classroom, and other teacher created webinars, media posts and avenues. To support this, supplemental software is used to support effective curriculum and instructional design and implementation. This helps teachers connect students to real-world issues and community problems in a safe environment. Software allows for instantaneous student-teacher communication, while also creating a safe, digital environment where students are supported and engaged. Other types of software provide supplementary lab components and at-home components that include video, virtual labs and simulations, and articles to enrich and enhance the core program. Software programs are used in combination with their chromebook for data collection/labs. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of technology and 21st century learning.

2700

1562

500

100

9879

All students are provided with one-on-one chromebooks in order to access the use of all software/programs used for in and out of class assignments/homework. Hot spots are also made available to those students who do not have internet available at home. Routine maintenance wll also be performed in order to maintain, repair, store and charge the staff and student technology, including, but not limited to computers and chromebooks.

Willard will continue implementation of a school-wide STEAM focus to prepare students for college and increase career awareness. The instructional program will facilitate the transition from middle school to high school through vertical alignment of STEAM and VAPA programs offered at the feeder high schools. To support this school-wide focus, Willard will:

- Secure musical instruments to support the music program
- Secure art supplies to support the art elective program
- Partner with community-based arts and technology programs to support STEAM focus
- Secure appropriate instructional teaching materials to support the STEAM program aligned with the Common Core Standards and Next Generation Science Standards.
- Continue training for the two teachers that have received previous training for Project Lead the Way (PLTW)
- Expand art and music offerings to create a pathway with beginning, intermediate and advanced

- Expand access to instruments by starting a "piano lab," a place for students to practice

Willard will utilize the supplementary music software to enrich the overall well-rounded education of the students.

The instructional STEAM focus will include technology-based supports and interventions which include:

- Technology to support electives such as STEM, digital/media arts, and VAPA
- Appropriate hardware to support implementation of iLIT
- Online periodicals
- Storage equipment to properly secure and store technology resources such as instrument lockers
- Additional components to ensure networking and protection capabilities of technology resources
- Use of Google Educational Suite

Printing/print shop orders associated with the supplementary materials to support core curriculum and instruction in all classes.

"Willard's Got Talent" and "Family Quiz Night" hosted by Turnaround artist to bring about more engagement as well as build self-esteem in our students.

Yearly musical productions, open for all to attend and participate.

Provide additional support from appropriate staff for library/tech programs.

Willard will use the I-Teach program to train and equip ILT team leads with tools to support school-wide improvement initiatives.

(Tier 2)

Students that are at- risk of becoming disengaged in school and have poor grades and test scores will be supported through COST and our counseling referral system and appropriate interventions will be determined. Teachers will also be able to support these students through the use of software that increases the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning.

Offer additional, extended learning opportunities to all students with lunch time tutoring, after school/Saturday programs, attendance recovery, Jumpstart for 6th grade and interventions. Offer additional, extended learning opportunities to all students with lunch time tutoring, after school/Saturday programs, attendance recovery, Jumpstart for 6th grade and interventions.

(Tier 3)

Students consistently demonstrating low academic achievement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.”

(Tier 1) 3000

Willard promotes a positive school climate with a focus on student safety and support and on the socio-emotional needs of our students. All stakeholders will be trained on strategies to promote school safety and positive behavior both in and out of the campus. Willard maintains a clean and well running school. Staff and students have reported, through the California School Climate Survey and CHKS, that they feel that their school is a healthy, safe, and secure environment for students and staff. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support school safety and in support of the socio-emotional needs of the students. Staff will also collaborate with and receive training from an RTI (Response to Intervention) experts to decrease classroom disruptions and increase student achievement by creating a more positive environment for our 90000 100000

multi-tiered classes.

Willard will provide additional/supplemental training for school counselors on the the emotional well-being of the students and families, college and career readiness, restorative justice, and technical skills necessary for their position.

Noon supervisiors will assist throughout the school year to help with supervision in order to reduce the number of "blind spots" during passing periods, lunch and P.E. In addition, Special Education Instructional Assistants will support the educational programs for students with special needs.

All students will have access to Beat the Odds as well as Second Steps.

- Second Steps will be implemented weekly during advisement to all students in all grade levels.
- Beating the Odds will provide social and emotional support for our students through a partnership with UCLArts & Healing.

OCDE Restorative Practices Liaison provides mediation and conflict resolution for students, parents, and staff.

OCDE is working with some male students regarding struggles they may encounter as well as to support them in their relationships with students of the opposite gender. An OCDE gang specialist will be at Willard daily to support students on making positive choices.

Orange County Children's Therapeutic Arts Center (OCCTAC) will offer students a comprehensive education in dance and fitness through creative movement, technical workshops, cultural diversity, performing arts, and emotional wellness.

(Tier 2)

Students that are at- risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are then referred to our counselors, therapists, school nurse, or school psychologist. Restorative justice/practices will continue to be available for counselors and teachers.

Project Kinship (PK) proovider will be hired to support and help pur students with SEL behavioral needs. The provider will work alongside the school psychologist, teachers, and parents to support needs realated to student socio-emotional health. Restorative practices will also help reduce the number of in-class offenses in order to reduce absenteeism and suspension rates.

(Tier 3)

Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to a community or restorative practice intervention specialist that has been hired to assist with improving student behavior and to assist with other social/emotional issues students may have. The Project Kinship (PK) provider will work along side the school psychologist, teachers and parents to support the needs related to the student's social-emotional health. Students receive mentorship, encouragement, anger management, or can participate in restorative circles.

(Tier 1)

Willard promotes a culture of rigor, with a growth mindset, and ensuring that all students graduate being college and career ready. All stakeholders will be trained on strategies to promote college and career readiness. This is supported by giving students the opportunity to attend a wide variety of field trips to college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture. Field trips give staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas.Through the Illuminate and the CA Dashboard platforms, Willard has the tools needed to analyze state and local assessment data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze state,district, and classroom assessment data against demographic

and administrative data to create effective instructional programs for your students. Illuminate facilitates secure access and interaction with student data so one can identify students' areas of need and develop a plan for improving achievement.

Offer additional, extended learning opportunities to all students with lunch time tutoring, after school/Saturday programs, attendance recovery, Jumpstart for 6th grade and interventions.

In order to continuously improve student reading levels, students visit the library at least weekly and select books to read for AR points.

Math/ELA coaches will coach teachers, deliver demonstration lessons and plan with subject and grade alike teachers.

The Math/ELA coaches will work with teachers to support and strengthen teachers' instructional practices.

To the extent possible, allow for common preps among grade levels, subject area, and/or interdisciplinary teams within the master schedule.

Implement a professional development program through the use of consultants, teachers, and additional administrative personnel. Professional development opportunities and materials will be offered within the school day, after school, weekends and off-track periods.

The focus of staff development will be in the following categories:

- Common Core State Standards
- Collaborative Conversations
- Effective instructional strategies which include but are not limited to: active engagement, direct instruction, GLAD strategies, visual thinking strategies (VTS), use of word walls, development of learning and language objectives, close reading strategies, Thinking Maps, and

differentited instruction.

- Intervention Models: RtI, conflict resolution, parent involvement/education, group collaboration & discourse, PBIS, Kagan, MTSS, restorative circles and iLit.
- Effective use of MAP and SBAC data
- Integrating technology using the Chromebook as a learning tool
- Continuous Improvement Processes
- Provide staff with instruction in conversational Spanish with academic vocabulary support
- Integration of the arts into common core standards
- Coaching in math from curriculum specialists as well as a support position
- ELA coach to provide support for struggling students; students given REWARDS test to identify targeted groups.

Peer Assistance and Review (PAR)

- Available for veteran teachers who need coaching and support to meet the needs of their students.
- A Consulting Teacher is assigned to observe, coach and consult with teachers who are not meeting CSTP standards on their evaluation

Provide supplementary instructional materials to support successful arts integration and access for all students for across all subject areas at Willard.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of rigor.

To the extent possible, allow for common preps among grade levels, subject area, and/or interdisciplinary teams within the master schedule.

Students will have to opportunity to take part in fieldtrips aligned to the curriculm through AVID through trips to visit colleges and universities.

(Tier 2)

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined.

(Tier 3)

Students demonstrating chronic absenteeism and persistently low academic achievement and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

- SST
- 504's
- IEP

Total Expenditures	222,741.00
Grand Total	286,575

Goal 2 - English Language Arts - 12,500.00

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
Willard Intermediate School will provide equitable access to high quality reading instruction in all content areas, which is supported by standards-aligned materials and technology. This high quality reading curriculum and instruction will encourage students to develop effective literacy and analytical skills that will prepare them to have the necessary college and career skills to become positive, successful 21st century citizens. Willard will improve English language literacy (reading, writing, listening, and speaking) through the implementation of Visual Thinking Strategies (VTS) to prepare students in the alignment of Common Core Standards.

(Tier 1) 1500

Willard will continue to promote literacy through effective communication and academic language through reading and writing across the curriculum. All stakeholders will be trained on strategies to promote reading and writing, training in EL strategies, Special Education strategies, and integration of Visual Thiniking Strategies (VTS) to enrich, enhance, Speech and Debate, and ensure ensure equal access to the core program for all students. All teachers attended a training at Willard to enhance understanding of Visual Thinking Strategies. This strategy is proven to increase literacy, reading, and critical thinking skills. It has proven to be effective with ELs due to the nature of practicing listening skills and enhancing vocabulary, as well as speaking. All classes will utilize this strategy at least once per month, enabling the students to interact with this strategy at least six times per month. 11,000

High-quality ELA professional development will be provided to teachers aligned with the Common Core Standards, instructional program, designed to successfully implement school reform strategies, designed to close the achievement gap of our long-term English Learners and allow additonal time to meet and plan with the school Principal. Instructional Coach and Department Chairs. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school-wide practices to support engagement.

Willard will invest in school-wide professional development days and year-long support to train staff in learning about research-based literacy processes that support our English Learners/SpEd learners. This process will be support through:

- ILT: Identify common areas of need using Dashboard data (ie: MAP, CAASPP, CHKS, etc.) and agree upon 2-3 instructional areas of focus related to LITERACY that will anchor the work done at this year's staff, department, grade-level and release days.
- Departments: using data provided by ILT (MAP, CAASPP), as well as in class assessments, the departments will create literacy action plans anchored to the school's 2-3 areas of instructional need.
- Department release days (15 total, 5 departments) to develop, implement, and refine literacy plans: working alongside the instructional coach, teachers will analyze MAP data and student work samples as formative assessments, develop literacy-rich content-based lessons,

assess teacher progress in teaching/modeling and releasing scaffolds, assess student progress in literacy strategies independently, and re-assess needs, etc.

- Classroom support: the instructional coach will support individual teachers through: implementation of school-wide literacy, planning literacy-rich lessons, demo lessons, co-teaching, data analysis to drive instruction, and utilize CAASPP interim assessments.

Department and collaboration meetings will be conducted monthly to focus on the use of research-based instructional strategies to improve student achievement.

Department release days designated for teacher analysis of Dashboard data, classroom level MAP data, and common assessment data to identify needs for instructional improvement to meet Tier 1, 2, 3 student needs within the core classroom setting.

Teachers will utilize common core lessons, units, and materials provided by StudySync that include standards based assignments in all classes.

Staff will have the opportunity to meet regularly as departments and course-alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum, common instructional strategies, such as Cornell note taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Students are provided 1:1 chromebooks to access a variety of instructional software and internet access that includes, but is not limited to: Accelerated Reader, ALS, RI, and PI, CPM, ALEKS, StudySync and iLit.

Students have access to a variety of classic and contemporary literature supplied by the school library. Supplementary-leveled books will be purchsed for the Willard library that are of high interest to the students to enrich and enchance the core program. Instructional materials and texts will also be purchased that align to CCSS units of study to support students' learning of fiction and non-fiction texts.

Supplemental software and online resources have been purchased in support of reading and writing across the curriculum such as Newsela which allows students to read content related articles at their reading lexile level, allowing students to access grade level material.

Willard will ustain literacy enrichment activities using state-approved accelerated reading programs, offer writing contests throughout the school year to encourage students to write more, provide students with additional reading time before and after school, offer book club and literature circles.

Utilize the Accelerated Reader program, Reading Inventory (RI), Measures of Academic Progress (MAP) to promote reading, monitor students reading at the correct independent level, and to track growth of reading comprehension.

(Tier 2)

Students who are at risk of becoming disengaged in school and show poor attendance or negative behavior

will be supported through our counseling referring system (COST) and appropriate interventions will be determined. n addition, students can participate in the WIN program to help students recover their attendance if they have missed days of school.

Professional Development is provided for all teachers to promote acadmic language and learning across the curriculum, training in EL strategies, special education strategies, and in the integration of technology to enrich, enchance, and ensure equal access to the core program for all students. WIllard will provide additional staff development and professional collaboration on English Learner needs in Language Arts and Math

Through the assessment data (MAP, SBAC), students that are struggling readers, or need extra support are offered benchmark/ELA support classes. ELA teachers were trained in REWARDS and will implement in the benchmark classes. REWARDS teaches students phonemic awarness and multisyllabic words to struggling readers.

Newcomer students (English Learners) who need to build thier English literacy skills are supported through English Language Development (ELD) and will utilize the iLit program .

Willard will hold meetings explaining the ELD redesignation process for all parents of English learners.

AVID tutors (college students) will be hired to assist as English Langage Arts tutors, assisting English Learners and other struggling students in the classroom while the teacher is present. They will be able to work one-on-one with students to assist them with concepts they are having difficulty with.

(Tier 3)

SSTs, 504s, IEPs, Checkin-out
Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Students who continue to struggle will be monitored and may be a part of a check-in/check-out program and/or a referral for a 504 or IEP.

Total Expenditures	12,500.00
Grand Total	286,575

Goal 3 - English Learner Progress - 50,100.00

LCAP Goal
Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.
School Goal:
Willard Intermediate will provide high quality instruction and support that enables English Language Learners to demonstrate growth toward English proficiency as measured by state assessments and an increase in redesignation rates. Willard English Learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English Learners at Willard will be monitored for progress and will ensure English language acquisition strategies are prevalent for English Learners through ELD classes.

(Tier 1) ELD Program 1000

ELPAC scores, Lexile levels, and MAP data will be used to monitor the progress of EL students and properly place students into courses. Provide explicit language and vocabulary instruction and assist teachers in planning and delivering of sheltered instruction.

iLit is used for Newcomers to develop language, survival vocabulary and basic literacy skills. Departments

meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on the data, particularly in regards to English Learners. Staff meets in a variety of collaborative groups to assist each other in the delivery of curriculum that will assist English Learners. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Provide training to staff which will support access to computer labs which contain a variety of supplementary instructional software, academic programs and internet access. Use iPad apps that target the needs of English Learners.

Implement a school-wide instructional focus through the use of appropriate software/programs for student Chrome books (ie: iLit)

Provide additional staff development to the ELA/ELD staff in District Writing Program in order to improve passing rates on the writing section of the ELPAC.

Provide high-quality professional development for teachers of English Learners

- Aligned with the comprehensive instructional program
- Designed to successfully implement school reform strategies.
- Additional teacher time to meet and plan with Principal, Instructional Coach and Department Chairs.

Staff is looking to increase early literacy and reading intervention programs school-wide by incorporating reading and writing strategies across the curriculum. Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. This includes providing hands on experience and interactive technology, to help students see what they are learning. (ie: iLit)

All teachers will have the opportunity to attend common core trainings/workshops.

Recruit and sustain representatives for DAC/DELAC who will attend and report to the monthly ELAC and SSC meetings.

Parents will be encouraged to attend an annual meeting explaining the paths leading to English Learners and to attend regularly-scheduled ELAC meetings to inform parents of the needs of our English Learners.

Parents will be invited to awards and recognition nights to celebrate student achievement and success.

Collaborate with an RTI experts to decrease classroom disruptions and increase student achievement by creating a more positive environment for our multi-tiered classes.

Sustain Engage 360 after school program.

(Tier 2) ELD Program 1000

ELPAC data for the past 3 years will be used to determine EL student learning trends and needs and to dentify Long-term English Learners in order to to provide additional support to develop English language proficiency. Willard will provide tutoring opportunities for students scoring below grade-level on the reading MAP assessments will be made accessable to students when needed and will copy, organize, and distribute paperwork related to after school tutoring and interventions for English Learner students. 100 48,000

Supplemental materials (manipulatives) and additional software programs and materials will be purchased to supplement the curriculum. AR books will enhance our ELL′s reading and language development and will be read by our students during their English Language support class (independent reading time) and at home. ELA classes also have scheduled in-class days to visit the library to get AR books.

Newcomer students and students who need to build their English literacy skills are to utilize the iLit program in their ELD class.

*Students are also provided hotspots to provide internet at home.

Willard will provide additional staff development and professional collaboration on English Learner needs, struggling/striving readers and students struggling with language arts and math.

Academic Mentors will be hired for targeted LTEL's across all grade levels who perform within the 25-74th growth percentile bands on the fall 2019 MAP assessment to receive targeted academic support from AVID tutors serving as academic mentors. Each of the five mentors will receive a caseload of LTEL students to:

- Partner with content teachers to help monitor academic progress and performance on MAP fall, winter and spring assessments
- Establish personal relationships, work with counselors and support staff
- Establish academic goal settings and action plans to interests, academic strengths and growth opportunities
- Weekly check-in's to review academic progress and offer academic support
- Establish consistent parent and teacher communication
- Help students learn ELPAC and MAP taking strategies

AVID tutors, Provide tutoring class after school two days a week for any students struggling with low grades

Total Expenditures	50,100.00
Grand Total	286,575

Goal 4 - Math - 3,500.00

LCAP Goal
Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.
School Goal:
Willard Intermediate will maintain 100% standards-aligned instructional materials while implementing technology-based and literacy-based lessons to prepare students for success with Algebra readiness and Algebra proficiency.

(Tier 1) 3000

Willard teachers will review assessment data (MAP) to better use the data to modify, revise, and scaffold lessons during Data Dialogues and department pullout days with the Instructional Coach. Willard will also use the support from curriculum specialists to support all math teachers in aligning curriculum, instruction, and assessments to focus on student proficiency. The district curriculum specialists will also provide on-going modeling and feedback to math teachers on data driven instruction and collaborative lesson planning. Willard also gives students the opportunity the implementation of elective courses that allow for ongoing math exploration and opportunities to apply critical skills and knowledge. Teachers/students will also have field trip opportunities through the year that align academically with math instruction. 500

Teachers will be provided the necessary trainings/supports such as:

- Professional development training for teachers from each grade level such as training for CPM (College Preparatory Math)
- Provide training/workshops regarding the integration of technology standards with the SBE approved text.
- Provide release days and PD days to train all mathematics teachers to fully implement the core instructional materials, strategies, and technology.

- Offer annual GATE training for math teachers.

Provide coaches that will offer additional, high-quality professional development in mathematics that is

- Aligned with the comprehensive instructional program
- Designed to successfully improve in math instruction
- Additional teacher time to meet and plan with the Principal and Department Chairs
- Release time for teachers to work on the alignment of the CCSS to their instructional programs.
- Support for

Teachers will also be provided the following:

- Time to review assessment data and use the data to modify, revise, and scaffold lessons during Data Dialogues
- Training in strategies that help develop academic language and improve students' thinking skills
- Support for all math teachers in aligning curriculum, instruction, and assessments to focus on student proficiency

Teachers will access MARS tasks (Common Core based assessments) and Problems of the Month to support the development of problem solving skills.

Teachers use standard-aligned texts and district adopted curriculum (CPM) to support appropriate materials and instruction.

Students use DESMOS and other math applications that are installed in each students' technology.

Maintain STEM lab to enrich and enhance the core, standard-based instructional program.

Math teachers will participate in the Saturday WIN Program to provide students in all grades enrichment in order to increase achievement on standardized tests.

Provide all students with the opportunity to participate in Math Metric Day.

Recruit teachers and students to participate in STEM Labs, Pi Day, and Math Field Day in order to increase interest, apply math knowledge and improve achievement in Math-related activities.

Incorporate electronically-based instructional tools to provide students a greater understanding of math concepts. Teachers will use specialized tools and features such as the graph builder and equation editor to make lessons visual and interactive.

Provide access to training/workshops for Smart Math lessons to use with Smartboard technology.

Provide students with access to a computer lab which contains a variety of instructional software. (This can go into goal 1)

Ensure that supplementary technological resources are operational for instructional use at all times. (This can go into goal 1)

(Tier 2)

AVID tutors will be hired to assist as mentors to students in their Math and ELA classes while a teacher is present. They will be able to work with students one-on-one to assist them with concepts they are having difficulty with. Willard will also wook on providing tutoring before, during luch and after school. Students will also have the opportunities to participate in the Saturday WIN Program to provide students who have chronic absences or have become disengaged in their academics in order to increase their achievement in class and standardized assessments.

(Tier 3)

SSTs, 504s, IEPs, Checkin-out
Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Students who continue to struggle will be monitored and may be a part of a check-in/check-out program and/or a referral for a 504 or IEP.

Total Expenditures	3,500.00
Grand Total	286,575

Goal 5 - Content Area Goal: -

LCAP Goal

School Goal:

Total Expenditures	
Grand Total	286,575

Goal 6 - Parent Engagement - 3,135.00

LCAP Goal
Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

School Goal:
Willard Intermediate School will promote, develop, and nurture positive relationships with parents, students, staff, business partners, and community members in order to improve student achievement in all areas.

(Tier 1)

1000

The Wellness Center at Willard will be a place for Family and Community Engagement (F.A.C.E) through more opportunities for involvement in school. Parents and the community can find information and resources such as: community resource information, school information, educational workshops and meetings for parents, computer access for parents and Aeries Parent Portal training/assistance, volunteer opportunities, and parenting classes such as "Children's Support and Parenting Program: Parent Project." Parents will also continue to be informed and educated on critical issues with school-wide and individual meetings, conferences, letters, and phone calls to promote ongoing communication among parents, students and staff.

1000

1000

135

Willard will continue to inform parents about activities, school information, and other opportunities through regular scheduled meetings and events such as:

- LCAP Meetings to more fully understand the needs of our students and Willard families
- Monthly Parent classes i.e. Parenting, Computer and Internet access, Academic success plan,

English instruction, Healthy Families, Gang Awareness, etc. based upon Needs Assessment Surveys and Principal Chats
- Parent Leadership training provided to involve more parents in School Site Council, ELAC/DELAC, Superintendent's Parent Cabinet and other parent groups.
- Partner with Orange County Labor Federation.
- Parents, students, and staff participation in campus beautification projects and events.
- Parents are informed about local events to encourage learning outside of the school day. Some examples of this are free days at Bowers Museum, Public Library Events, Engage 360 related events and OCTAC art and music classes.
- Participate in the Willard Neighborhood Task Force to align community's needs with the school needs.
- Participate in the School Choice Fair to educate the community about the positive programs and activities at Willard.
- Community members and local business owners/workers are invited to participate in Willard's informational career day.
- Partner with the a community member and/or business owner to be the principal for the day at Willard.

Collaborate and partner with OCCTAC: Art classes for parents in the evenings.

Parent Training

- Train parents to become more effective advocates for their children
- Increase awareness of the importance of school for their child's future
- Give parents the knowledge to set high expectations
- Teach parents to navigate the educational system
- Parent Volunteer T-Shirts
- Art integration lessons with parents
- Drug education and other discipline issues
- Organize, plan and hold parent technology workshops and art classes.
- Provide classes for parents and community members to learn and share nutrition information.
- Sustain participation of students and families in an after-school health, nutrition and physical fitness program to promote healthy lifestyles that lead to higher achievement in Physical Education classes.
- Hold LCAP meetings and provide parents surveys, using the results to shape our school site plan.
- Drug education and other discipline issues
- Drug education and other discipline issues

Develop relationships with institutions of higher education, foundations, businesses, and other organizations to support student-centered programs.

- Specifically working with UCI to study our data and help determine what is working and what needs improvement.

Extra Duty for classified staff to provide childcare during parent meetings.

(Tier 3)

Parents of students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to a community or restorative practice intervention specialist that has been hired to assist with improving student behavior and to assist with other social/emotional issues students may have. The Project Kinship (PK) provider will work along side the school psychologist, teachers and parents to support the needs related to the student's social-emotional health. Students and parents receive mentorship, encouragement, anger management, or can participate in restorative circles.

Total Expenditures	3,135.00
Grand Total	286,575

Funding by Goal

Goal	Total Expenditures
Goal 1- School Climate	222,741.00
Goal 2 - English Language Arts	12,500.00
Goal 3 - English Learner Progress	50,100.00
Goal 4 - Math	3,500.00
Goal 5 - Content Area Goal	
Goal 6 - Parent Engagement	3,135.00

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.8 Approval of Subscription Agreement between Ellevation Inc., LLC for Period of December 1, 2019 through November 30, 2020.**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	Yes
Dollar Amount	$277,056.00
Budgeted	Yes
Budget Source	Title III Funds
Recommended Action	Approve the agreement with Ellevation Inc., LLC for the period of December 1, 2019, through November 30, 2020
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.14 - Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers. SERVICES 1.14001 English Learner Support

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Subscription Agreement between Ellevation Inc., LLC for Period of December 1, 2019, through November 30, 2020

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, K-12 Teaching & Learning

PREPARED BY: Nuria Solis, Director, English Learner Programs & Student Achievement

ITEM SUMMARY:

- Web-based program that streamlines the Title III EL and Reclassification monitoring requirements
- Provides individualized data and targeted instructional strategies to meet needs of current and former English Learners and RFEPs
- Facilitates the 4 year RFEP monitoring process
- Contract Starts: December 1, 2019
- Contract Ends: November 30, 2020

BACKGROUND INFORMATION:

The Title III, Language Instruction for English Learner and Immigrant Students Act, requires school districts to support the academic progress of EL and RFEP students to ensure they are meeting the challenging state academic standards. The Ellevation Platform is a web-based software program specifically designed for ELL educators and the English language learners they serve. The platform enables all of our English Learners, Long Term English Learners, and Reclassified Fluent English Proficient students to be monitored and reviewed digitally in one platform. Ellevation streamlines the reclassification process into a user-friendly experience for administrators and teachers and provides resources to share with parents. Ellevation also

includes research-based instructional strategies for classroom teachers they can integrate into their exisiting lesson plans and curriculum to help them meet the needs of all our English Learners and reclassified students. The Ellevation program was presented to elementary and secondary school staff and site Administrators on four separate dates from May to August 2019. The program received overwhelmingly positive feedback at all four meetings from stakeholders.

RATIONALE:
Ellevation will support Santa Ana Unified School District with Federal Program Monitoring (FPM) by digitally streamlining reclassification and the EL and RFEP monitoring processes. Classroom teachers will be able to effectively differentiate instruction and embed language development in all content areas with EL best practices via Instructional Strategies.

FUNDING:
Title III Funds

RECOMMENDATION:
Approve the agreement with Ellevation Inc., LLC for the period of December 1, 2019, through November 30, 2020

File Attachments
Santa Ana Unified Board Proposal Documentation(2)_9-2019.pdf (403 KB)
CA_Impact.pdf (907 KB)
Ellevation Time-Savings.pdf (439 KB)
ELL Strategies and Research Doc v4.pdf (1,518 KB)
Sole Source Santa Ana USD.PDF (41 KB)
SantaAnaUSD_EllevationPlatformProposal_Updated 10-3-19.pdf (22 KB)
SantaAnaUSD_EllevationStrategiesProposal_Update10-3-19.pdf (23 KB)

Exhibit A

Purpose, Rationale, Customer Footprint, Professional Learning and Statement of Work

Santa Ana Unified School District Proposal

Statement of Purpose

The Ellevation Platform is a web-based software solution specifically designed for ELL educators and the English language learners they serve. Ellevation helps educators enhance instruction, save time, and improve collaboration. Ellevation provides district administration and classroom teachers with key data regarding English Learners. The platform enables all of our English Learners, Long Term English Learners, and Reclassified Fluent English Proficient students to be monitored and reviewed digitally in one easy to use platform. Ellevation streamlines the reclassification process into a user-friendly experience for administrators and teachers and provides resources to share with parents. Ellevation also includes research-based instructional strategies for classroom teachers to help them meet the needs of all our current and former English Learners. Strategies is an easy to use tool that allows teachers of any grade or subject area can easily integrate into their existing lesson plans and curriculum. By providing additional opportunities throughout the lesson for students to read, write, listen, and speak, Ellevation Strategies ensures that students build language and access rigorous grade-level content at the same time.

Rationale

Ellevation will support Santa Ana Unified School District with Federal Program Monitoring (FPM) by digitally streamlining EL processes. Classroom teachers will be able to effectively differentiate instruction and imbed language development in all content areas with EL best practices via Instructional Strategies

Customer Footprint

Ellevation currently supports over 750 Districts nationally, 100 of which are located in California. These districts are distributed across various geographic regions and have varying District and EL sizes. As a point of reference, Ellevation currently supports 6 of the 10 largest school Districts across the US. Districts like Miami-Dade, Broward County, Dallas ISD, Houston ISD. In the table below, we have included District size for our largest national districts and our largest CA districts. As this demonstrates, we are well positioned to serve a district of the size and scope of Santa Ana Unified.

District Name	EL Count	District Name	EL Count
Dallas ISD, TX	69,000	San Bernardino City, CA	9,600
Miami-Dade County, FL	63,000	Bakersfield City, CA	7,600
Houston ISD, TX	58,000	Corona Norco, CA	6,800
Broward County, FL	28,800	Oxnard, CA	6,700

Hillsborough County, FL	24,400	Moreno Valley, CA	6,100
Charlotte-Mecklenburg, NC	18,500	Riverside, CA	5,800
		Saddleback, CA	5,100
		Colton, CA	4,200

Professional Learning
Effective professional learning that results in changes in teacher practice and improvements in student learning outcomes is collaborative, job-embedded, and sustained over time. For that reason, Ellevation is committed to thoughtful and strategic long-term planning that leverages the vision and priorities of our partners to ensure high quality training and development for administrators, teachers, and specialists.

District partners engage in professional learning that is blended and sustained over the course of a year. The professional learning pathway includes understanding how to both use and implement Ellevation, aligning to district curriculum, developing the knowledge and skills of all teachers, and providing ongoing support. To that end, Ellevation recommends the following Professional Learning Approach.

District:
- **Identify** the greatest areas of **need** to better support campuses and teachers.
- **Plan opportunities for learning and training** (dates/times) that are documented in a Professional Learning Plan and communicated across campuses.
- **Train key district leaders and coaches** who support campuses with Ellevation

Campus
- **Train campus principals** on Ellevation to ensure engagement and usage at the campus level.
- **Train campus teams** on Ellevation and how to train/support their colleagues to utilize Ellevation within their daily data instructional planning.

Classroom
- **Campus trainers facilitate/share learning** during PLCs, grade-level/dept. meetings (or another identified time period) on Ellevation and how to utilize Ellevation within their daily planning.
- **Teachers engage in continued learning** through the use of Ellevation Academy, collaborative conversations with peers, and the ongoing Ellevation community.

Suggested Professional Learning Plan
In order to meet the needs outlined by Santa Ana USD, there are 6 days of professional learning in the contract. Below is a suggested professional learning plan for the first year of implementation in the District.

Date	Training Duration	# of Participants	Session Type	Target Audience
Jan 2020	2 - 3 hour sessions	60	Introduction to the platform and awareness building session for campus administrators.	Campus Admins
Jan 2020	1 - 6 hour session	30	Ellevation Basics for campus specialists with emphasis on monitoring	Teachers on Special Assignment
Jan 2020	1 - 6 hour session	30	Ellevation Basics for campus specialists with emphasis on monitoring	Teachers on Special Assignment
March 2020	2 - 3 hour sessions	60	Training on reclassification process within Ellevation	Teachers on Special Assignment
August 2020	1 - 6 hour session	30	Ellevation for new users - focus on basics and monitoring	Teachers on Special Assignment
October 2020	2 - 3 hour sessions	60	Training on reclassification process within Ellevation	Teachers on Special Assignment

Included in the proposals is also the optional Strategies module. If the District elects to move forward with Strategies, then we would recommend the following additions:

Date	Training Duration	# of Participants	Session Type	Target Audience
March 2020	1 - 6 hour session	30	Address skills to leverage Ellevation Strategies and understand how to integrate language development into content.	Campus Appointed Individual
May 2020	1 - 6 hour session	30	Build understanding of our instructional framework and familiarity with Ellevation tools that can be used as part of the instructional planning cycle.	Curriculum & Instruction
Sept. 2020	1 - 3 hour session	30	Deepen content knowledge and provide support on best-practices for embedding Ellevation Strategies in ways that will lead to deep sustained usage.	Campus Appointed Individual

Post Training Support

In addition to face-to-face training, Ellevation offers a variety of options that help educators to continue their learning and get the support needed to meet initial objectives, successfully use additional tools and features, and ultimately master the use of Ellevation.

- **Ellevation Help Center** is an easy and fast way to get your questions answered. All Ellevation users can submit a ticket to our Help Center or by emailing support@ellevationeducation.com. For more details on the Help Center and response time, please see the Support Plan for your district.
- **Ellevation Resource Center** offers hundreds of How-To articles to help Ellevation users get the most out of Ellevation.
- **Ellevation Academy** encompasses both asynchronous (on-demand courses) and synchronous courses (Webinars: Instructor-Led and Recordings) to support ongoing learning.
    - **Webinars** hosted at convenient, regular intervals over the course of the year. Users engage in a live instructor-led environment with other districts. Example webinars include: reclassification support, generating parent letters, etc.
    - **On-Demand Learning Courses** which provide self-guided exploration and practice with Ellevation through a variety of micro-learning (3 minutes or less) and macro-learning (lengthier and include concepts and practice].
- **Ellevation Community** provides ELL educators with opportunities for professional learning via podcasts, articles, social media and more.

Statement of Work-1

Santa Ana Unified School District

Submitted by:

Ellevation Inc.
PO Box 961870
Boston, MA 02196

The information in this Customer Statement of Work shall not be disclosed outside the District. Customer shall have the right to duplicate, use or disclose the information to the extent provided in the Agreement. This restriction does not limit the right of Customer to use information contained in the Customer Statement of Work if it is obtained from another source without restriction.

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I. Overview

This Customer Statement of Work ("SOW") is made pursuant to the Service Agreement to which this is attached and is between Ellevation and Santa Ana Unified School District ("Customer"). This Customer Statement of Work #1 collectively referred to as the ("SOW-1") shall describe in detail the scope of the Services for the next period of the Agreement term. The products and Services to be provided by Ellevation pursuant to this SOW-1 and the Agreement are sometimes referred to herein collectively as the "Program." The term of this SOW-1 shall align with the Service Agreement with which this document is attached.

II. Introduction and Purpose

The purpose of this implementation SOW-1 is to outline the process, approach, and completion criteria for each phase and step of the implementation of Ellevation. This document also covers the roles and responsibilities of the Ellevation Implementation Team and the Customer in each step of the Ellevation implementation process. The implementation process for each Customer consists of a project that has a beginning and an end with the expectation that the project will implement core data and functionality for the Ellevation solution.

Successful implementation of new software requires proven management and methodology. Ellevation provides a comprehensive package of services delivered by an experienced team of education experts designed to ensure the Ellevation platform meets the Customer's unique needs and expectations.

Ellevation has implemented software systems in over 700 school districts and has leveraged this experience to develop a proven implementation methodology and process. Ellevation's Partner Success Organization (PSO) utilizes a six-phase implementation process with clearly defined steps, deliverables, and timeframes to deploy Ellevation. An overview of the implementation process is delineated below:

Our implementation process is based on success, building on a collaborative relationship between our Customer and our Partner Success Organization. Your Ellevation Engagement Director (ED) will play a key role in leading implementation, ensuring a successful training, and providing ongoing support to

ensure that educators can maximize the use of Ellevation to enhance their work with English Language Learners. The ED will provide direction, oversight, communication, and project execution to support both the Ellevation team and your District team in moving the project forward.

Your Ellevation Implementation Manager (IM) will work closely with the District and be their liaison to Ellevation during the implementation. The IM is the main point of contact for day-to-day project activities and will help the Customer connect to other Ellevation services and support, while also providing project planning and product specialist consulting.

Please read through this SOW entirely to gain an understanding of the expected implementation process, Ellevation deliverables, and Customer responsibilities. The phase of implementation is delineated for each step of the process.

III. Customer Goals

Rosalinda Galvez and members of the Santa Ana Unified School District team articulated the following goals for the implementation of Ellevation:

1. Digitize and streamline current reclassification workflow to ensure fidelity in the process
2. Create Progress Monitoring Views in alignment with existing Reclassification Exit Criteria to inform progress
3. Through Progress Monitoring views, district will expeditiously identify individual student gaps, making an emphasis on personalizing instructional intervention for each student
4. Digitize Teacher Input & RFEP Monitoring forms with tracking and accountability dashboard to ensure 100% response from all EL Educators based at each site
5. Digitize Parent Notification letter process to expeditiously generate letters targeting appropriate students: Qualifying, Not Qualifying and Ready to Reclassify in an efficient manner - already professionally interpreted in 34 languages
6. Monitor and Track students ready to reclassify which should inform and provide clarity on reclassification rates and pipeline to reclassify
7. Provide educators with the information and data needed to make decisions and document instructional paths for English Learners.
8. Unify EL student data in one place, including testing data, accommodations, and demographics.
9. View historical information on each student, enabling educators to see trends and important information that can inform instructional decisions.
10. Enable better communication among district staff, site administrators, and classroom teachers to ensure that educators have concrete and actionable information about each EL they serve.

IV. Plan Phase - Project Initiation and Planning

During the Plan Phase of the project, the Customer will have the opportunity to review the project plan and confirm their implementation goals and priorities.

Key Tasks:

Items	Description
Facilitate Pre-project Planning Meeting	Conduct a pre-project planning meeting to confirm a start date for the implementation, review the Data Toolkit and facilitate a meeting with the District regarding data integration, and arrange a kick-off meeting with the Customer.
Receive Initial Data Load	District provides Aeries API Key; Ellevation extracts data from API for student, staff and schedule.

Approach:
Soon after the sales process is completed, an Engagement Director (ED) and Implementation Manager (IM) will be assigned to the District and they will reach out to conduct a pre-project planning meeting. This pre-project planning meeting is designed to introduce the Customer to the implementation objectives, scope, process, tools, and timeline. A project kick-off date will be established during this planning meeting and must be confirmed by the Customer and Ellevation. This first meeting will help both the Customer and Ellevation prepare for the project kick-off meeting and is designed for key Customer stakeholders only.

In order to set the project up for success, Ellevation prioritizes loading the necessary Student Information System (SIS) data in which the platform is grounded. Therefore, we will begin the process of integration of data sources and the automation of data transfers between the Customer SIS and the Ellevation database. A common term for this procedure is Extract-Transform-Load (ETL) since those are the tasks required to take data from one system and place it into a different data format suitable for loading into a second system.

There are several key steps in this process:

- Extraction - The identification and export of data from the Customer SIS via the Aeries API for staff, schedule and student data.
- Transformation - The organization and formatting of data from the Customer SIS to match the Ellevation requested format and syntax.
- Loading - The importation of SIS data elements into Ellevation.

As part of this process, Ellevation will work with the Customer to obtain the required data from their SIS to Ellevation. In addition, the Ellevation IM will review Ellevation's process for loading ELP test data, standardized assessment data, course grades, and enabling Clever SSO. Ellevation agrees to support Clever Single Sign On for access to the product but not for rostering.

Ellevation Responsibilities:

- Conduct a pre-project planning meeting, including a review of the following:
    - Ellevation's data requirements and processes for SIS data loads.
    - Test data requirements.
    - Process for which to receive SFTP credentials to send standardized tests and grades.
    - Confirm agenda and logistics for the kick-off meeting.
- Provide SFTP credentials for secure file transfers.

- Validate access to District Aeries API instance and required data tables.
- Evaluate initial student, staff and course schedule data from Aeries; provide data-related clarification questions to District.
- Approve Clever application(s) for District .
- Validate Clever SSO connection for end users.

Customer Responsibilities:

- Identify Customer Implementation Project Lead to work with Ellevation throughout each phase of the implementation project and serve as the principal point of contact for the duration of the project.
- Identify other Customer project team members to assume each of the following roles and delegate work as necessary (multiple roles may be fulfilled by a single person):
    - Product Manager (ELL Program Expert)
    - Data Services (Data and Technology Contact)
    - Training Coordinator
- Review initial project documentation.
- Attend the pre-project planning meeting and establish an agreed upon project start date
- Agree to attend all additional required mutually scheduled meetings.
- Provide credentials to access Customer's instance of the Aeries API and provision access to required Aeries tables.
- Review initial data file evaluations completed by the Ellevation data team and clarify outstanding questions.
- Request Clever application and identify pilot users for Clever SSO testing.

Completion Criteria:
The Plan Phase will be considered complete when the pre-project planning meeting is completed, initial data have been received via API, initial validation of data are complete and the Discover phase of the project has started.

V. Discover Phase - Project Kick-off and Program Review

During the Discover Phase of the project, the Customer will have the opportunity to meet the Ellevation Team, build a greater understanding of the implementation process, and begin a collaborative effort to implement Ellevation in the District.

Key Tasks:

Items	Description
Conduct Kick-off Meeting	Conduct an onsite kick-off meeting with the Customer Implementation Project Lead and key stakeholders.
Review Implementation Process	Provide an overview of the platform and introduce the process of configuring the Customer's instance of Ellevation.

Facilitate Discovery Sessions	Facilitate discovery session focused on understanding current Customer program, additional data needs, and training practices.
Receive English Language Proficiency (ELP) scores	Receive and import data for ELPAC Initial and Summative assessment data via Aeries API. (Ellevation will automate the import of these scores from the Aeries API.)
Receive State Standardized Test Scores	Review standardized test file formats and import scores needed to support the reclassification process. (Customer will send these items via SFTP for Ellevation to import each grading period.)
Receive Grade Files	Review course grade file formats and import scores needed to support the reclassification process. (Customer will send these items via SFTP for Ellevation to import each grading period.)

Approach:
The Ellevation Implementation Team will facilitate an onsite kick-off meeting with the Customer Implementation Project Lead and key stakeholders to establish responsibilities, milestones, training, and a basic project timeline. Initial discovery and planning discussions will be conducted as part of the project kick-off.

The Ellevation Implementation Team will also conduct a series of discovery sessions focused on understanding current customer practices. In preparation for future design meetings, the implementation team will also provide a high-level overview of the following information:

- Ellevation's data requirements and processes for ELP and State Standardized Test scores
- Set-up process and program components
- Training and deployment planning process

Ellevation Responsibilities:

- Facilitate project kick-off meeting.
- Demonstrate key features in the Ellevation platform.
- Review all discovery forms and supporting documents with the Customer Implementation Lead.
- Conduct Clever SSO consultation meeting if required.
- Configure automated feed of ELP Scores from Customer Aeries API.
- Load standardized test and course grade files from SFTP.

Customer Responsibilities:

- Attend project kick-off meeting and participate in discovery sessions.
- Complete all required questionnaires.
- Manage and understand change management practices within the District throughout the project.
- Begin to consider the marketing and rollout of Ellevation.
- Provide standardized test and grades via SFTP.

Completion Criteria:
The Discover Phase will be considered complete when the project kick-off meeting has concluded, a review of the Discovery Questionnaires have been completed, and has submitted their completed forms to Ellevation.

VI. Design Phase - Platform Configuration and Admin Confidence

Platform Configuration:

During the Design Phase of the project, the Customer will have the opportunity to work jointly with the Ellevation Implementation Team to configure the Ellevation platform to meet the unique needs of their District program. Throughout this phase, we take a learning-by-doing approach where we structure the learning in such a way that the customer is able to build confidence in their ability to configure the platform and ensure that it is done in a way that sets the District up for long term success.

Key Tasks:

Items	Description
Conduct Design Meetings	Schedule and conduct design and set-up consultation meetings to review general platform settings.
Gather Configuration Elements	Gather key Customer information necessary for the configuration of the Ellevation platform.
Build Admin Confidence	Provide opportunities for District to learn and understand how the Ellevation platform works so that ongoing configurations and maintenance can be supported by the District.

Approach:
The IM will work with the Customer to configure their instance of Ellevation according to the decisions made during database design consultation meetings. A sample of the platform settings that will be discussed during the Design Phase is outlined in the table below:

Platform Settings	Description
General	Configure general information about your LEA code and school start and end dates.
Designations	Customize the terms you use to refer to the statuses of ELL students (Exited, Never Identified, etc.)
Reports	Customize reports; e.g., titles, subtitles, footers, and report signature lines.
Tests	Add custom tests and show/hide tests that you currently use.
Classroom Modifications	Customize teaching strategies that can be suggested to regular classroom teachers to use in instruction.
Testing Accommodations	Add state testing accommodations that students can use on standardized assessments.
LEP Services	Add service types that are provided to students.
Parent Letters	Configure parent letters with district-specific data.

Monitoring	Customize monitoring forms to use when documenting monitoring activity for exited students.
Meetings	Create meetings and customize each aspect of meeting content.
Goals	Create a district goal bank, change progress status options, and set restrictions on the use of goals.

Ellevation Responsibilities:

- Conduct sessions focused on database set-up and design.
- Review all district provided forms and documents with the Customer Implementation Lead.
- Make best practice recommendations for the configuration of Ellevation.
- Review Permissions Matrix and process for User Management.

Customer Responsibilities:

- Attend all configuration consultation sessions.
- Collect documents to assist with the configuration of Ellevation.
- Provide for and make decisions to allow all required set-up items to be configured.
- Work jointly with Ellevation to configure and validate general platform settings.

Completion Criteria:
Configuration will be considered complete when the sample standard Ellevation general settings elements (as required for each specific Customer) have been configured. Items that do not require configuration will be considered complete when the Ellevation IM has explained the functionality.

VII. Qualify Phase - Complete Data and Configuration Validation

During the Qualify Phase, the Customer will have the opportunity to work closely with the Ellevation Implementation Team to perform Quality Assurance (QA) to ensure that the data and configurations in Ellevation are optimized for training and deployment. In addition, Ellevation agrees to provide the District with availability to access data loaded to Ellevation via CSV file exports directly from the platform.

Key Tasks:

Items	Description
Conduct Data Configuration (DC) Workshop	Conduct DC Workshop with key stakeholders to confirm that the Customer database has all the needed student data imported including assessment data and student information.
Facilitate Platform Configuration Validation (CV)	Facilitate Platform CV Workshop with key stakeholders to confirm that the Customer database has been set up correctly and that all configurations meet the needs of the District.

Ellevation Responsibilities:

- Provide Data Validation Checklist.
- Schedule and facilitate DC Workshop.
- Schedule and facilitate CV.
- Work jointly with Customer to validate data, and to correct any inconsistencies identified during the DC Workshop.
- Provide Export Wizard functionality to the District to access items loaded into the product.

Customer Responsibilities:

- Participate in DC Workshop, and record any data or configuration inconsistencies on the DCT Checklist.
- Work jointly with Ellevation to validate data and platform configurations.
- Verify that all information is exporting from the Export Wizard within Ellevation.

Completion Criteria:

This Qualify Phase will be considered complete when Customer has validated their data, and confirmed that the configurations are completed to meet the needs of the District.

VIII. Deploy Phase - Training

A critical component of the Ellevation deployment is to provide product education to new users to help them become competent and effective users of the Ellevation solution. This involves both Customer-designed processes and procedures as well as Ellevation-directed implementation planning and product training. During the Deploy Phase, the Customer will have the opportunity to celebrate the culmination of their work to implement Ellevation and deploy the platform to users in their District.

Key Tasks:

Items	Description
Plan for Professional Development	Facilitate meeting focused on goals for training and use of the main Ellevation platform and ensure District goals will be met utilizing the professional development roll out plan.
Deliver Training	Schedule and deliver initial Ellevation product training.

The Ellevation Engagement Director and the Training Solutions Manager (TSM) will work with the District to facilitate the scheduling of training sessions. As sessions are hands-on, each specific session can have up to thirty (30) participants. We recommend training sessions to be held in a computer lab if at all possible. All sessions are available as onsite sessions, and most sessions can be delivered via online instructor-led courses.

Ellevation Responsibilities:

- Engage in discovery with the District in order to make sure that District requested topics are covered in training sessions.
- Provide users with the appropriate information to understand the overall purpose and components of the Ellevation solution.
- Facilitate discussion focused on training and deployment goals.
- Schedule and deliver Ellevation training sessions.

- Schedule and conduct a training debrief to address concerns from training and ensure quality user experience.

Customer Responsibilities:

- Identify appropriate persons to participate in training.
- Collaborate with Ellevation to determine the best approach for planning and monitoring the fidelity of implementation of Ellevation.

- Complete the scheduling of Ellevation training by providing dates at least four (4) weeks in advance of training or coordinating directly with the ED and/or TSM.
- Review training needs and assign Customer stakeholders and staff for training sessions as needed.
- Attend training events and coordinate staff to ensure attendance at all training sessions.

Completion Criteria:
This Deploy Phase will be considered complete when Ellevation initial product training sessions have been scheduled with Ellevation and Customer, the professional development roll out plan has been created and the initial training sessions have been delivered.

IX. Support Phase - Ongoing Support

During the Support Phase, the Customer will have the opportunity to begin working directly with Ellevation's Product Support Team to ensure that ongoing needs are met. The Ellevation Engagement Director will continue to support the DIstrict through the duration of the contract year one (1) by monitoring usage and strategic thought partnership to ensure adoption of the Ellevation platform.

Key Tasks:

Items	Description
Review Ellevation Implementation Manual	Review completed implementation manual and set-up checklist and come to an agreement that each item was completed.
Increase User Engagement	Continue focus on meeting implementation and deployment goals.
Finalize Ellevation Support Plan	Provide an overview of the support Ellevation provides to partner districts.
Transition Partner to Ellevation Product Support	Confirm completion of the implementation project of Ellevation and introduce District to Ellevation's Product Support Team.

Approach:
At the conclusion of initial product training, the Ellevation ED and IM will complete and review the Ellevation implementation manual and checklists. Ellevation will review any outstanding items with the

Customer and complete those identified areas before implementation completion. The Ellevation ED and IM will continue regular monthly status meetings with the Customer for the remainder of contract year one (1). A key focus of these meetings will be a discussion of usage and adoption of the Ellevation platform.

Once all initial implementation goals have been met, the Customer will be introduced to the Product Support Team. The Product Support Team will become the key point of contact for day-to-day product questions or issues. The Ellevation Engagement Director will continue as the key point of contact for Customer escalations and ongoing engagement with the platform.

Ellevation Responsibilities:

- Review the Ellevation implementation manual and checklists with Customer prior to implementation completion.
- Finalize Support Plan.
- Introduce Customer to Help Desk Support Team.
- Schedule and conduct monthly status meetings with Customer.
- Monitor product usage and engagement. Discuss metrics with Customer on a regular basis.

Customer Responsibilities:

- Review and agree to final Ellevation implementation manual and checklists prior to onboarding completion.
- Attend monthly status meetings.
- Monitor product usage and engagement according to Customer training and deployment goals.
- Continue to work with end users to deepen the rollout of Ellevation and the use within the District.

Completion Criteria:

This Support Phase will be considered complete when Ellevation delivers the final Ellevation implementation project checklist, provides recommendations for future planning and events, and formally transitions the Customer to Help Desk Support.

Appendix A: General Assumptions

1. An Ellevation Implementation Manager and Engagement Director will be assigned based on confirmed start date and will be available for completion of implementation items as outlined in this Customer Statement of Work.
2. Implementation services, beyond the initial onsite project kick-off and discovery meetings, will be delivered remotely as a standard.
3. Customer must identify a designated Implementation Project Lead before the project kick-off meeting. This person will be Ellevation's primary implementation contact and must be available throughout the duration of the implementation effort. This role is generally the same person who will become the primary Ellevation Site Administrator.
4. Customer will comply with all data format specifications required to load data into Ellevation.
5. Customer will provide data and information requested by Ellevation in a timely and efficient manner.
6. The Ellevation IM will provide the appropriate procedures, guidelines, standards, reference materials, and system/application documentation to the Customer.
7. The Ellevation IM and ED will facilitate access to the appropriate Ellevation personnel necessary to complete the implementation of Ellevation.
8. Upon receipt of Customer training request, Ellevation will confirm training dates within five (5) business days or suggest alternate dates.
9. All Customer data must be loaded and QA'd at least two (2) weeks in advance of Customer training. If data has not been QA'd and validated, Ellevation reserves the right to postpone training. This reflects the importance of training educators using actual and accurate student data.
10. Any changes to the scope or timelines of the project must first be reviewed and approved by the Ellevation ED, IM, and the Customer Implementation Project Lead prior to changes being made to the project plan.

Appendix B: Deliverables Acceptance

This Customer Statement of Work outlines Ellevation deliverables for each phase of the implementation project in the Ellevation Objectives and Completion Criteria sections. Each deliverable will be reviewed and accepted in accordance with the following procedure.

System support and troubleshooting does not apply to these acceptance criteria and will follow standard Ellevation technical support channels.

- Deliverable will be submitted or delivered to the Customer Implementation Project Lead or designated Customer implementation team member. It is the Customer Implementation Project Lead's responsibility to review and accept deliverable as complete.
- Within four (4) business days of completion of each implementation project phase, the Customer Implementation Project Lead will either accept the deliverables or provide the Ellevation IM a written list of objections, if any. If no response from the Customer Implementation Project Lead is received within four (4) business days, then the deliverables will be deemed accepted, unless the Customer requests in writing an extension.
- The Ellevation IM will consider the Customer's objections within the context of Ellevation's obligations within this Customer Statement of Work. Revisions agreed to by Ellevation will be applied at which time the deliverables will be reviewed within four (4) business days and the Customer Implementation Project Lead either will accept the deliverables or provide the Ellevation IM a written list of objections, if any. If no response is received within four (4) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- The process as described in this section shall be repeated as objections are being resolved until reaching a mutually satisfactory conclusion.
- The Customer's objections that are not agreed to by Ellevation will be managed in accordance with the Project Change Control procedures outlined in Appendix C.
- If resolution is required to a conflict arising from Customer's objection to a deliverable, the Customer and Ellevation will follow the Escalation Procedure described in Appendix C.

Appendix C: Project Change Control and Escalation Procedure

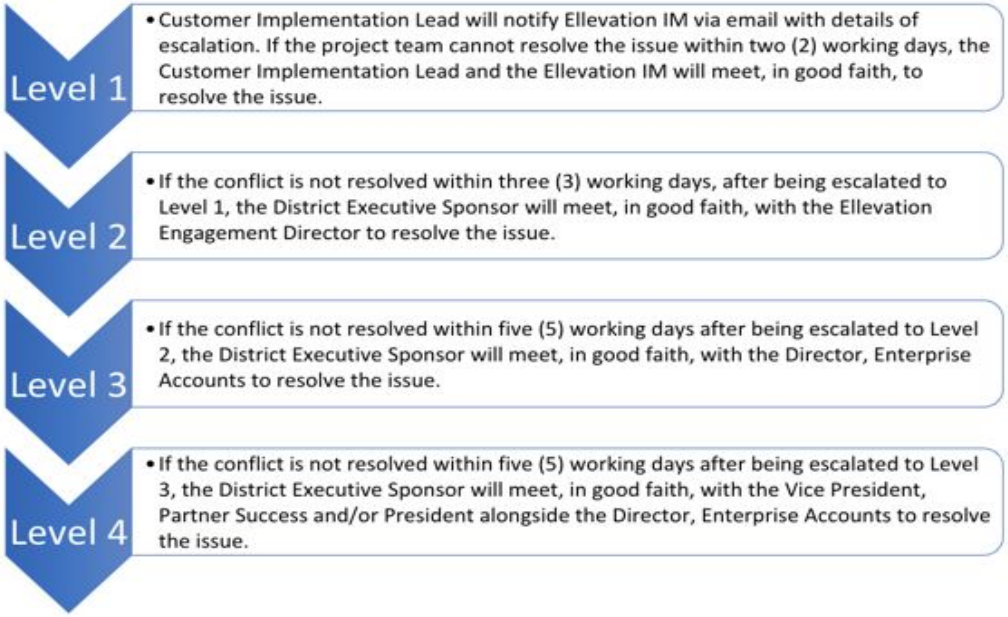
Change Control:

The process below will be followed if additional services or changes to this Customer Statement of Work are required or desired.

- A project Change Order (CO) will be the vehicle for communicating change. The CO must describe the change, rationale for the change, and the effect the change will have on the Program.
- Both the Customer Implementation Project Lead involved and the Ellevation Implementation Manager will review the proposed CO and may either recommend the CO for approval, request further investigation, or reject it. If Ellevation recommends investigation, it will specify any reasonable charges for such investigation.
- A CO must be signed by the authorized Customer Implementation Project Lead to authorize additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required. Change to this Customer Statement of Work through additional addendum will authorize an additional scope and work.

Customer Escalation Procedure:

The following procedure will be followed if resolution is required to a conflict arising during the performance of this Customer Statement of Work. When a conflict arises between the Customer and Ellevation, the Program team member(s) will first strive to work out the problem internally. If a resolution cannot be reached, then the issue should be escalated according to the following procedure:



During any conflict resolution, Ellevation agrees to continue to provide Services relating to items not in dispute, to the extent practicable pending resolution of the conflict. The Customer agrees to continue to pay invoices per the Agreement for items not in dispute.

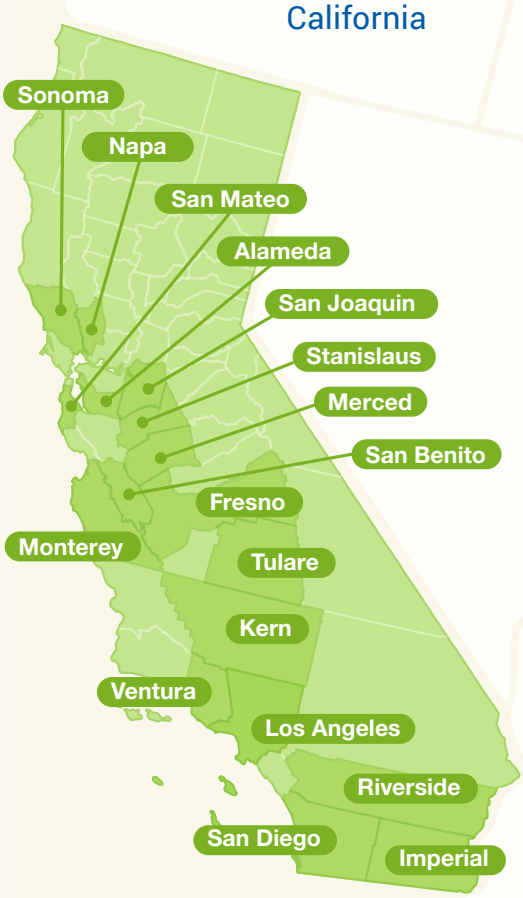
Ellevation in California

From English language (EL) program management to instructional support, Ellevation provides tools for California educators at every level.

470+ School districts served across the country

82,000+ English learner (EL) students in California served

Implemented throughout California



Reclassification: Using Ellevation, Greenfield Union School District was able to identify that 11% of their English Learners were ready for reclassification, an increase of 3% from their largest exit group.

"Ellevation helped our district clean up the reclassification data which enabled us to reclassify students smoothly without any complications.", says Norma De Santos, English Learner Coordinator at Greenfield Union School District

Greenfield realized that simply possessing mass amounts of student data wasn't nearly enough to make sound decisions. To add meaning, organization and accessibility to that data, Greenfield implemented Ellevation, which allowed them to identify needs, modify instruction, and help students successfully exit the program.

Monitoring: Napa Valley USD says "goodbye!" to sifting through hundreds of reports and streamlines monitoring process with Ellevation.

"Ellevation allows me to easily distribute and collect teacher input forms online, giving me a direct line of communication to classroom teachers without having to rely on Principals or APs," says Sarah Williams, Director of Assessment, Achievement and English Learner Services at Napa Valley. *"Now we're able to quickly access our student information, along with their data, and have a more meaningful conversation about what to do next."*

Student Data Analysis: Ellevation allows Claremont Unified School District administrators and program specialists to distribute, collect, and analyze electronic versions of their teacher input forms, ELD report cards and RFEP monitoring forms.

"While our district has access to a couple of really great data analysis tools, they don't house all of the letters, reports, and data views that we need for our English Learner program. Schools had to ask the district for the EL-specific data. This person had this data and that person had that data," Julie Olesniewicz, Director of Educational Services for Claremont Unified School District, shares.

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Shifting from Compliance to Instruction:

An Analysis of Time Savings by Ellevation Districts in Texas

Objective

This white paper explores the following questions:

1. Does the use of Ellevation save educators time?
2. If so, how much time does Ellevation return to educators, and what is the value?
3. What are educators able to do with the time saved by Ellevation?

Ellevation: A Texas Focus

Founded in 2011, Ellevation is a mission-driven software company exclusively focused on English Language Learners (ELLs) and the educators that serve them. To support hardworking educators, we develop solutions to improve instruction, enhance collaboration, and maximize impact so that ELL students can thrive in school and beyond. In Texas, we serve Brownsville ISD, Harlandale ISD, Houston ISD, Plano ISD along with 70 other districts. In aggregate, districts using Ellevation serve more than 20% of the state's English Language Learners.

Research on Time Savings

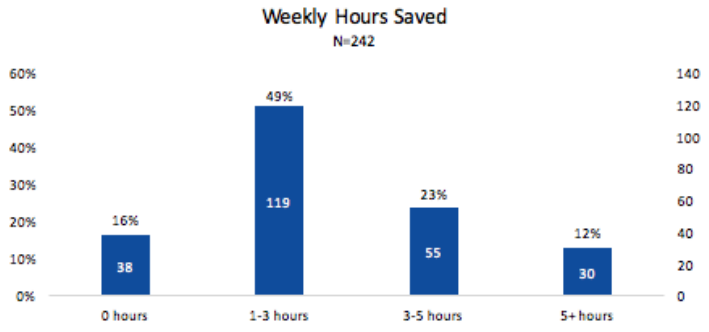
Over the past month, Ellevation has solicited input from educators in two different ways.

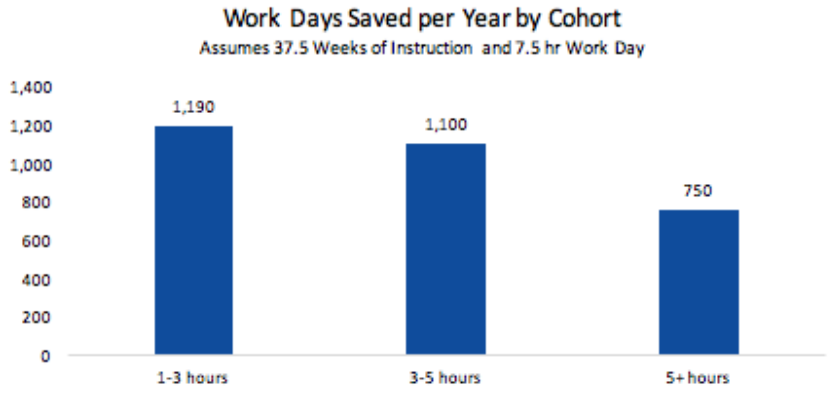
- **Quantitative:** Ellevation conducted an end of the school year survey between the end of May and the middle of June. Two hundred and forty-two Texas educators in districts that have implemented Ellevation responded to the survey and answered questions about time savings.
- **Qualitative:** As a follow up, Ellevation's CEO and other team members spoke with and collected feedback from a small number of district leaders that have implemented Ellevation.

Findings

The following chart shows the distribution of responses by the 242 educators that completed the most recent survey. As illustrated, 84% of respondents report that **Ellevation has saved them at least 1-3 hours per week.**

This data also points at a very large number of workdays saved over the course of a full school year. For example, the 55 educators that expressed a time savings of 3-5 hours a week saved 1,100 instruction days, collectively.





Based on this data, one can extrapolate that an "average" educator working with Ellevation, based on a work week of 7.5 hours and 37.5 weeks per year, **would save over 90 hours in the school year, or more than 12 work days.** These days represent a huge opportunity cost. **Specifically, the time spent on paperwork, compliance, logistics, and more directly reduces the amount of time educators use for instruction, planning, and intervention.**

To validate and illuminate the survey data, we conducted interviews with members of the leadership team in three districts. District leaders reported the following:

- **More Time for Instruction:** With Ellevation, their jobs are changing. Rather than focusing primarily on compliance, they are now able to balance compliance and instruction, and use the compliance requirements to inform where more of their focus is required. An administrator in Waco ISD stated that the time spent on compliance has gone from about 60% to approximately 20%, directly leading to more time working individually with ELLs.
- **Efficiency:** Each district leader noted that during LPAC meetings, educators spend much less time collating documents and finding data and much more time engaged in meaningful conversations about students making informed decisions about intervention, needs, and opportunities. This is particularly meaningful given that districts in Texas using Ellevation conducted over 210,000 LPACs during the 2015-2016 school year.
- **Collaboration:** During the school day, educators report that they spend much less time pulling files and compiling data and have much more time for effective collaboration. The ESL Director in Hays ISD indicated that this means much more time to get feedback from colleagues on action plans and have conversations about students.

Conclusion

School districts and educators must help a growing and very diverse population of ELLs gain content knowledge, consistent with rigorous math and ELA standards, and develop English language fluency. Helping students concurrently learn the language and master the content so that they can transition from ELL status is extraordinarily difficult. The existing compliance and accountability systems are helpful and provide a measurement framework, but they can also can put pressure on time-starved educators. Ellevation streamlines the compliance process so that TX ELL policies work as intended, spotlighting the needs of students so that educators can support them properly. These systems are a foundation and much more is needed to drive change. To do so:

- Ellevation helps districts manage their programs using accurate and reliable ELL data.
- Ellevation helps districts regain a great deal of time, without discarding measurement and accountability.
- Ellevation puts up-to-date and reliable data, and high-quality strategies, in the hands of educators to help inform instruction and drive language acquisition across cohorts of students.

With actionable and reliable data, a deeper understanding of ELLs, best-in-class instructional resources, and an enormous amount of time saved, educators are much better prepared to support language acquisition, content proficiency, and move students to monitoring status in a timely manner.

For more information, contact your Ellevation representative or visit info.ellevationeducation.com/platform-TX.

Ellevation Strategies: Created in Collaboration with Leading Experts

Ellevation Strategies was developed in close collaboration with Ellevation's Instructional Advisory Board including **Tim Boals, Ph.D.**, Executive Director of WIDA, **Jana Echevarria, Ph.D.**, co-author of the SIOP Model, **John Seidlitz**, author and founder of Seidlitz Education and **Jeff Zwiers, Ed.D**, Senior Researcher at the Stanford Graduate School of Education and the Director of Professional Development Understanding Language/SCALE.

"I have been so impressed by Ellevation's focus on impacting instruction in every classroom. It's critical for all teachers to have access to high-quality resources that bring grade-level content, literacy, and meaningful conversation opportunities to English learners, and Ellevation Strategies does just that!" **— Tim Boals**

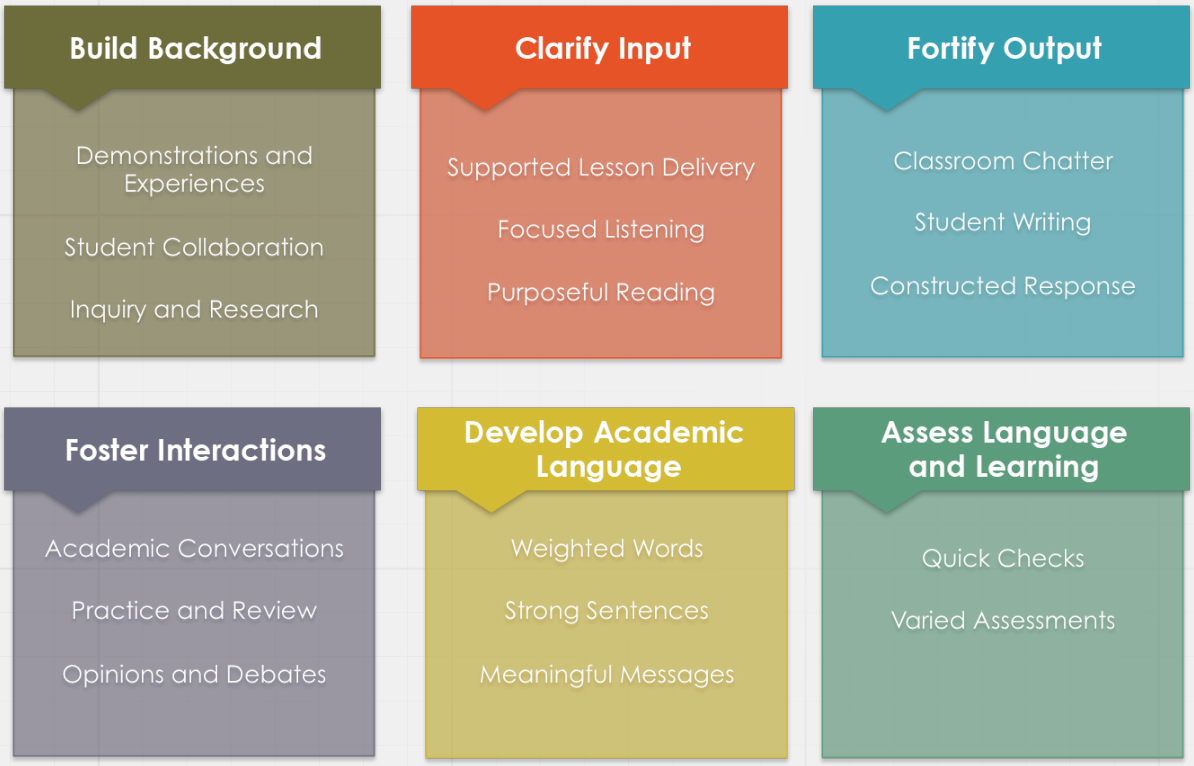
"Ellevation Instructional Strategies reflect best practices for English learners and are research-based. The strategies are presented in a practical, teacher-friendly way so that they can be used effectively during instruction in any grade level. The instructional activities include the elements necessary to improve both language acquisition and content learning, and they address the unique needs, struggles, and gaps in instruction that often affect ELLs." **— Jana Echevarria**

"Ellevation Strategies equip teachers with specific approaches they can use to effectively facilitate academic conversation and writing in content-area classrooms. Ellevation's software is particularly helpful in allowing mainstream, classroom teachers to target instruction to the needs of their English learners by efficiently connecting particular content-area topics to the language levels of their students." **— John Seidlitz**

"Ellevation Strategies has selected and clarified the most powerful teaching strategies for integrating content learning and language development for a wide range of students. Rather than "watering down" learning, rigor, and engagement, these strategies challenge English learners and their classmates to think and use language in authentic ways across disciplines." **— Jeff Zwiers**

Organization of Instructional Framework

Ellevation is organized into a three-tiered framework with six instructional Practices for meeting the needs of English language learners. Each Practice is comprised of three Strategies, or approaches to the Practice. Within the Strategies are our classroom Activities. These activities are non-content specific and can be used across grade levels.



A Practice is a critical instructional focus necessary to meet the linguistic needs of ELLs that reflects the components of planning, instructing, and assessing in the mainstream classroom. An instructional Practice is a vital pedagogical building block in the foundation of high quality instruction for ELLs. It doesn't take place in isolation during one lesson or one unit, but is an overall different way of teaching English language learners. Ellevation has identified and defined six different Practices we find pertinent to best practice for ELLs.

A Strategy is an approach to meeting the unique challenges English language learners face in the classroom - from sentence structure and vocabulary to academic conversations, these teaching strategies will maximize language and content learning for all students. A strategy is a specific approach to a Practice. Strategies could be categorized by the language domain (reading, writing, listening or speaking), by the cognitive task, or the student grouping. Strategies are the responsibilities of teachers to continuously embed into planning and instruction.

An Activity is a strategy in action - a way to enhance content and language for your ELLs by complementing what the instruction that is already in place. An activity is the actual practice and application at the student level. These specific exercises can be written into daily lesson plans. Teachers can focus on different activities within a strategy and Practice to find what best works for their students and content. Activities are the responsibility of teachers to plan for lessons and classroom climate but have roles and actions for students as well.

Foundational Research for Instructional Framework

- Echevarria, J., M. Vogt, and D. Short. 2016. Making Input Comprehensible for English Language Learners: The SIOP MODEL 5th Edition.
- Freeman, D., Y Freeman. 2014. Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, Grammar.
- Gibbons, P. 2015. Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom.
- Gotlieb, M. 2008. Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement.
- Krashen, K. 2003. Explorations in Language Acquisition and Use.
- Rutledge, P. 2011 "Social Networks: What Maslow Misses," Psychology Today.;
- Short, D. & Echevarria, J. 2016. Developing Academic Language Using the SIOP Model.
- WIDA. 2012. The Features of Academic Language in the WIDA Standards.
- Zwiers, J., S. O'Hara, R. Pritchard. 2015. Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.

Other Influential Research

- Beck, I.L., McKeown, M.G., & Kucan, L. 2002. Bringing words to life: Robust vocabulary instruction.
- Celce-Murcia, M. (ed.), Teaching English as a Second or Foreign Language, third edition.
- Chaudron, C., Second Language Classrooms: Research on Teaching and Learning.
- Coady, M., E. Hamann, M. Harrington, M. Pacheco, S. Pho, J. Yedlin, Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform.
- Cummins, J., Language, Power, and Pedagogy: Bilingual Children in the Crossfire.
- Dixon, C. and D. Nessel, Language Experience Reading (and Writing): Language Experience Reading for Second Language Learners.
- Graves, M.F. 2006. The vocabulary book: Learning and instruction.
- Krashen, Stephen D., Language Acquisition and Language Education.
- Schleppegrell, Mary J. and Cecilia Colombi (eds), The Language of Schooling: A Functional Linguistics Perspective.
- Short, D.J., & Fitzsimmons, S. 2007. Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners.

ELLEVATION

Indispensable Tools for Today's ELL Professionals

SOLE SOURCE STATEMENT

Santa Ana Unified School District
1601East Chestnut Avenue
Santa Ana, CA 92701

September 9, 2019

To whom it may concern,

I am an authorized representative of Ellevation Inc. and I affirm that Ellevation Inc. is the sole source supplier, publisher and holder of all copyrights for all items related to the Ellevation subscription-based instructional management and training service.

Subscriptions and support services related to all Ellevation data management and training products are provided only by Ellevation Inc. and are not available through resellers.

We have done extensive market research and confirm there is/are no other like products or services available for purchase that would serve the same purpose or function for the above named product or service.

Please let us know if you have any questions. Our contact information is below.

Sincerely,

Teddy Rice
President and Co-Founder
Ellevation Inc.

Ellevation Subscription Agreement

This Subscription Agreement ("Agreement") is being entered into between Ellevation Inc., having an address at 38 Chauncy Street, Boston, Massachusetts 02111 ("Ellevation") and the Company Name identified as "Customer" below. Customer understands that this Agreement is governed by the Terms and Conditions attached hereto as **Exhibit A**, which are incorporated herein by reference. In the event of any conflict between this Agreement and **Exhibit A**, the terms of this Agreement shall control. This Agreement is effective as of the Subscription Start Date set forth below

Company:	Ellevation Education	Customer:	Santa Ana Unified School District, CA
Representative:	Cynthia Sicairos-Hartley	Contact Name:	Nuria Solis
Email:	cynthiah@ellevationeducation.com	Email:	nuria.solis@sausd.us
Phone:	617-307-5755	Phone:	(714) 558-5501
Address:	38 Chauncy St, 9th Floor, Boston, MA 02111	Address:	1601 East Chestnut Avenue, Santa Ana, CA 92701
Start Date:	12/1/2019	End Date:	11/30/2020

Annual Subscription Fees

Product	Quantity	Unit Price	Total Fees
CA Bundle	16,004	$10.00	$160,040.00
		Subscription Total:	$160,040.00

Services Fees

Product	Quantity	Unit Price	Discount	Total Fees
Getting Started with Ellevation				
* Data & Implementation Services - New Business	1	$20,000.00		$20,000.00
* In-Person Training	6	$3,000.00		$18,000.00
			Services Total:	$38,000.00

Total Investment

Grand Total:	$198,040.00

Invoicing Schedule: Payment Term: Net 30 Contract Term: 12

1 **Definitions.**

1.1 The **"Platform"** is Ellevation's proprietary, Internet-delivered SaaS platform of servers, software and related technology that is hosted, served or managed by Ellevation or Ellevation's third-party service provider, and furnished to Customer under this Agreement. The Platform provides for the ability for Customer to: (1) utilize Ellevation's proprietary data management system for English Language Learners or "ELLs"; (2) access reporting tools related to the productivity and performance of Customer's ELLs; and (3) utilize instructional content for Customer's ELLs.

1.2 **"Customer User"** shall mean any of Customer's authorized users of the Platform.

2 **Services.** Ellevation agrees to deliver the software and perform the services described in any Statement of Work ("SOW") which may be issued hereunder from time to time, and any such SOW are incorporated into this Agreement by reference (the "**Services**").

3 **Fees and Payment.** Customer will pay the Subscription Fees and any related fees, as applicable, as set forth in Customer's Subscription Agreement. All invoices are payable within thirty (30) calendar days following receipt by Customer. Past due amounts are subject a late payment charge, until paid, at the rate of One and a Half Percent (1.5%) per month or the maximum amount permitted by law, whichever is less.

4 **Term and Renewal.** The term of this Agreement shall be for an initial term of twelve (12) months commencing on the Effective Date of this Agreement unless otherwise expressly stated in the Agreement ("the "Initial Subscription Term"). Following expiration of the Initial Subscription Term, Customer's subscription will automatically renew for successive twelve (12) month renewal terms (each a "**Renewal Term**") unless either party provides written notice of non-renewal at least thirty (30) calendar days prior to the expiration of the Initial Subscription Term or any subsequent Renewal Term. The Initial Subscription Term and Renewal Term(s) shall be collectively referred to herein as "Term." Ellevation may raise the Subscription Fees any time after the expiration of the Initial Subscription Term with such increases effective thirty (30) days following advance written notice to Customer.

5 **License Grant**

5.1 <u>Customer Users</u> Ellevation will provide user account(s) for the number of authorized Customer's Users.

5.2 <u>Permitted Use</u> During the Term of this Agreement, Ellevation hereby grants Customer a worldwide, non-exclusive, non-transferable right to access, use the features and functionality of the Platform solely for Customer's educational purposes, subject to the terms and conditions of this Agreement. All rights not granted in this Agreement are reserved by Ellevation.

5.3 <u>Prohibited Use</u> Customer will not (and will ensure that Customer Users do not): (a) use the Platform other than in compliance with this Agreement and applicable federal, state, and local laws; (b) "frame," distribute, resell, or permit access to the Platform by any unauthorized third party; (c) interfere with the Platform or disrupt any other user's access to the Platform; (d) attempt to gain unauthorized access to the Platform, or attempt to discover the underlying source code or structure of the Platform, or otherwise reverse engineer the Platform; (f) submit to the Platform any content or data that is: false, misleading, defamatory, threatening, or which could otherwise constitute hate speech; infringing of intellectual property rights; reasonably deemed to involve moral turpitude or that contains mass mailings or any form of "spam"; (g) submit to the Platform any routine, device or other undisclosed feature, including a so-called time bomb, virus, software lock, drop dead device, malicious logic, worm, Trojan horse or trap or back door or software routine, that is designed to delete, disable, deactivate, interfere with or otherwise harm any software, program, data, device, system or service, or which is intended to provide unauthorized access or to produce unauthorized modifications; or (h) use any robot, spider, data scraping or extraction tool or similar mechanism with respect to the Platform.

Customer must also ensure that: (a) it provides true, accurate, current and complete information to create and maintain accounts; (b) neither Customer nor any Customer User circumvents or otherwise interferes with any user authentication or security used by Ellevation; (c) Customer Users maintain the confidentiality of their usernames and passwords; and (d) that neither Customer nor any Customer User will impersonate another user of the Platform or provide false identity information to gain access to or use the Platform.

6 **Ownership and Rights**

6.1 <u>Ownership of Customer Content</u>. Customer retains all right, title and interest in: (i) any data, files, attachments, text, images, and other content that Customer or a Customer User uploads or submits to the Platform under this Agreement; and (ii) any reports produced by Customer in connection with use of the Platform (collectively, "Customer Content").

6.2 <u>Limited Use of Customer Content by Ellevation.</u> During the Term, Customer hereby grants Ellevation the right to use and transmit the Customer Content for purposes of: (a) making Customer Content available for viewing and downloading by Customer Users. During the Term and thereafter, Customer grants Ellevation the right to use the Customer Content solely on an aggregated, de-identified basis, to (i) improve its educational products for the purposes of adaptive and customized learning; (ii) demonstrate the effectiveness of its products (in terms of benchmarks, trends, statistics, and comparisons) for purposes of promotion, marketing, and sale of its products and services; and (iii) for the development and improvement of its educational sites, services, or applications.

6.3 <u>Ownership of Platform.</u> As between the parties, Ellevation retains all right, title and interest (including all intellectual property and proprietary rights therein) in and to the following but excluding any Customer Content: (a) the Platform

and the technology and software used to provide it; (b) all electronic and print documentation and other content made available or collected through the Platform; and (c) all data or information contained in or derived from the Platform (collectively, "Ellevation Data"). Subsections (a), (b) and (c) are defined as the "Ellevation IP". Except as expressly set forth in this Agreement, Ellevation shall have the right to use or disclose the Ellevation IP including the Ellevation Data at its sole discretion. In addition, except for Customer's rights to access and use the Platform set forth in this Agreement, nothing in this Agreement licenses or conveys any right to the Ellevation IP to anyone, including Customer

6.4 Feedback. Ellevation will have a perpetual right but not the obligation to use and incorporate into the Platform any feedback or suggestions for enhancement that Customer provides to Ellevation concerning the Platform ("Feedback"), without any obligation of compensation. Customer hereby acknowledges that Feedback shall be considered Ellevation IP.

7 **Confidentiality and Data Security.**

7.1 Confidentiality. As used herein, the "Confidential Information" of a party (the "Disclosing Party") means all financial, technical, or business information of the Disclosing Party that the Disclosing Party designates as confidential at the time of disclosure to the other party ("Receiving Party") or that the Receiving Party reasonably should understand to be confidential based on the nature of the information or the circumstances surrounding its disclosure. Without limiting the generality of the foregoing, Confidential Information includes but is not limited to, the terms and conditions of this Agreement; pricing for the Platform; and information about Ellevation's tools and features. Except as expressly permitted in this Agreement, the Receiving Party will not disclose, duplicate, publish, transfer or otherwise make available Confidential Information of the Disclosing Party in any form to any person or entity without the Disclosing Party's prior written consent. The Receiving Party will not use the Disclosing Party's Confidential Information except to perform its obligations under this Agreement (including, in the case of Ellevation, to provide the Platform). Notwithstanding the foregoing, the Receiving Party may disclose Confidential Information to the extent required by law, provided that the Receiving Party: (a) gives the Disclosing Party prior notice of such disclosure so as to afford the Disclosing Party a reasonable opportunity to appear, object, and obtain a protective order or other appropriate relief regarding such disclosure (if such notice is not prohibited by applicable law); (b) uses diligent efforts to limit disclosure and to obtain confidential treatment or a protective order; and (c) allows the Disclosing Party to participate in the proceeding. Further, Confidential Information does not include any information that: (x) is or becomes generally known to the public without the Receiving Party's breach of any obligation owed to the Disclosing Party; (y) was independently developed by the Receiving Party without the Receiving Party's breach of any obligation owed to the Disclosing Party; or (z) is received from a third party who obtained such Confidential Information without any third party's breach of any obligation owed to the Disclosing Party. For the sake of clarity Confidential Information does not include information independently acquired by the newsroom of or the editorial staff of Ellevation or any of its related companies. The Receiving Party will return or destroy all Confidential Information upon the Disclosing Party's request after the termination or expiration of this Agreement and (if requested by the Disclosing Party) certify such return or destruction in writing.

7.2 Confidentiality of Student Records. Customer appoints Ellevation a "school official" as that term is used in the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F.R. §99 et. seq., and determines that Ellevation has a "legitimate educational interest," for the purpose of carrying out its responsibilities under this Agreement. Ellevation agrees to be bound by the relevant provisions of FERPA, including that it will remain under the "direct control" of Customer with respect to its collection, use and handling of personally identifiable student data. Ellevation will use personally identifiable student data only to fulfill the Services in performance of this Agreement, and as permitted pursuant to Section 6.2 of this Agreement, will only share personally identifiable student data with its third-party vendors as necessary to fulfill the Services in performance of this Agreement.

7.3 Data Security. Ellevation deploys commercially reasonable security precautions intended to protect against unauthorized access to Customer data, including Personal Information, stored by Ellevation, including use of firewalls, encryption, authentication technologies and background screenings for all employees. *Personal Information* shall mean an individual's first name and last name or first initial and last name in combination with any one or more of the following data elements that relate to such resident: (a) Social Security number; (b) driver's license number or state-issued identification card number; or (c) financial account number, or credit or debit card number, with or without any required security code, access code, personal identification number or password, that would permit access to a resident's financial account; provided, however, that "Personal Information" shall not include information that is lawfully obtained from publicly available information, or from federal, state or local government records lawfully made available to the general public.

7.4 Notification of Breach. Both parties agree to promptly notify the other party of any breach, or attempted breach, of security that such party knows of, or reasonably believes to know of, that may affect Customer Content on the Platform.

7.5 Legal Requests for Data. If Ellevation receives a court order or subpoena for Customer Content, Ellevation agrees to provide the Customer with a copy of such court order or subpoena within two (2) business days of its receipt of it and shall notify the Customer of the content of any testimony or information to be provided and provide the Company with copies of all documents to be produced.

8 **Representation and Warranties; Disclaimers**

8.1 Ellevation Representations and Warranties. Ellevation warrants that:

(a) it has the necessary authority to enter into this Agreement;

(b) it owns or has the right to use all intellectual property required by the Platform, including but not limited to any necessary trademark, copyright or patent rights;

(c) it will provide the Platform and related services in a professional and workmanlike manner and in accordance with the specifications set forth in any Statement of Work issued hereunder;

(d) it will comply with all applicable laws that apply to the Platform, including applicable laws regarding access to government records in the state where Customer is located; and

8.2 Customer Representations and Warranties. Customer hereby represents and warrants that: (a) it has the necessary authority to enter into this Agreement; (b) it has all rights, permissions and consents necessary to submit all Customer Content to the Platform and to grant Ellevation the rights to use Customer Content set forth in Section 6.2; (c) any materials uploaded to the Platform does not contain anything that is defamatory, libelous, infringes upon any third party intellectual property rights, or violates any confidentiality obligations Customer has with a third party; and (d) it will comply with all applicable laws that apply to its performance under this Agreement.

8.3 Disclaimer. Customer acknowledges that, as an internet-delivered software application, the Platform may experience periods of downtime, including but not limited to due to scheduled maintenance, and third-party service outages. Accordingly, ELLEVATION DOES NOT WARRANT THAT THE PLATFORM WILL BE ERROR-FREE OR OPERATE WITHOUT INTERRUPTIONS OR DOWNTIME. ELLEVATION MAKES NO REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH RESPECT TO THE PLATFORM, INCLUDING ITS DOCUMENTATION, THE PLATFORM SOFTWARE, OR ANY DATA OR CONTENT MADE AVAILABLE THROUGH THE PLATFORM. ELLEVATION SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, AND ACCURACY

9 **Drug Free Workplace.** Ellevation provides a drug-free workplace for its employees, including; (i) posting in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in Ellevation's workplace and disciplinary action may be taken for violations of such prohibition; (ii) stating in all job solicitations or advertisements for employees placed by or on behalf of Ellevation that it maintains a drug-free workplace; and (iii) going forward, it shall include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000, so that the provisions will be binding upon each subcontractor or vendor. For the purposes of this Section 8.1(f), "drug-free workplace" means a site for the performance of work done in connection with this contract where the employees of Instructure are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

10 **Insurance.** Ellevation shall provide professional liability insurance with amounts of no less than $1,000,000.00 per incident and $2,000,000.00 per aggregate.

Upon written request, Ellevation shall file with the District a Certificate of Insurance. The Certificate of Insurance shall include the liability coverage limits, dates of coverage, coverage of the Ellevation and its agents, and a clause which names the District as an additional insured for claims arising under this Agreement.

11 **Termination.**

11.1 Termination. Either party may terminate this Agreement immediately if (i) the other party breaches any material provision and fails to cure its breach within twenty (20) days after receiving the other party's written notice identifying the breach, and/or (ii) for any or no reason, upon sixty (60) days' prior written notice. In addition, Ellevation may suspend Customer's access to the Platform immediately if Customer fails to make a payment for more than thirty (30) calendar days following its due date

11.2 Treatment of Customer Content at Termination. Customer shall have sixty (60) days following the termination or expiration of this Agreement to provide Ellevation with a written request for a one-time, delimited file export of its data from the Platform via SFTP. Regardless of whether Customer timely requests a one-time export within this 60-day period and except as otherwise provided in Section 6.2 above, within sixty (60) days of the termination or expiration of this Agreement, Ellevation will securely destroy any and all of Customer's personally identifiable student data stored in the Platform, including any such data stored in Ellevation's backup systems.

12 **Indemnification**

12.1 Ellevation will defend, indemnify and hold harmless Customer and its employees and agents from and against any third party claim, demand or action, and all resulting damages, settlement amounts, penalties, costs and expenses, to the extent such claim, demand or action alleges that the Platform, or Customer's use thereof in accordance with this Agreement, infringes or violates any copyright, trademark, U.S. patent, or other proprietary right of any third party;

provided, that Ellevation will not be obligated under this sentence to the extent any such infringement or violation arises from use of the Platform in combination with technology or services not provided by Ellevation and/or from use of the Platform and/or the Ellevation Network in violation of the terms and conditions set forth in this Agreement.

12.2 To the extent permitted by applicable law, Customer will defend, indemnify and hold harmless Ellevation and its corporate affiliates, directors, officers, employees, successors, assigns and agents from and against any third party claim, demand or action, and all resulting damages, settlement amounts, penalties, costs and expenses (including reasonable outside legal costs), that arises out of or relates to Customer Content (except to the extent such claim arises from Ellevation's use of Customer Content in violation of this Agreement), including without limitation claims that Customer Content infringes or violates any intellectual property or proprietary right of a third party, violates any confidentiality obligation owed to a third party, or violates any applicable law or regulation.

13 **LIMITATION OF LIABILITY. NEITHER PARTY WILL BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, INDIRECT, OR PUNITIVE DAMAGES IN CONNECTION WITH ANY CLAIM OF ANY NATURE ARISING UNDER THIS AGREEMENT, EVEN IF SUCH PARTY HAS BEEN GIVEN ADVANCE NOTICE OF SUCH POSSIBLE DAMAGES. IN ADDITION, NEITHER PARTY'S TOTAL, AGGREGATE LIABILITY FOR ALL CLAIMS OF ANY NATURE ARISING OUT OF THIS AGREEMENT (EXCLUDING WITHOUT LIMITATION CLAIMS FOR INDEMNIFICATION UNDER SECTION 10) WILL NOT EXCEED THE FEES ACTUALLY PAID TO ELLEVATION UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTHS PRECEDING THE EVENT GIVING RISE TO THE CLAIM.**

14 **Notices.** All notices under this Agreement must be in writing and sent via email to notices@ellevation.com and, if to Customer at the email address provided in Customer's Subscription Agreement

15 **Entire Agreement.** The Subscription Agreement together with these Terms and Conditions represent the entire agreement between the parties regarding Customer's use of the Platform and related matters addressed in this Agreement, and supersedes any prior oral or written agreements, promises, representations, warranties, or inducements between or by the parties regarding such subject matters

16 **Assignment**. Ellevation may not assign this Agreement without Customer's prior written consent, not to be unreasonably withheld; provided, however, that no consent shall be required for the assignment of this Agreement to the acquirer of all or substantially all of Ellevation's assets provided that such successor agrees to be bound by all of the terms and conditions hereof.

17 **Force Majeure.** Neither party is liable for delay or default under this Agreement if caused by conditions beyond its reasonable control, whether or not foreseeable (e.g., technology malfunctions, outages of Internet Service; outages in third party hosted services), or any other Force Majeure events. "Force Majeure" events will mean: armed conflicts, famine, floods, Acts of God, labor strikes or shortages, governmental decree or regulation, court order, severe weather, fire, earthquake, acts of terrorism, failure of suppliers, unavailability of communications transport facilities and breakdowns in communications transport facilities; provided however, that this provision does not apply to Customer's obligations to make payments hereunder.

18 **Miscellaneous.** This Agreement shall be governed by the laws of the state where Customer is located without regard to the conflict of law provisions of such state; provided that jurisdiction for any dispute that arises hereunder shall be in the state and federal courts of the Commonwealth of Massachusetts. In the event a court of competent jurisdiction finds any provision of this Agreement to be illegal or unenforceable, the parties agree that the court shall modify such provision(s) to make such provision(s) and this Agreement valid and enforceable. The provisions of this Agreement are severable, and any illegal or unenforceable provision, or any modification by any court, shall not affect the remainder of this Agreement, which shall continue at all times to be valid and enforceable. This Agreement can only be modified by a writing signed by both parties. The failure of the parties to insist upon or enforce strict performance of any provision of this Agreement or to exercise any right or remedy thereunder will not be construed as a waiver by such party to assert or rely upon any such provision, right, or remedy in that or any other instance. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages by facsimile transmission or electronically by the parties will constitute effective execution and delivery of this Agreement as to the parties and may be used in lieu of the original Agreement for all purposes. Signatures of the parties transmitted by facsimile or electronically will be deemed to be their original signatures for any purpose whatsoever.

ELLEVATION INC.		**Santa Ana Unified School District, CA**	
By:	_____	**By:**	_____
Name:	_____	**Name:**	_____
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

Ellevation Subscription Agreement

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Company:	Ellevation Education	Customer:	Santa Ana Unified School District, CA
Representative:	Cynthia Sicairos-Hartley	Contact Name:	Nuria Solis
Email:	cynthiah@ellevationeducation.com	Email:	nuria.solis@sausd.us
Phone:	617-307-5755	Phone:	(714) 558-5501
Address:	38 Chauncy St, 9th Floor, Boston, MA 02111	Address:	1601 East Chestnut Avenue, Santa Ana, CA 92701
Start Date:	12/1/2019	End Date:	11/30/2020

Annual Subscription Fees

Product	Quantity	Unit Price	Total Fees
Strategies (Start Date: 08/01/2020)	16,004	$12.00	$64,016.00
		Subscription Total:	$64,016.00

Services Fees

Product	Quantity	Unit Price	Discount	Total Fees
Strategies-Building Foundation				
* Professional Services - Strategies Building Foundation	1	$8,000.00		$8,000.00
* Private Online Training - Strategies	1	$1,000.00		$1,000.00
* In-Person Training - Strategies	2	$3,000.00		$6,000.00
			Services Total:	$15,000.00

Total Investment

Grand Total:	$79,016.00

Invoicing Schedule: Payment Term: Net 30 Contract Term: 12

1 **Definitions.**

1.1 The **"Platform"** is Ellevation's proprietary, Internet-delivered SaaS platform of servers, software and related technology that is hosted, served or managed by Ellevation or Ellevation's third-party service provider, and furnished to Customer under this Agreement. The Platform provides for the ability for Customer to: (1) utilize Ellevation's proprietary data management system for English Language Learners or "ELLs"; (2) access reporting tools related to the productivity and performance of Customer's ELLs; and (3) utilize instructional content for Customer's ELLs.

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5.2 <u>Permitted Use</u> During the Term of this Agreement, Ellevation hereby grants Customer a worldwide, non-exclusive, non-transferable right to access, use the features and functionality of the Platform solely for Customer's educational purposes, subject to the terms and conditions of this Agreement. All rights not granted in this Agreement are reserved by Ellevation.

5.3 <u>Prohibited Use</u> Customer will not (and will ensure that Customer Users do not): (a) use the Platform other than in compliance with this Agreement and applicable federal, state, and local laws; (b) "frame," distribute, resell, or permit access to the Platform by any unauthorized third party; (c) interfere with the Platform or disrupt any other user's access to the Platform; (d) attempt to gain unauthorized access to the Platform, or attempt to discover the underlying source code or structure of the Platform, or otherwise reverse engineer the Platform; (f) submit to the Platform any content or data that is: false, misleading, defamatory, threatening, or which could otherwise constitute hate speech; infringing of intellectual property rights; reasonably deemed to involve moral turpitude or that contains mass mailings or any form of "spam"; (g) submit to the Platform any routine, device or other undisclosed feature, including a so-called time bomb, virus, software lock, drop dead device, malicious logic, worm, Trojan horse or trap or back door or software routine, that is designed to delete, disable, deactivate, interfere with or otherwise harm any software, program, data, device, system or service, or which is intended to provide unauthorized access or to produce unauthorized modifications; or (h) use any robot, spider, data scraping or extraction tool or similar mechanism with respect to the Platform.

Customer must also ensure that: (a) it provides true, accurate, current and complete information to create and maintain accounts; (b) neither Customer nor any Customer User circumvents or otherwise interferes with any user authentication or security used by Ellevation; (c) Customer Users maintain the confidentiality of their usernames and passwords; and (d) that neither Customer nor any Customer User will impersonate another user of the Platform or provide false identity information to gain access to or use the Platform.

6 **Ownership and Rights**

6.1 <u>Ownership of Customer Content</u>. Customer retains all right, title and interest in: (i) any data, files, attachments, text, images, and other content that Customer or a Customer User uploads or submits to the Platform under this Agreement; and (ii) any reports produced by Customer in connection with use of the Platform (collectively, "Customer Content").

6.2 <u>Limited Use of Customer Content by Ellevation.</u> During the Term, Customer hereby grants Ellevation the right to use and transmit the Customer Content for purposes of: (a) making Customer Content available for viewing and downloading by Customer Users. During the Term and thereafter, Customer grants Ellevation the right to use the Customer Content solely on an aggregated, de-identified basis, to (i) improve its educational products for the purposes of adaptive and customized learning; (ii) demonstrate the effectiveness of its products (in terms of benchmarks, trends, statistics, and comparisons) for purposes of promotion, marketing, and sale of its products and services; and (iii) for the development and improvement of its educational sites, services, or applications.

6.3 <u>Ownership of Platform.</u> As between the parties, Ellevation retains all right, title and interest (including all intellectual property and proprietary rights therein) in and to the following but excluding any Customer Content: (a) the Platform

and the technology and software used to provide it; (b) all electronic and print documentation and other content made available or collected through the Platform; and (c) all data or information contained in or derived from the Platform (collectively, "Ellevation Data"). Subsections (a), (b) and (c) are defined as the "Ellevation IP". Except as expressly set forth in this Agreement, Ellevation shall have the right to use or disclose the Ellevation IP including the Ellevation Data at its sole discretion. In addition, except for Customer's rights to access and use the Platform set forth in this Agreement, nothing in this Agreement licenses or conveys any right to the Ellevation IP to anyone, including Customer

6.4 Feedback. Ellevation will have a perpetual right but not the obligation to use and incorporate into the Platform any feedback or suggestions for enhancement that Customer provides to Ellevation concerning the Platform ("Feedback"), without any obligation of compensation. Customer hereby acknowledges that Feedback shall be considered Ellevation IP.

7 **Confidentiality and Data Security.**

7.1 Confidentiality. As used herein, the "Confidential Information" of a party (the "Disclosing Party") means all financial, technical, or business information of the Disclosing Party that the Disclosing Party designates as confidential at the time of disclosure to the other party ("Receiving Party") or that the Receiving Party reasonably should understand to be confidential based on the nature of the information or the circumstances surrounding its disclosure. Without limiting the generality of the foregoing, Confidential Information includes but is not limited to, the terms and conditions of this Agreement; pricing for the Platform; and information about Ellevation's tools and features. Except as expressly permitted in this Agreement, the Receiving Party will not disclose, duplicate, publish, transfer or otherwise make available Confidential Information of the Disclosing Party in any form to any person or entity without the Disclosing Party's prior written consent. The Receiving Party will not use the Disclosing Party's Confidential Information except to perform its obligations under this Agreement (including, in the case of Ellevation, to provide the Platform). Notwithstanding the foregoing, the Receiving Party may disclose Confidential Information to the extent required by law, provided that the Receiving Party: (a) gives the Disclosing Party prior notice of such disclosure so as to afford the Disclosing Party a reasonable opportunity to appear, object, and obtain a protective order or other appropriate relief regarding such disclosure (if such notice is not prohibited by applicable law); (b) uses diligent efforts to limit disclosure and to obtain confidential treatment or a protective order; and (c) allows the Disclosing Party to participate in the proceeding. Further, Confidential Information does not include any information that: (x) is or becomes generally known to the public without the Receiving Party's breach of any obligation owed to the Disclosing Party; (y) was independently developed by the Receiving Party without the Receiving Party's breach of any obligation owed to the Disclosing Party; or (z) is received from a third party who obtained such Confidential Information without any third party's breach of any obligation owed to the Disclosing Party. For the sake of clarity Confidential Information does not include information independently acquired by the newsroom of or the editorial staff of Ellevation or any of its related companies. The Receiving Party will return or destroy all Confidential Information upon the Disclosing Party's request after the termination or expiration of this Agreement and (if requested by the Disclosing Party) certify such return or destruction in writing.

7.2 Confidentiality of Student Records. Customer appoints Ellevation a "school official" as that term is used in the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F.R. §99 et. seq., and determines that Ellevation has a "legitimate educational interest," for the purpose of carrying out its responsibilities under this Agreement. Ellevation agrees to be bound by the relevant provisions of FERPA, including that it will remain under the "direct control" of Customer with respect to its collection, use and handling of personally identifiable student data. Ellevation will use personally identifiable student data only to fulfill the Services in performance of this Agreement, and as permitted pursuant to Section 6.2 of this Agreement, will only share personally identifiable student data with its third-party vendors as necessary to fulfill the Services in performance of this Agreement.

7.3 Data Security. Ellevation deploys commercially reasonable security precautions intended to protect against unauthorized access to Customer data, including Personal Information, stored by Ellevation, including use of firewalls, encryption, authentication technologies and background screenings for all employees. *Personal Information* shall mean an individual's first name and last name or first initial and last name in combination with any one or more of the following data elements that relate to such resident: (a) Social Security number; (b) driver's license number or state-issued identification card number; or (c) financial account number, or credit or debit card number, with or without any required security code, access code, personal identification number or password, that would permit access to a resident's financial account; provided, however, that "Personal Information" shall not include information that is lawfully obtained from publicly available information, or from federal, state or local government records lawfully made available to the general public.

7.4 Notification of Breach. Both parties agree to promptly notify the other party of any breach, or attempted breach, of security that such party knows of, or reasonably believes to know of, that may affect Customer Content on the Platform.

7.5 Legal Requests for Data. If Ellevation receives a court order or subpoena for Customer Content, Ellevation agrees to provide the Customer with a copy of such court order or subpoena within two (2) business days of its receipt of it and shall notify the Customer of the content of any testimony or information to be provided and provide the Company with copies of all documents to be produced.

8 **Representation and Warranties; Disclaimers**

8.1 Ellevation Representations and Warranties. Ellevation warrants that:

(a) it has the necessary authority to enter into this Agreement;

(b) it owns or has the right to use all intellectual property required by the Platform, including but not limited to any necessary trademark, copyright or patent rights;

(c) it will provide the Platform and related services in a professional and workmanlike manner and in accordance with the specifications set forth in any Statement of Work issued hereunder;

(d) it will comply with all applicable laws that apply to the Platform, including applicable laws regarding access to government records in the state where Customer is located; and

8.2 Customer Representations and Warranties. Customer hereby represents and warrants that: (a) it has the necessary authority to enter into this Agreement; (b) it has all rights, permissions and consents necessary to submit all Customer Content to the Platform and to grant Ellevation the rights to use Customer Content set forth in Section 6.2; (c) any materials uploaded to the Platform does not contain anything that is defamatory, libelous, infringes upon any third party intellectual property rights, or violates any confidentiality obligations Customer has with a third party; and (d) it will comply with all applicable laws that apply to its performance under this Agreement.

8.3 Disclaimer. Customer acknowledges that, as an internet-delivered software application, the Platform may experience periods of downtime, including but not limited to due to scheduled maintenance, and third-party service outages. Accordingly, ELLEVATION DOES NOT WARRANT THAT THE PLATFORM WILL BE ERROR-FREE OR OPERATE WITHOUT INTERRUPTIONS OR DOWNTIME. ELLEVATION MAKES NO REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH RESPECT TO THE PLATFORM, INCLUDING ITS DOCUMENTATION, THE PLATFORM SOFTWARE, OR ANY DATA OR CONTENT MADE AVAILABLE THROUGH THE PLATFORM. ELLEVATION SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, AND ACCURACY

9 **Drug Free Workplace.** Ellevation provides a drug-free workplace for its employees, including; (i) posting in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in Ellevation's workplace and disciplinary action may be taken for violations of such prohibition; (ii) stating in all job solicitations or advertisements for employees placed by or on behalf of Ellevation that it maintains a drug-free workplace; and (iii) going forward, it shall include the provisions of the foregoing clauses in every subcontract or purchase order of over $10,000, so that the provisions will be binding upon each subcontractor or vendor. For the purposes of this Section 8.1(f), "drug-free workplace" means a site for the performance of work done in connection with this contract where the employees of Instructure are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract.

10 **Insurance.** Ellevation shall provide professional liability insurance with amounts of no less than $1,000,000.00 per incident and $2,000,000.00 per aggregate.

Upon written request, Ellevation shall file with the District a Certificate of Insurance. The Certificate of Insurance shall include the liability coverage limits, dates of coverage, coverage of the Ellevation and its agents, and a clause which names the District as an additional insured for claims arising under this Agreement.

11 **Termination.**

11.1 Termination. Either party may terminate this Agreement immediately if (i) the other party breaches any material provision and fails to cure its breach within twenty (20) days after receiving the other party's written notice identifying the breach, and/or (ii) for any or no reason, upon sixty (60) days' prior written notice. In addition, Ellevation may suspend Customer's access to the Platform immediately if Customer fails to make a payment for more than thirty (30) calendar days following its due date

11.2 Treatment of Customer Content at Termination. Customer shall have sixty (60) days following the termination or expiration of this Agreement to provide Ellevation with a written request for a one-time, delimited file export of its data from the Platform via SFTP. Regardless of whether Customer timely requests a one-time export within this 60-day period and except as otherwise provided in Section 6.2 above, within sixty (60) days of the termination or expiration of this Agreement, Ellevation will securely destroy any and all of Customer's personally identifiable student data stored in the Platform, including any such data stored in Ellevation's backup systems.

12 **Indemnification**

12.1 Ellevation will defend, indemnify and hold harmless Customer and its employees and agents from and against any third party claim, demand or action, and all resulting damages, settlement amounts, penalties, costs and expenses, to the extent such claim, demand or action alleges that the Platform, or Customer's use thereof in accordance with this Agreement, infringes or violates any copyright, trademark, U.S. patent, or other proprietary right of any third party;

provided, that Ellevation will not be obligated under this sentence to the extent any such infringement or violation arises from use of the Platform in combination with technology or services not provided by Ellevation and/or from use of the Platform and/or the Ellevation Network in violation of the terms and conditions set forth in this Agreement.

12.2 To the extent permitted by applicable law, Customer will defend, indemnify and hold harmless Ellevation and its corporate affiliates, directors, officers, employees, successors, assigns and agents from and against any third party claim, demand or action, and all resulting damages, settlement amounts, penalties, costs and expenses (including reasonable outside legal costs), that arises out of or relates to Customer Content (except to the extent such claim arises from Ellevation's use of Customer Content in violation of this Agreement), including without limitation claims that Customer Content infringes or violates any intellectual property or proprietary right of a third party, violates any confidentiality obligation owed to a third party, or violates any applicable law or regulation.

13 **LIMITATION OF LIABILITY. NEITHER PARTY WILL BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, INDIRECT, OR PUNITIVE DAMAGES IN CONNECTION WITH ANY CLAIM OF ANY NATURE ARISING UNDER THIS AGREEMENT, EVEN IF SUCH PARTY HAS BEEN GIVEN ADVANCE NOTICE OF SUCH POSSIBLE DAMAGES. IN ADDITION, NEITHER PARTY'S TOTAL, AGGREGATE LIABILITY FOR ALL CLAIMS OF ANY NATURE ARISING OUT OF THIS AGREEMENT (EXCLUDING WITHOUT LIMITATION CLAIMS FOR INDEMNIFICATION UNDER SECTION 10) WILL NOT EXCEED THE FEES ACTUALLY PAID TO ELLEVATION UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTHS PRECEDING THE EVENT GIVING RISE TO THE CLAIM.**

14 **Notices.** All notices under this Agreement must be in writing and sent via email to notices@ellevation.com and, if to Customer at the email address provided in Customer's Subscription Agreement

15 **Entire Agreement.** The Subscription Agreement together with these Terms and Conditions represent the entire agreement between the parties regarding Customer's use of the Platform and related matters addressed in this Agreement, and supersedes any prior oral or written agreements, promises, representations, warranties, or inducements between or by the parties regarding such subject matters

16 **Assignment**. Ellevation may not assign this Agreement without Customer's prior written consent, not to be unreasonably withheld; provided, however, that no consent shall be required for the assignment of this Agreement to the acquirer of all or substantially all of Ellevation's assets provided that such successor agrees to be bound by all of the terms and conditions hereof.

17 **Force Majeure.** Neither party is liable for delay or default under this Agreement if caused by conditions beyond its reasonable control, whether or not foreseeable (e.g., technology malfunctions, outages of Internet Service; outages in third party hosted services), or any other Force Majeure events. "Force Majeure" events will mean: armed conflicts, famine, floods, Acts of God, labor strikes or shortages, governmental decree or regulation, court order, severe weather, fire, earthquake, acts of terrorism, failure of suppliers, unavailability of communications transport facilities and breakdowns in communications transport facilities; provided however, that this provision does not apply to Customer's obligations to make payments hereunder.

18 **Miscellaneous.** This Agreement shall be governed by the laws of the state where Customer is located without regard to the conflict of law provisions of such state; provided that jurisdiction for any dispute that arises hereunder shall be in the state and federal courts of the Commonwealth of Massachusetts. In the event a court of competent jurisdiction finds any provision of this Agreement to be illegal or unenforceable, the parties agree that the court shall modify such provision(s) to make such provision(s) and this Agreement valid and enforceable. The provisions of this Agreement are severable, and any illegal or unenforceable provision, or any modification by any court, shall not affect the remainder of this Agreement, which shall continue at all times to be valid and enforceable. This Agreement can only be modified by a writing signed by both parties. The failure of the parties to insist upon or enforce strict performance of any provision of this Agreement or to exercise any right or remedy thereunder will not be construed as a waiver by such party to assert or rely upon any such provision, right, or remedy in that or any other instance. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages by facsimile transmission or electronically by the parties will constitute effective execution and delivery of this Agreement as to the parties and may be used in lieu of the original Agreement for all purposes. Signatures of the parties transmitted by facsimile or electronically will be deemed to be their original signatures for any purpose whatsoever.

ELLEVATION INC.		**Santa Ana Unified School District, CA**	
By:	_____	**By:**	_____
Name:	_____	**Name:**	_____
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.9 Acknowledgement of Receipt of Orange County Educational Arts Academy Renewal Charter Petition**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Recommended Action	Acknowledge the receipt of the Orange County Educational Arts Academy renewal charter petition.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07029 Charter Oversight

AGENDA ITEM BACKUP SHEET

TITLE: Acknowledgement of Receipt of Orange County Educational Arts Academy Renewal Charter Petition

ITEM: Consent

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- Receipt of the Orange County Educational Arts Academy renewal charter petition.

BACKGROUND INFORMATION:

The existing Charter for the Orange County Educational Arts Academy Charter School (OCEAA) expires June 30, 2020. The petition delivered to the District seeks renewal of the Charter for a five (5) year term from July 1, 2020, through June 30, 2025. The purpose of this agenda item is for the Board to receive OCEAA's renewal charter petition to commence the renewal petition process timelines.

RATIONALE:

Pursuant to Education Code Section 47607, renewal petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

On or about October 15, 2019, the petition was delivered to the District seeking renewal of the OCEAA's charter for a five-year term commencing July 1, 2020. The Governing Board's receipt of OCEAA's renewal charter petition at this meeting will commence the renewal petition process timelines.

The public hearing regarding the renewal petition will take place at the Governing Board meeting on November 19, 2019, and it is anticipated that the Board will take action on OCEAA's renewal charter petition at a special Board meeting on December 10, 2019, which is within the 60-day timeline for the Board to take action on the renewal petition.

FUNDING:

No Fiscal Impact

RECOMMENDATION:
Acknowledge the receipt of the Orange County Educational Arts Academy renewal charter petition.

File Attachments
OCEAA President Signature Page 10.15.19.pdf (223 KB)
OCEAA Exhibits All.pdf (9,750 KB)

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Board President Signature

10/15/19
Date

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

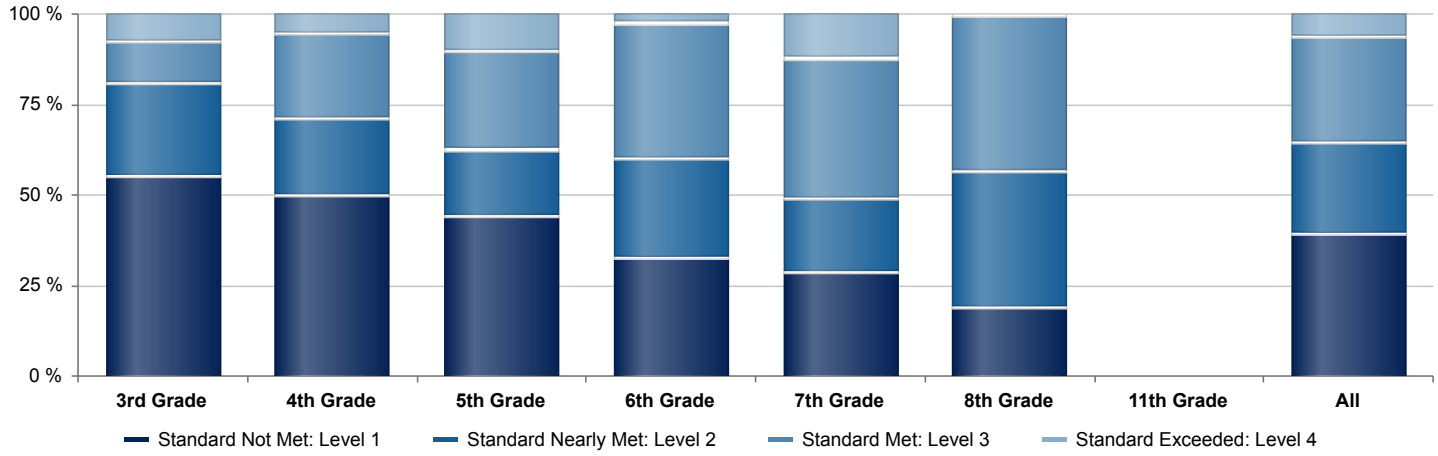
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	55	61	62	51	49	47	N/A	325
Number of Students With Scores	55	61	62	51	49	47	N/A	325

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2368.2	2421.0	2462.0	2501.7	2538.7	2548.1	N/A	N/A
Standard Exceeded: Level 4	7 %	5 %	10 %	2 %	12 %	0 %	N/A	6 %
Standard Met: Level 3	11 %	23 %	27 %	37 %	39 %	43 %	N/A	29 %
Standard Nearly Met: Level 2	25 %	21 %	18 %	27 %	20 %	38 %	N/A	25 %
Standard Not Met: Level 1	56 %	51 %	45 %	33 %	29 %	19 %	N/A	40 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	7 %	11 %	12 %	12 %	13 %	N/A	10 %
At or Near Standard	31 %	43 %	35 %	47 %	55 %	60 %	N/A	44 %
Below Standard	60 %	51 %	53 %	41 %	33 %	28 %	N/A	45 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	8 %	16 %	2 %	31 %	11 %	N/A	13 %
At or Near Standard	36 %	51 %	40 %	63 %	49 %	66 %	N/A	50 %
Below Standard	55 %	41 %	44 %	35 %	20 %	23 %	N/A	37 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7 %	13 %	8 %	10 %	8 %	2 %	N/A	8 %
At or Near Standard	53 %	59 %	65 %	71 %	67 %	81 %	N/A	65 %
Below Standard	40 %	28 %	27 %	20 %	24 %	17 %	N/A	26 %

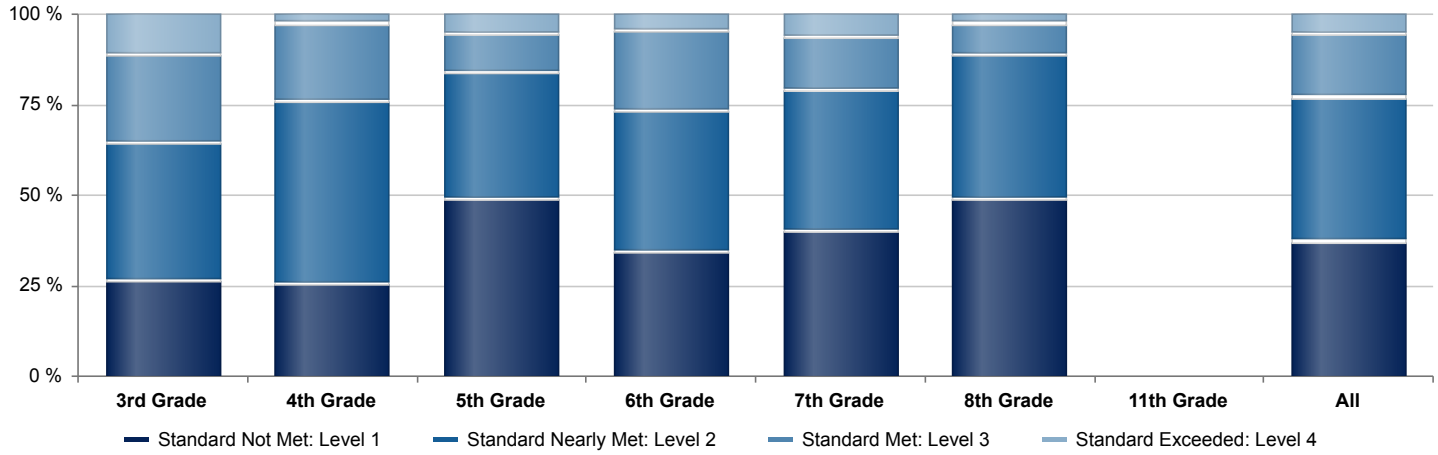
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	11 %	19 %	18 %	29 %	19 %	N/A	17 %
At or Near Standard	47 %	46 %	61 %	65 %	47 %	64 %	N/A	55 %
Below Standard	47 %	43 %	19 %	18 %	24 %	17 %	N/A	29 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	55	61	62	51	49	48	N/A	326
Number of Students With Scores	55	61	62	51	49	48	N/A	326
Mean Scale Score	2414.3	2442.3	2454.1	2484.0	2499.8	2480.2	N/A	N/A
Standard Exceeded: Level 4	11 %	2 %	5 %	4 %	6 %	2 %	N/A	5 %
Standard Met: Level 3	24 %	21 %	10 %	22 %	14 %	8 %	N/A	17 %
Standard Nearly Met: Level 2	38 %	51 %	35 %	39 %	39 %	40 %	N/A	40 %
Standard Not Met: Level 1	27 %	26 %	50 %	35 %	41 %	50 %	N/A	38 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	7 %	6 %	4 %	10 %	6 %	N/A	9 %
At or Near Standard	40 %	31 %	29 %	45 %	35 %	33 %	N/A	35 %

	Below Standard	42 %	62 %	65 %	51 %	55 %	60 %	N/A	56 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	7 %	3 %	8 %	8 %	2 %	N/A	7 %
	At or Near Standard	38 %	54 %	40 %	51 %	61 %	60 %	N/A	50 %
	Below Standard	47 %	39 %	56 %	41 %	31 %	38 %	N/A	43 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	15 %	10 %	6 %	12 %	14 %	2 %	N/A	10 %
	At or Near Standard	69 %	46 %	44 %	45 %	67 %	46 %	N/A	52 %
	Below Standard	16 %	44 %	50 %	43 %	18 %	52 %	N/A	38 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

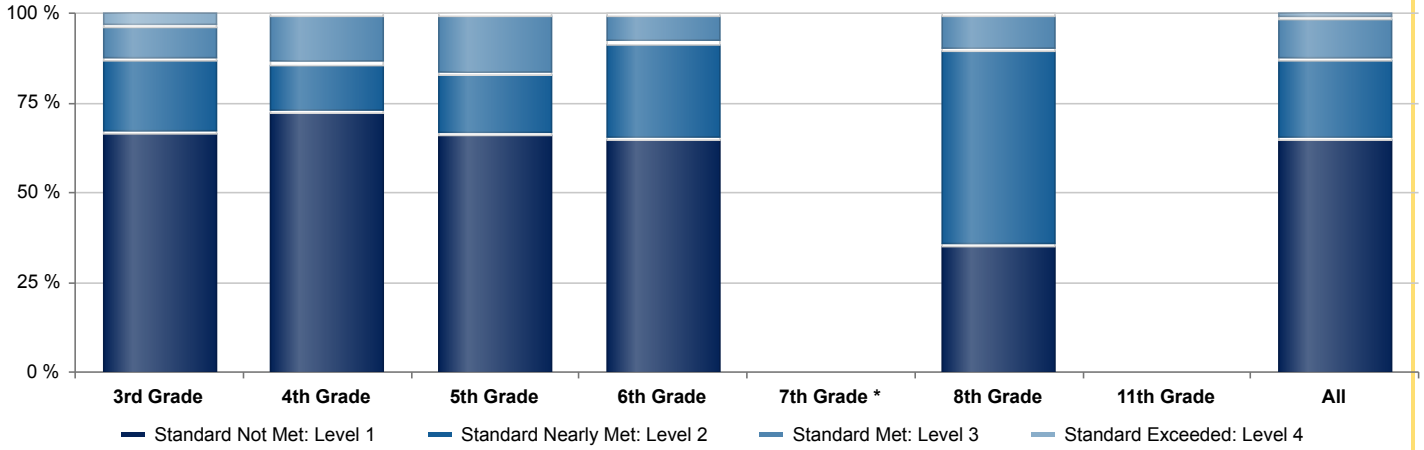
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	35	32	31	15	9	11	N/A	133
Number of Students With Scores	35	32	31	15	9	11	N/A	133
Mean Scale Score	2348.1	2382.1	2416.5	2450.6	*	2498.6	N/A	N/A
Standard Exceeded: Level 4	3 %	0 %	0 %	0 %	*	0 %	N/A	1 %
Standard Met: Level 3	9 %	13 %	16 %	7 %	*	9 %	N/A	11 %
Standard Nearly Met: Level 2	20 %	13 %	16 %	27 %	*	55 %	N/A	22 %
Standard Not Met: Level 1	69 %	75 %	68 %	67 %	*	36 %	N/A	67 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	3 %	0 %	7 %	*	9 %	N/A	4 %
At or Near Standard	23 %	25 %	19 %	33 %	*	55 %	N/A	26 %
Below Standard	71 %	72 %	81 %	60 %	*	36 %	N/A	70 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	3 %	3 %	3 %	0 %	*	0 %	N/A	2 %
At or Near Standard	29 %	34 %	42 %	40 %	*	45 %	N/A	38 %

	Below Standard	69 %	63 %	55 %	60 %	*	55 %	N/A	59 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	0 %	9 %	0 %	0 %	*	0 %	N/A	2 %
At or Near Standard	51 %	50 %	55 %	53 %	*	64 %	N/A	52 %
Below Standard	49 %	41 %	45 %	47 %	*	36 %	N/A	46 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	0 %	0 %	6 %	7 %	*	9 %	N/A	3 %
At or Near Standard	51 %	38 %	65 %	60 %	*	64 %	N/A	53 %
Below Standard	49 %	63 %	29 %	33 %	*	27 %	N/A	44 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

MATHEMATICS

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

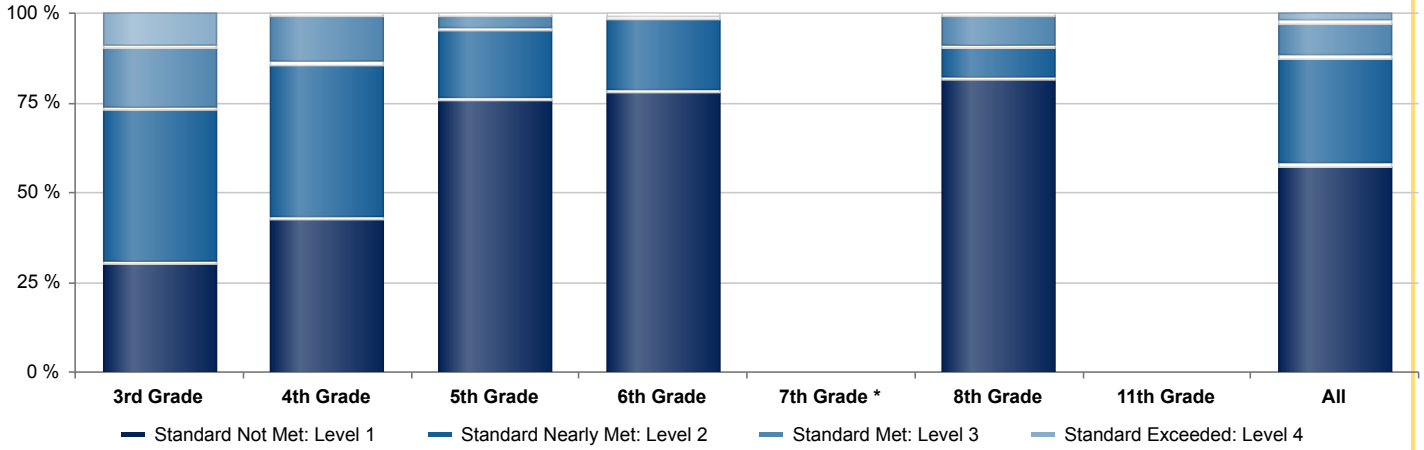
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	35	32	31	15	9	12	N/A	134
Number of Students With Scores	35	32	31	15	9	12	N/A	134
Mean Scale Score	2406.6	2419.0	2414.5	2426.5	*	2426.4	N/A	N/A
Standard Exceeded: Level 4	9 %	0 %	0 %	0 %	*	0 %	N/A	2 %
Standard Met: Level 3	17 %	13 %	3 %	0 %	*	8 %	N/A	9 %
Standard Nearly Met: Level 2	43 %	44 %	19 %	20 %	*	8 %	N/A	30 %
Standard Not Met: Level 1	31 %	44 %	77 %	80 %	*	83 %	N/A	59 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	3 %	0 %	0 %	*	8 %	N/A	5 %
At or Near Standard	40 %	22 %	13 %	13 %	*	8 %	N/A	21 %
Below Standard	46 %	75 %	87 %	87 %	*	83 %	N/A	74 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	0 %	0 %	0 %	*	0 %	N/A	3 %
At or Near Standard								

		34 %	47 %	29 %	27 %	*	42 %	N/A	38 %
	Below Standard	54 %	53 %	71 %	73 %	*	58 %	N/A	59 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	3 %	3 %	0 %	*	0 %	N/A	4 %
At or Near Standard	63 %	28 %	26 %	53 %	*	42 %	N/A	43 %
Below Standard	26 %	69 %	71 %	47 %	*	58 %	N/A	52 %

Mathematics Area Achievement Level Descriptors

English only

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

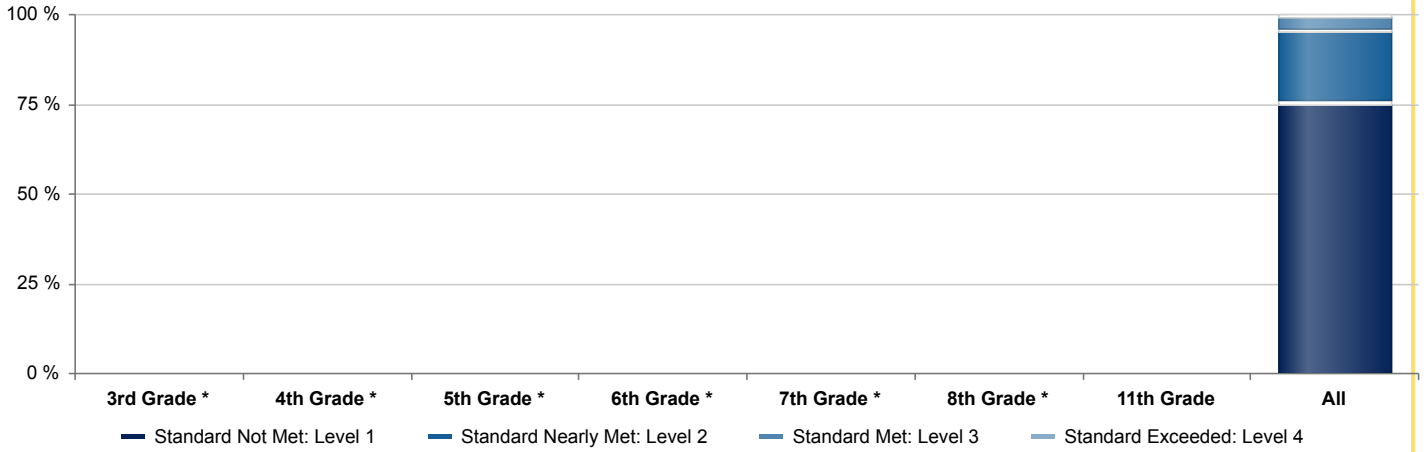
Smarter Balanced Results (2015)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	8	7	3	6	8	8	N/A	40
Number of Students With Scores	8	7	3	6	8	8	N/A	40

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	3 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	20 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	78 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0 %
At or Near Standard	*	*	*	*	*	*	N/A	23 %
Below Standard	*	*	*	*	*	*	N/A	78 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0 %
At or Near Standard	*	*	*	*	*	*	N/A	25 %
Below Standard	*	*	*	*	*	*	N/A	75 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0 %
At or Near Standard	*	*	*	*	*	*	N/A	53 %
Below Standard	*	*	*	*	*	*	N/A	48 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	3 %
At or Near Standard	*	*	*	*	*	*	N/A	40 %
Below Standard	*	*	*	*	*	*	N/A	58 %

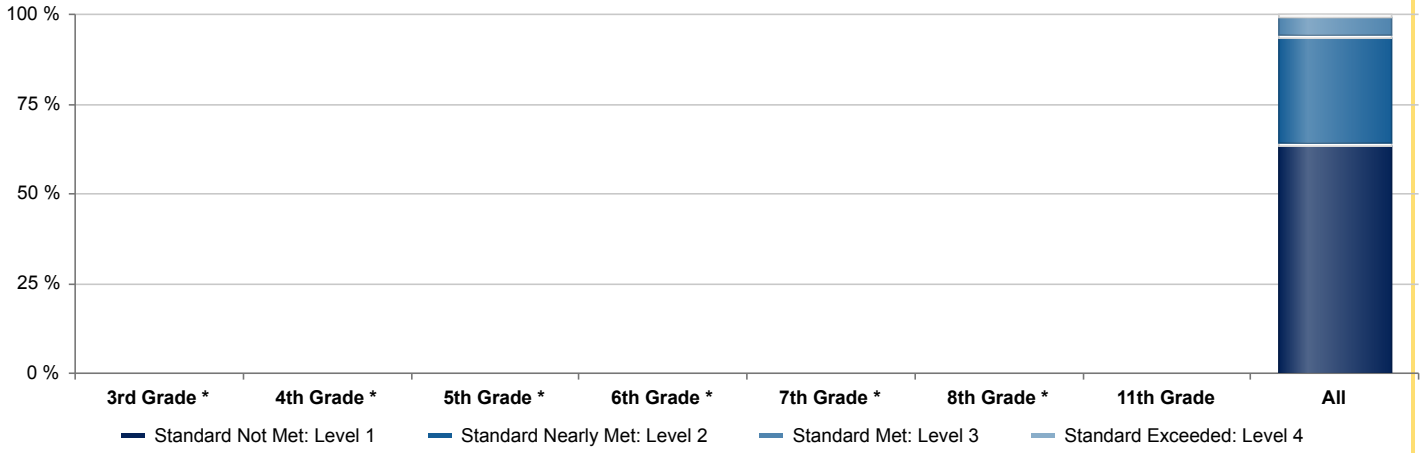
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	8	7	3	6	8	8	N/A	40
Number of Students With Scores	8	7	3	6	8	8	N/A	40
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	5 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	30 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	65 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	3 %
At or Near Standard								

		*	*	*	*	*	*	N/A	25 %
	Below Standard	*	*	*	*	*	*	N/A	73 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0 %
At or Near Standard	*	*	*	*	*	*	N/A	30 %
Below Standard	*	*	*	*	*	*	N/A	70 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0 %
At or Near Standard	*	*	*	*	*	*	N/A	50 %
Below Standard	*	*	*	*	*	*	N/A	50 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

Results by Ethnicity

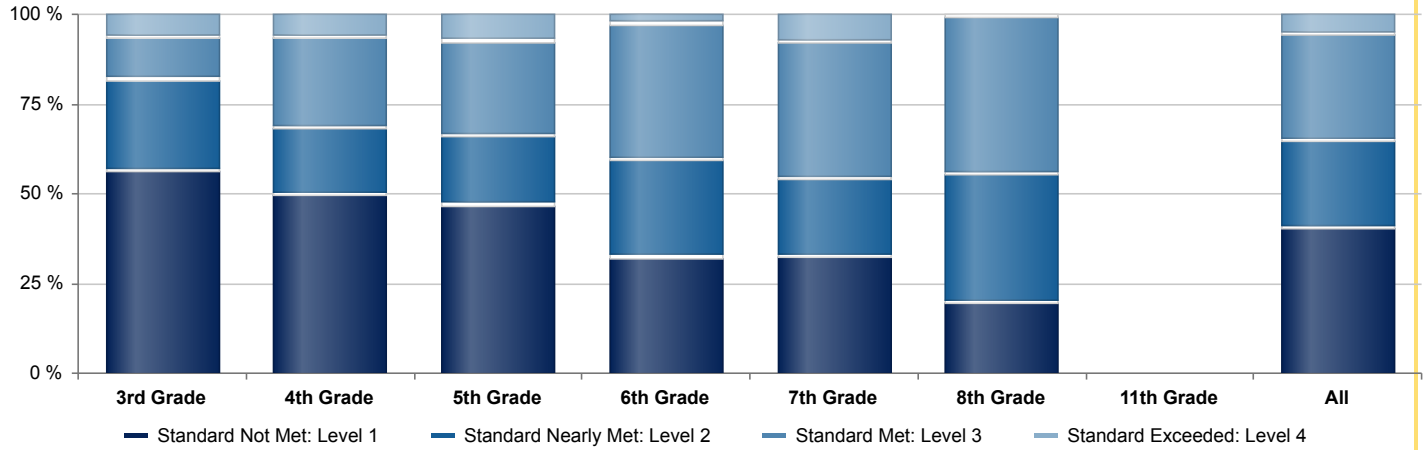
ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	53	51	58	48	42	45	N/A	297
Number of Students With Scores	53	51	58	48	42	45	N/A	297
Mean Scale Score	2364.4	2423.0	2453.1	2504.4	2523.9	2550.0	N/A	N/A
Standard Exceeded: Level 4	6 %	6 %	7 %	2 %	7 %	0 %	N/A	5 %
Standard Met: Level 3	11 %	25 %	26 %	38 %	38 %	44 %	N/A	30 %
Standard Nearly Met: Level 2	25 %	18 %	19 %	27 %	21 %	36 %	N/A	24 %
Standard Not Met: Level 1	58 %	51 %	48 %	33 %	33 %	20 %	N/A	42 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	8 %	9 %	13 %	10 %	13 %	N/A	10 %
At or Near Standard	30 %	43 %	34 %	48 %	52 %	58 %	N/A	43 %
Below Standard	62 %	49 %	57 %	40 %	38 %	29 %	N/A	47 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	10 %	12 %	2 %	26 %	11 %	N/A	11 %
At or Near Standard	36 %	49 %	41 %	65 %	50 %	69 %	N/A	51 %
Below Standard	55 %	41 %	47 %	33 %	24 %	20 %	N/A	38 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	16 %	7 %	10 %	10 %	2 %	N/A	8 %
At or Near Standard	53 %	55 %	64 %	71 %	64 %	80 %	N/A	64 %
Below Standard	42 %	29 %	29 %	19 %	26 %	18 %	N/A	28 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Above Standard	4 %	14 %	17 %	19 %	24 %	20 %	N/A	16 %
At or Near Standard	47 %	45 %	62 %	65 %	50 %	62 %	N/A	55 %
Below Standard	49 %	41 %	21 %	17 %	26 %	18 %	N/A	29 %

English Language Arts/Literacy Area Achievement Level Descriptors

White

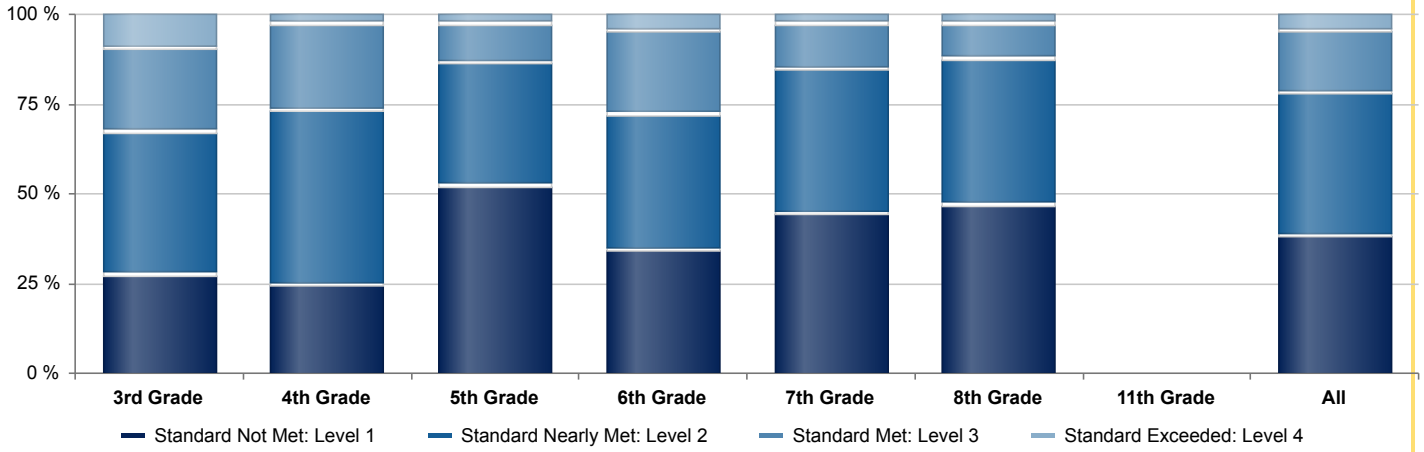
MATHEMATICS

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	53	51	58	48	42	46	N/A	298
Number of Students With Scores	53	51	58	48	42	46	N/A	298
Mean Scale Score	2411.7	2444.4	2447.2	2487.7	2485.2	2483.2	N/A	N/A
Standard Exceeded: Level 4	9 %	2 %	2 %	4 %	2 %	2 %	N/A	4 %
Standard Met: Level 3	23 %	24 %	10 %	23 %	12 %	9 %	N/A	17 %
Standard Nearly Met: Level 2	40 %	49 %	34 %	38 %	40 %	41 %	N/A	40 %
Standard Not Met: Level 1	28 %	25 %	53 %	35 %	45 %	48 %	N/A	39 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17 %	8 %	3 %	4 %	5 %	7 %	N/A	7 %
At or Near Standard	40 %	31 %	29 %	48 %	33 %	35 %	N/A	36 %
Below Standard	43 %	61 %	67 %	48 %	62 %	59 %	N/A	57 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	8 %	2 %	8 %	2 %	2 %	N/A	6 %
At or Near Standard	38 %	55 %	41 %	50 %	67 %	61 %	N/A	51 %
Below Standard	49 %	37 %	57 %	42 %	31 %	37 %	N/A	43 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	12 %	3 %	13 %	10 %	2 %	N/A	9 %
At or Near Standard	70 %	45 %	45 %	46 %	69 %	48 %	N/A	53 %
Below Standard	17 %	43 %	52 %	42 %	21 %	50 %	N/A	38 %

Mathematics Area Achievement Level Descriptors

White

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

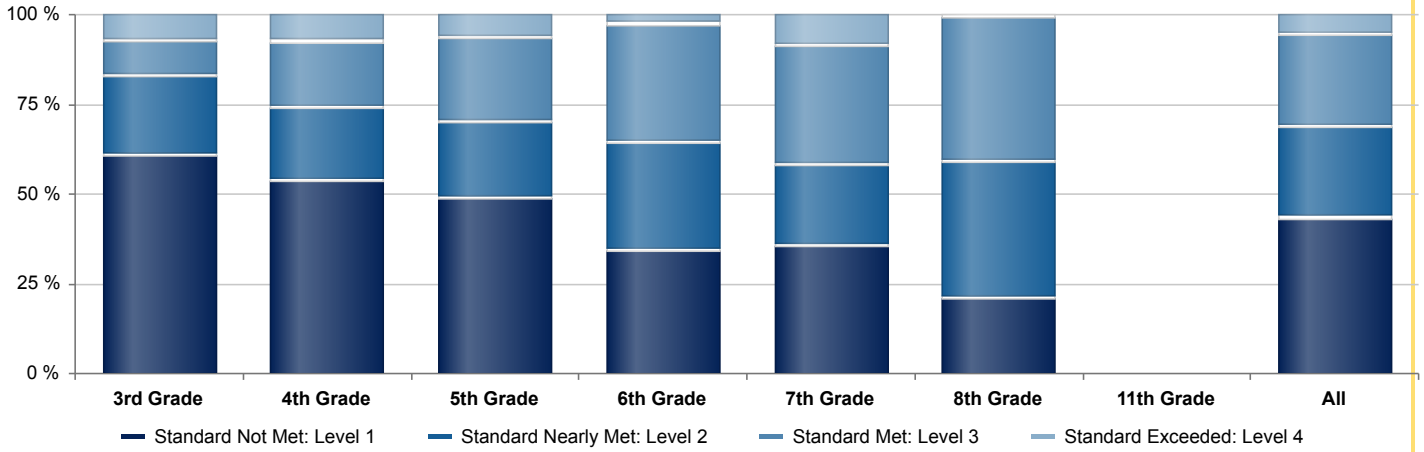
Smarter Balanced Results (2015)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	46	44	52	43	36	42	N/A	263
Number of Students With Scores	46	44	52	43	36	42	N/A	263

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2360.3	2420.6	2446.3	2496.8	2516.4	2546.8	N/A	N/A
Standard Exceeded: Level 4	7 %	7 %	6 %	2 %	8 %	0 %	N/A	5 %
Standard Met: Level 3	9 %	18 %	23 %	33 %	33 %	40 %	N/A	25 %
Standard Nearly Met: Level 2	22 %	20 %	21 %	30 %	22 %	38 %	N/A	25 %
Standard Not Met: Level 1	63 %	55 %	50 %	35 %	36 %	21 %	N/A	44 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	7 %	8 %	12 %	8 %	14 %	N/A	10 %
At or Near Standard	28 %	39 %	33 %	47 %	50 %	60 %	N/A	42 %
Below Standard	63 %	55 %	60 %	42 %	42 %	26 %	N/A	49 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7 %	9 %	12 %	2 %	22 %	10 %	N/A	10 %
At or Near Standard	37 %	48 %	38 %	60 %	56 %	67 %	N/A	50 %
Below Standard	57 %	43 %	50 %	37 %	22 %	24 %	N/A	40 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4 %	16 %	6 %	9 %	6 %	2 %	N/A	7 %
At or Near Standard	54 %	57 %	62 %	70 %	64 %	79 %	N/A	64 %
Below Standard	41 %	27 %	33 %	21 %	31 %	19 %	N/A	29 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4 %	11 %	13 %	14 %	22 %	21 %	N/A	14 %
At or Near Standard	46 %	43 %	65 %	70 %	44 %	60 %	N/A	55 %
Below Standard	50 %	45 %	21 %	16 %	33 %	19 %	N/A	31 %

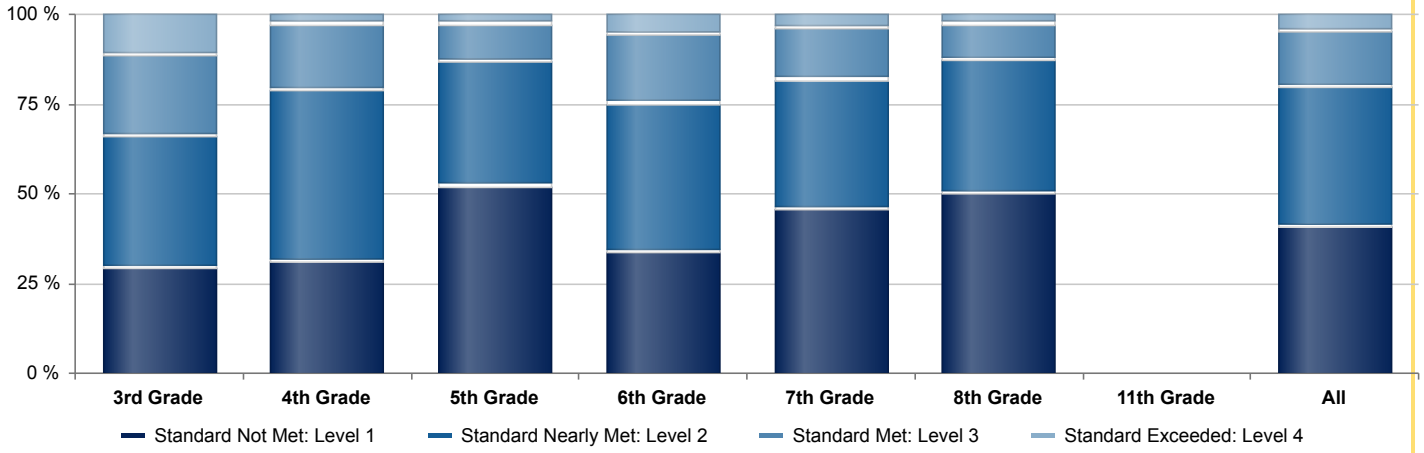
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	56	62	63	56	51	51	N/A	339
Number of Students Tested	46	44	52	43	36	43	N/A	264
Number of Students With Scores	46	44	52	43	36	43	N/A	264
Mean Scale Score	2410.6	2436.3	2445.1	2483.0	2487.2	2479.2	N/A	N/A
Standard Exceeded: Level 4	11 %	2 %	2 %	5 %	3 %	2 %	N/A	4 %
Standard Met: Level 3	22 %	18 %	10 %	19 %	14 %	9 %	N/A	15 %
Standard Nearly Met: Level 2	37 %	48 %	35 %	42 %	36 %	37 %	N/A	39 %
Standard Not Met: Level 1	30 %	32 %	54 %	35 %	47 %	51 %	N/A	42 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	5 %	4 %	5 %	8 %	7 %	N/A	8 %
At or Near Standard								

		37 %	30 %	27 %	44 %	31 %	37 %	N/A	34 %
	Below Standard	43 %	66 %	69 %	51 %	61 %	56 %	N/A	58 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	11 %	7 %	2 %	5 %	6 %	2 %	N/A	5 %
	At or Near Standard	37 %	55 %	42 %	56 %	61 %	56 %	N/A	50 %
	Below Standard	52 %	39 %	56 %	40 %	33 %	42 %	N/A	44 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	13 %	11 %	4 %	9 %	11 %	2 %	N/A	8 %
	At or Near Standard	67 %	39 %	44 %	44 %	67 %	44 %	N/A	50 %
	Below Standard	20 %	50 %	52 %	47 %	22 %	53 %	N/A	41 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

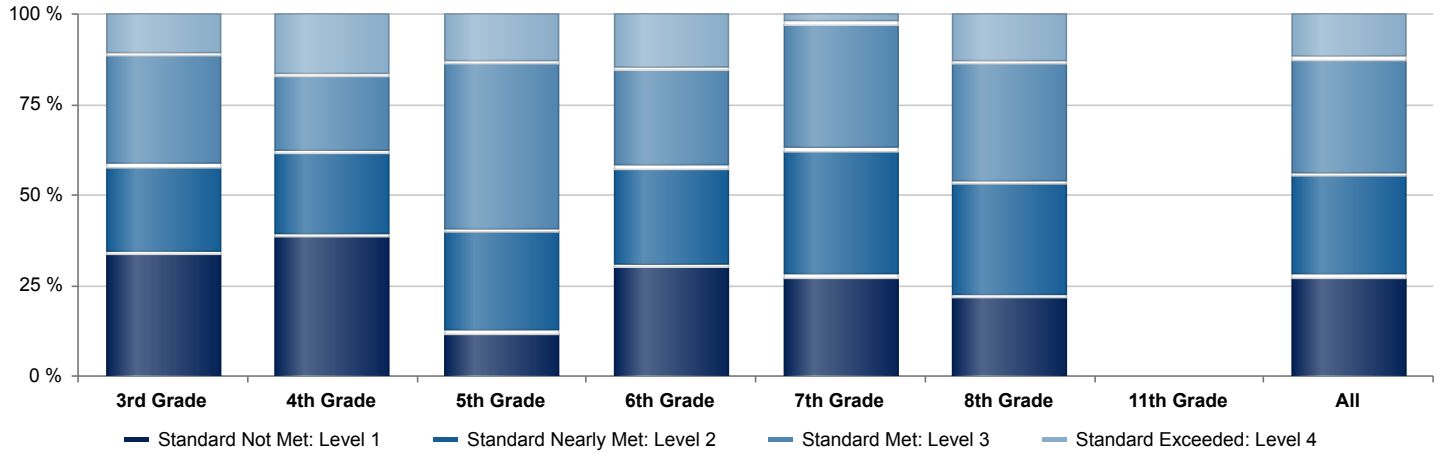
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	57	54	60	56	44	45	N/A	316
# of Students Tested	56	53	60	56	43	45	N/A	313
# of Students With Scores	55	53	60	55	43	45	N/A	311

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2404.4	2448.5	2522.0	2511.1	2526.6	2564.4	N/A	N/A
Standard Exceeded: Level 4	11 %	17 %	13 %	15 %	2 %	13 %	N/A	12 %
Standard Met: Level 3	31 %	21 %	47 %	27 %	35 %	33 %	N/A	32 %
Standard Nearly Met: Level 2	24 %	23 %	28 %	27 %	35 %	31 %	N/A	28 %
Standard Not Met: Level 1	35 %	40 %	12 %	31 %	28 %	22 %	N/A	28 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	11 %	18 %	16 %	12 %	22 %	N/A	15 %
Near Standard	55 %	47 %	58 %	44 %	53 %	47 %	N/A	51 %
Below Standard	35 %	42 %	23 %	40 %	35 %	31 %	N/A	34 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	15 %	25 %	15 %	21 %	24 %	N/A	19 %
Near Standard	51 %	51 %	60 %	44 %	55 %	51 %	N/A	52 %
Below Standard	36 %	34 %	15 %	42 %	24 %	24 %	N/A	29 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	11 %	15 %	7 %	14 %	11 %	N/A	11 %
Near Standard	75 %	77 %	82 %	78 %	63 %	76 %	N/A	76 %
Below Standard	20 %	11 %	3 %	15 %	23 %	13 %	N/A	14 %

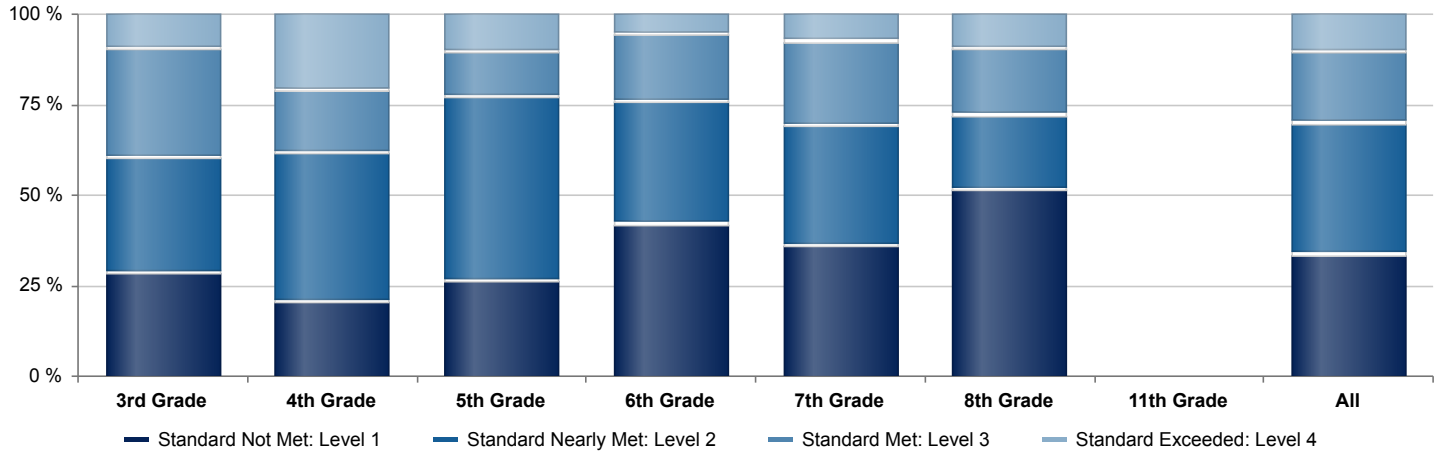
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	17 %	50 %	29 %	12 %	24 %	N/A	26 %
Near Standard	49 %	57 %	45 %	47 %	63 %	58 %	N/A	52 %
Below Standard	33 %	26 %	5 %	24 %	26 %	18 %	N/A	22 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	57	54	60	56	44	45	N/A	316
# of Students Tested	56	53	60	56	43	45	N/A	313
# of Students With Scores	56	53	60	56	43	45	N/A	313
Mean Scale Score	2418.5	2467.7	2489.9	2483.2	2503.5	2501.9	N/A	N/A
Standard Exceeded: Level 4	9 %	21 %	10 %	5 %	7 %	9 %	N/A	10 %
Standard Met: Level 3	30 %	17 %	12 %	18 %	23 %	18 %	N/A	19 %
Standard Nearly Met: Level 2	32 %	42 %	52 %	34 %	33 %	20 %	N/A	36 %
Standard Not Met: Level 1	29 %	21 %	27 %	43 %	37 %	53 %	N/A	34 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	29 %	23 %	13 %	7 %	14 %	9 %	N/A	16 %
Near Standard	39 %	30 %	50 %	34 %	42 %	38 %	N/A	39 %

	Below Standard	32 %	47 %	37 %	59 %	44 %	53 %	N/A	45 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	13 %	7 %	9 %	14 %	9 %	N/A	10 %
Near Standard	48 %	58 %	50 %	48 %	42 %	56 %	N/A	50 %
Below Standard	41 %	28 %	43 %	43 %	44 %	36 %	N/A	39 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	19 %	12 %	7 %	9 %	16 %	N/A	13 %
Near Standard	66 %	47 %	55 %	57 %	65 %	62 %	N/A	58 %
Below Standard	18 %	34 %	33 %	36 %	26 %	22 %	N/A	28 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

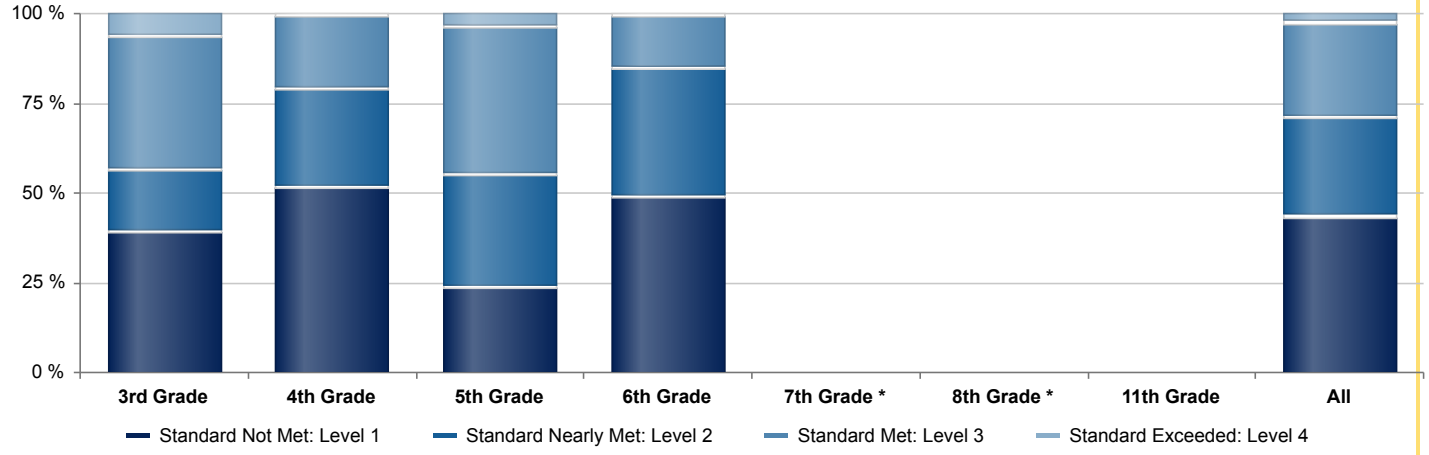
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	36	31	29	23	8	9	N/A	136
# of Students Tested	36	30	29	23	8	9	N/A	135
# of Students With Scores	35	30	29	22	8	9	N/A	133
Mean Scale Score	2391.1	2415.5	2493.6	2459.2	*	*	N/A	N/A
Standard Exceeded: Level 4	6 %	0 %	3 %	0 %	*	*	N/A	2 %
Standard Met: Level 3	37 %	20 %	41 %	14 %	*	*	N/A	26 %
Standard Nearly Met: Level 2	17 %	27 %	31 %	36 %	*	*	N/A	27 %
Standard Not Met: Level 1	40 %	53 %	24 %	50 %	*	*	N/A	44 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	0 %	10 %	5 %	*	*	N/A	5 %
Near Standard	54 %	47 %	52 %	32 %	*	*	N/A	46 %
Below Standard	40 %	53 %	38 %	64 %	*	*	N/A	50 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	3 %	10 %	0 %	*	*	N/A	7 %
Near Standard	46 %	53 %	66 %	36 %	*	*	N/A	50 %
Below Standard	46 %	43 %	24 %	64 %	*	*	N/A	44 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	3 %	14 %	0 %	*	*	N/A	5 %
Near Standard	77 %	83 %	79 %	73 %	*	*	N/A	79 %
Below Standard	17 %	13 %	7 %	27 %	*	*	N/A	16 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	7 %	41 %	9 %	*	*	N/A	17 %
Near Standard	49 %	53 %	48 %	50 %	*	*	N/A	50 %
Below Standard	37 %	40 %	10 %	41 %	*	*	N/A	33 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

MATHEMATICS

Fluent English proficient and English only

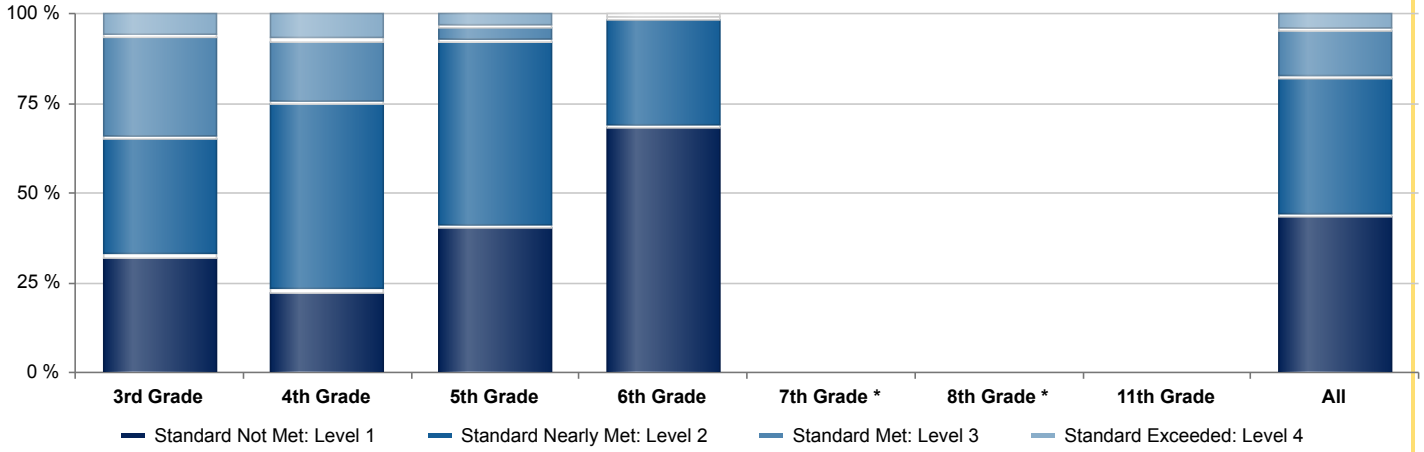
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	36	31	29	23	8	9	N/A	136
# of Students Tested	36	30	29	23	8	9	N/A	135
# of Students With Scores	36	30	29	23	8	9	N/A	135
Mean Scale Score	2407.5	2445.2	2459.5	2429.2	*	*	N/A	N/A

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	6 %	7 %	3 %	0 %	*	*	N/A	4 %
Standard Met: Level 3	28 %	17 %	3 %	0 %	*	*	N/A	13 %
Standard Nearly Met: Level 2	33 %	53 %	52 %	30 %	*	*	N/A	39 %
Standard Not Met: Level 1	33 %	23 %	41 %	70 %	*	*	N/A	45 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	10 %	3 %	0 %	*	*	N/A	9 %
Near Standard	42 %	30 %	45 %	22 %	*	*	N/A	33 %
Below Standard	36 %	60 %	52 %	78 %	*	*	N/A	58 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	7 %	0 %	0 %	*	*	N/A	4 %
Near Standard	44 %	63 %	45 %	35 %	*	*	N/A	44 %
Below Standard	47 %	30 %	55 %	65 %	*	*	N/A	51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	7 %	3 %	4 %	*	*	N/A	7 %
Near Standard	61 %	50 %	52 %	35 %	*	*	N/A	52 %
Below Standard	25 %	43 %	45 %	61 %	*	*	N/A	41 %

Mathematics Area Achievement Level Descriptors

English only

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

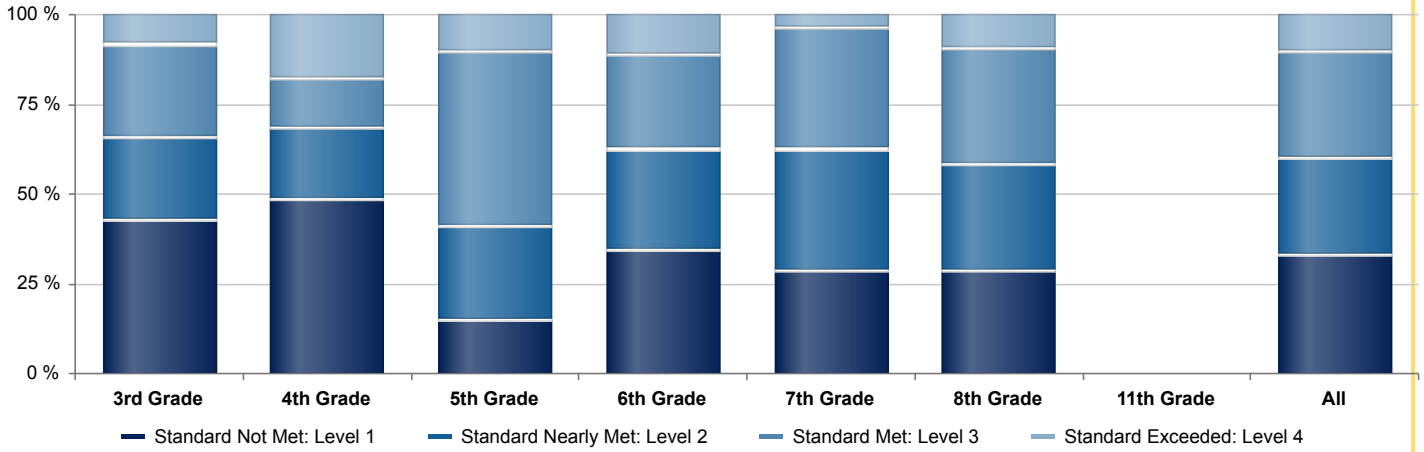
Smarter Balanced Results (2016)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	40	41	39	47	35	34	N/A	236
# of Students Tested	40	40	39	47	35	34	N/A	235
# of Students With Scores	39	40	39	46	35	34	N/A	233

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2387.8	2434.0	2514.1	2500.4	2523.8	2548.2	N/A	N/A
Standard Exceeded: Level 4	8 %	18 %	10 %	11 %	3 %	9 %	N/A	10 %
Standard Met: Level 3	26 %	13 %	49 %	26 %	34 %	32 %	N/A	30 %
Standard Nearly Met: Level 2	23 %	20 %	26 %	28 %	34 %	29 %	N/A	27 %
Standard Not Met: Level 1	44 %	50 %	15 %	35 %	29 %	29 %	N/A	34 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	13 %	18 %	15 %	11 %	15 %	N/A	13 %
Near Standard	54 %	38 %	54 %	41 %	51 %	53 %	N/A	48 %
Below Standard	41 %	50 %	28 %	43 %	37 %	32 %	N/A	39 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	8 %	13 %	13 %	21 %	21 %	N/A	13 %
Near Standard	46 %	53 %	72 %	41 %	59 %	47 %	N/A	53 %
Below Standard	46 %	40 %	15 %	46 %	21 %	32 %	N/A	34 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	8 %	15 %	2 %	14 %	12 %	N/A	9 %
Near Standard	74 %	80 %	82 %	80 %	60 %	76 %	N/A	76 %
Below Standard	21 %	13 %	3 %	17 %	26 %	12 %	N/A	15 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	15 %	46 %	24 %	11 %	21 %	N/A	22 %
Near Standard	44 %	53 %	46 %	50 %	60 %	56 %	N/A	51 %
Below Standard	41 %	33 %	8 %	26 %	29 %	24 %	N/A	27 %

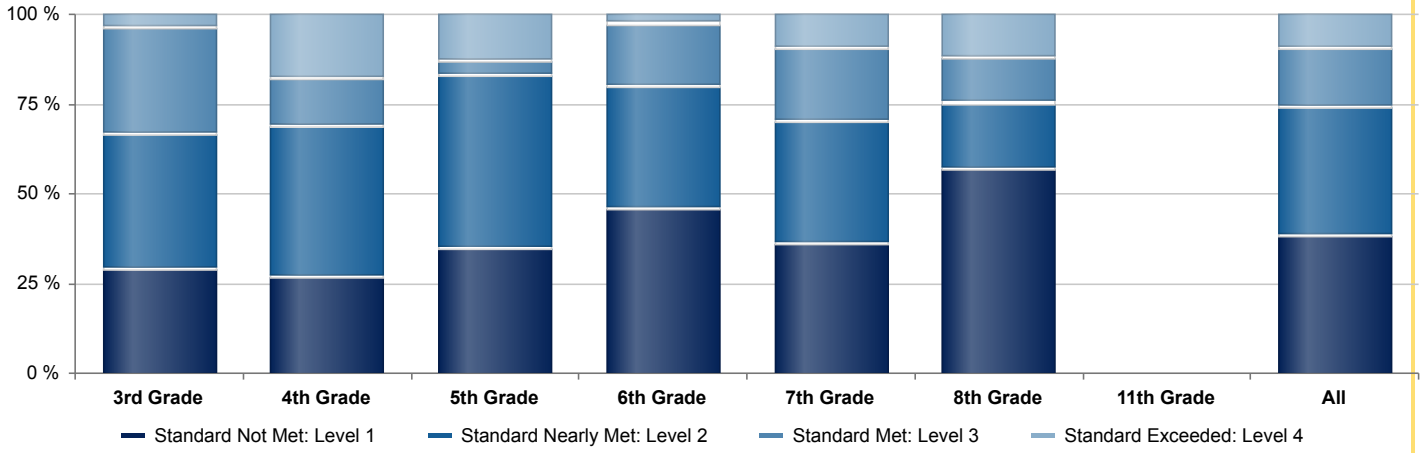
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	40	41	39	47	35	34	N/A	236
# of Students Tested	40	40	39	47	35	34	N/A	235
# of Students With Scores	40	40	39	47	35	34	N/A	235
Mean Scale Score	2408.4	2456.2	2481.4	2473.3	2501.6	2490.6	N/A	N/A
Standard Exceeded: Level 4	3 %	18 %	13 %	2 %	9 %	12 %	N/A	9 %
Standard Met: Level 3	30 %	13 %	3 %	17 %	20 %	12 %	N/A	16 %
Standard Nearly Met: Level 2	38 %	43 %	49 %	34 %	34 %	18 %	N/A	36 %
Standard Not Met: Level 1	30 %	28 %	36 %	47 %	37 %	59 %	N/A	39 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23 %	20 %	13 %	4 %	11 %	12 %	N/A	14 %
Near Standard								

		45 %	23 %	46 %	32 %	43 %	32 %	N/A	37 %
	Below Standard	33 %	58 %	41 %	64 %	46 %	56 %	N/A	50 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	3 %	8 %	10 %	4 %	14 %	9 %	N/A	8 %
Near Standard	53 %	60 %	41 %	51 %	40 %	50 %	N/A	49 %
Below Standard	45 %	33 %	49 %	45 %	46 %	41 %	N/A	43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	15 %	13 %	2 %	11 %	12 %	N/A	10 %
Near Standard	73 %	45 %	49 %	57 %	63 %	62 %	N/A	58 %
Below Standard	20 %	40 %	38 %	40 %	26 %	26 %	N/A	32 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

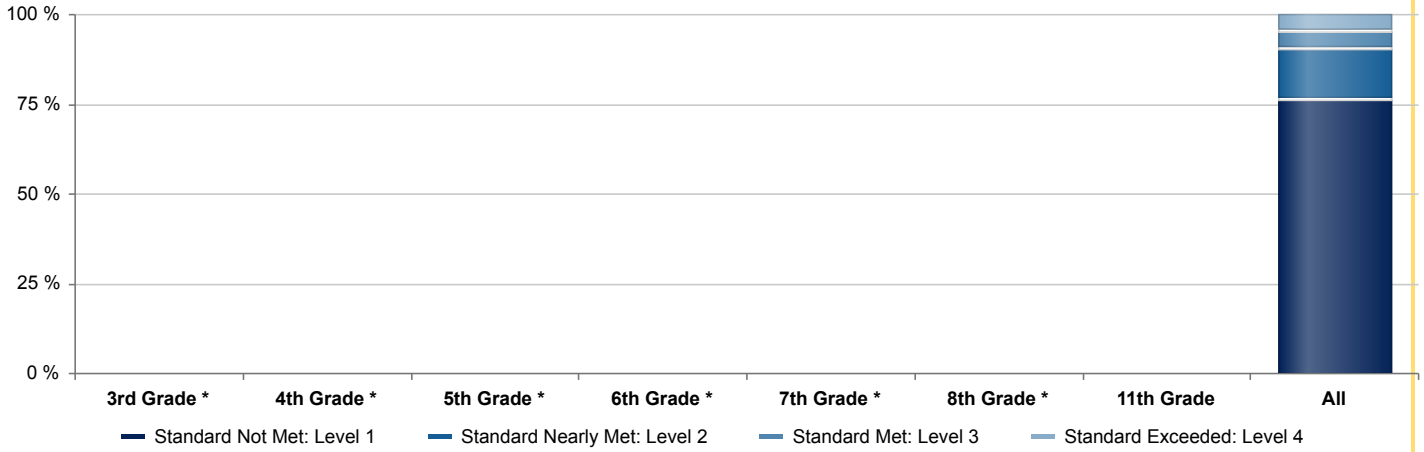
Smarter Balanced Results (2016)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	5	8	3	4	7	N/A	30
# of Students Tested	2	5	8	3	3	7	N/A	28
# of Students With Scores	2	5	8	3	3	7	N/A	28

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	4 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	4 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	14 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	79 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	4 %
Near Standard	*	*	*	*	*	*	N/A	25 %
Below Standard	*	*	*	*	*	*	N/A	71 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	4 %
Near Standard	*	*	*	*	*	*	N/A	21 %
Below Standard	*	*	*	*	*	*	N/A	75 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	4 %
Near Standard	*	*	*	*	*	*	N/A	71 %
Below Standard	*	*	*	*	*	*	N/A	25 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	4 %
Near Standard	*	*	*	*	*	*	N/A	46 %
Below Standard	*	*	*	*	*	*	N/A	50 %

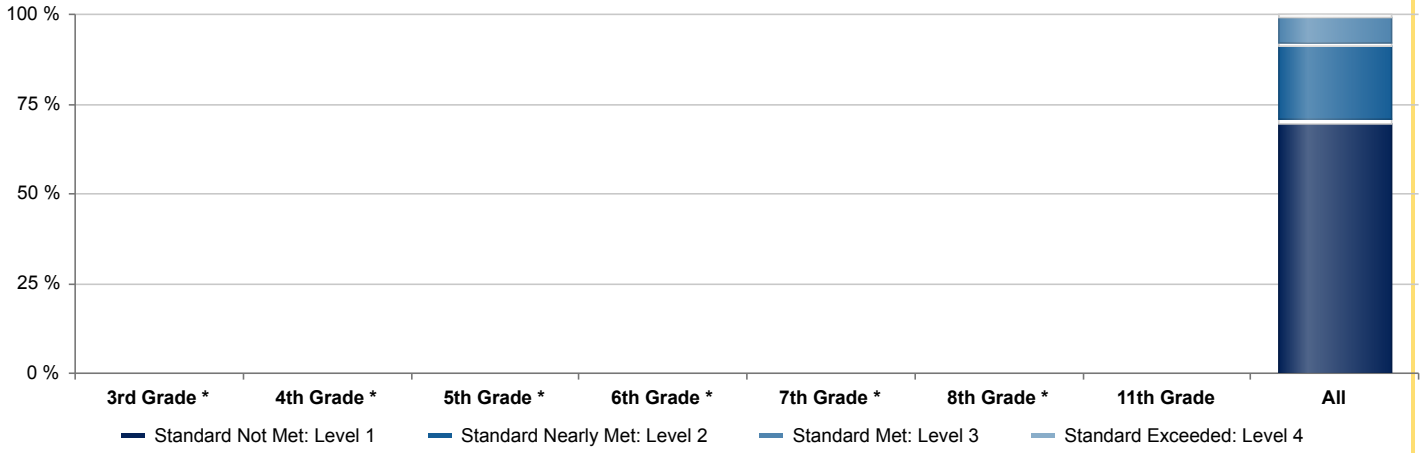
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	5	8	3	4	7	N/A	30
# of Students Tested	2	5	8	3	3	7	N/A	28
# of Students With Scores	2	5	8	3	3	7	N/A	28
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	7 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	21 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	71 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0 %
Near Standard								

		*	*	*	*	*	*	N/A	21 %
	Below Standard	*	*	*	*	*	*	N/A	79 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0 %
	Near Standard	*	*	*	*	*	*	N/A	29 %
	Below Standard	*	*	*	*	*	*	N/A	71 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	0 %
	Near Standard	*	*	*	*	*	*	N/A	29 %
	Below Standard	*	*	*	*	*	*	N/A	71 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

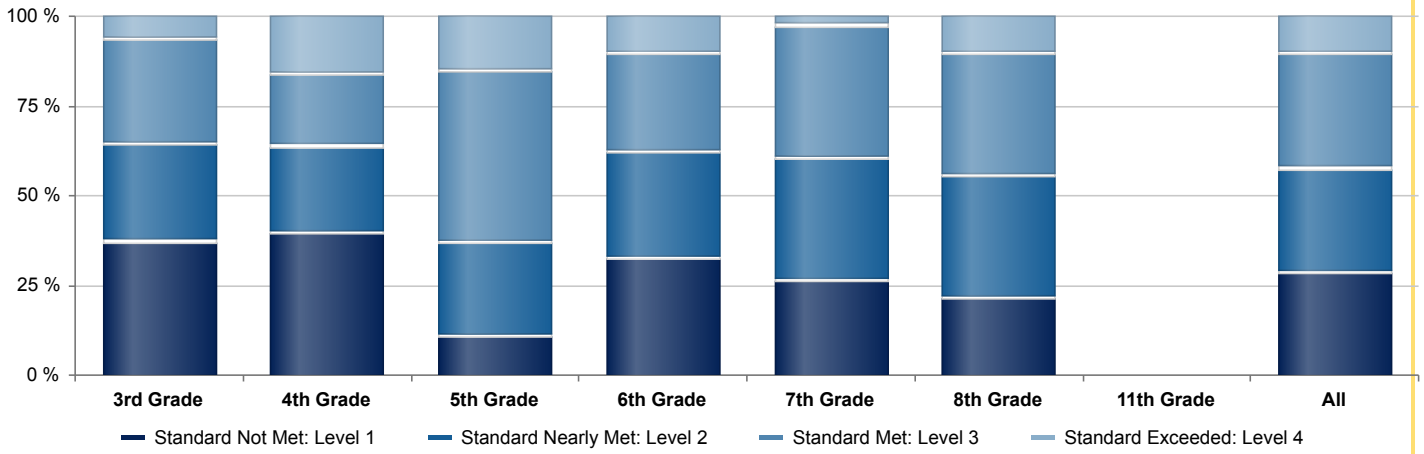
Black or African American

American Indian or Alaska Native

Asian

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	50	52	47	52	42	41	N/A	284
# of Students Tested	49	51	47	52	41	41	N/A	281
# of Students With Scores	48	51	47	51	41	41	N/A	279
Mean Scale Score	2393.2	2446.2	2527.3	2500.9	2529.5	2555.9	N/A	N/A
Standard Exceeded: Level 4	6 %	16 %	15 %	10 %	2 %	10 %	N/A	10 %
Standard Met: Level 3	29 %	20 %	49 %	27 %	37 %	34 %	N/A	32 %
Standard Nearly Met: Level 2	27 %	24 %	26 %	29 %	34 %	34 %	N/A	29 %
Standard Not Met: Level 1	38 %	41 %	11 %	33 %	27 %	22 %	N/A	29 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	10 %	19 %	14 %	12 %	20 %	N/A	13 %
Near Standard	56 %	47 %	60 %	43 %	54 %	49 %	N/A	51 %
Below Standard	38 %	43 %	21 %	43 %	34 %	32 %	N/A	35 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	16 %	23 %	10 %	23 %	22 %	N/A	16 %
Near Standard	54 %	49 %	62 %	45 %	53 %	54 %	N/A	53 %
Below Standard	40 %	35 %	15 %	45 %	25 %	24 %	N/A	31 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	2 %	10 %	19 %	4 %	15 %	10 %	N/A	10 %
Near Standard	77 %	78 %	77 %	80 %	63 %	76 %	N/A	76 %
Below Standard	21 %	12 %	4 %	16 %	22 %	15 %	N/A	15 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	16 %	55 %	24 %	12 %	20 %	N/A	24 %
Near Standard	48 %	57 %	43 %	51 %	63 %	61 %	N/A	53 %
Below Standard	38 %	27 %	2 %	25 %	24 %	20 %	N/A	23 %

English Language Arts/Literacy Area Achievement Level Descriptors

White

MATHEMATICS

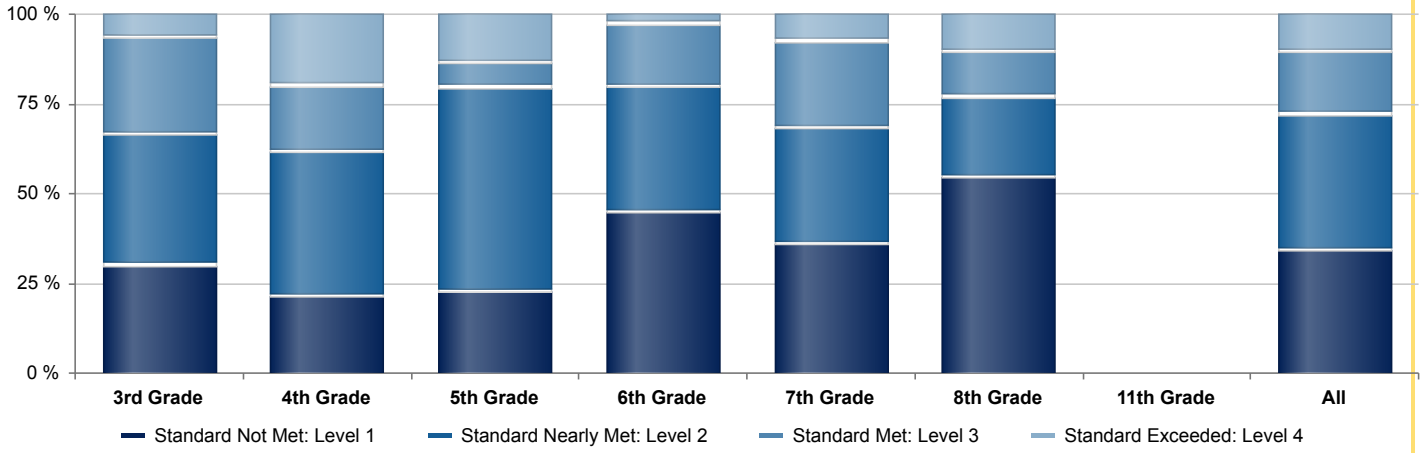
Black or African American

American Indian or Alaska Native

Asian

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	50	52	47	52	42	41	N/A	284
# of Students Tested	49	51	47	52	41	41	N/A	281
# of Students With Scores	49	51	47	52	41	41	N/A	281
Mean Scale Score	2409.3	2465.4	2494.8	2473.1	2505.3	2493.9	N/A	N/A
Standard Exceeded: Level 4	6 %	20 %	13 %	2 %	7 %	10 %	N/A	10 %
Standard Met: Level 3	27 %	18 %	6 %	17 %	24 %	12 %	N/A	17 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2	37 %	41 %	57 %	35 %	32 %	22 %	N/A	38 %
Standard Not Met: Level 1	31 %	22 %	23 %	46 %	37 %	56 %	N/A	35 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	22 %	13 %	4 %	15 %	10 %	N/A	14 %
Near Standard	43 %	29 %	55 %	35 %	44 %	34 %	N/A	40 %
Below Standard	35 %	49 %	32 %	62 %	41 %	56 %	N/A	46 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	14 %	9 %	6 %	15 %	10 %	N/A	10 %
Near Standard	49 %	57 %	49 %	48 %	41 %	51 %	N/A	49 %
Below Standard	45 %	29 %	43 %	46 %	44 %	39 %	N/A	41 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	18 %	15 %	4 %	10 %	15 %	N/A	12 %
Near Standard	69 %	47 %	53 %	58 %	63 %	63 %	N/A	59 %
Below Standard	20 %	35 %	32 %	38 %	27 %	22 %	N/A	30 %

Mathematics Area Achievement Level Descriptors

White

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

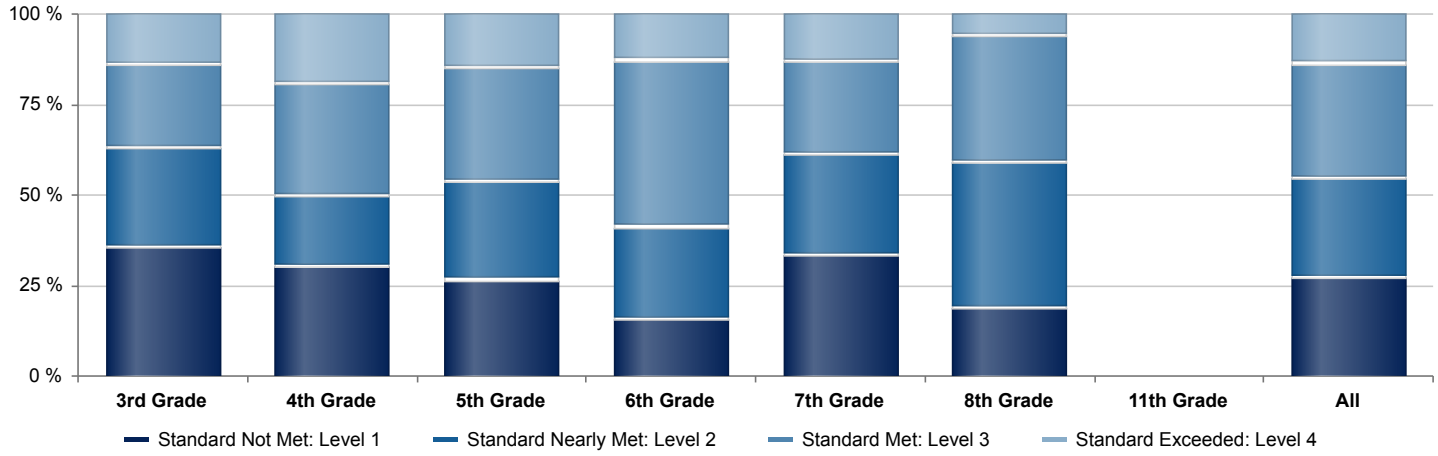
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	66	53	48	56	47	39	N/A	309
# of Students Tested	66	52	48	56	47	37	N/A	306
# of Students With Scores	66	52	48	56	47	37	N/A	306

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2403.3	2457.8	2498.3	2533.5	2528.7	2546.2	N/A	N/A
Standard Exceeded: Level 4	13.64 %	19.23 %	14.58 %	12.50 %	12.77 %	5.41 %	N/A	13.40 %
Standard Met: Level 3	22.73 %	30.77 %	31.25 %	46.43 %	25.53 %	35.14 %	N/A	31.70 %
Standard Nearly Met: Level 2	27.27 %	19.23 %	27.08 %	25.00 %	27.66 %	40.54 %	N/A	27.12 %
Standard Not Met: Level 1	36.36 %	30.77 %	27.08 %	16.07 %	34.04 %	18.92 %	N/A	27.78 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	11.54 %	10.42 %	21.43 %	19.15 %	21.62 %	N/A	16.67 %
Near Standard	39.39 %	48.08 %	64.58 %	51.79 %	40.43 %	32.43 %	N/A	46.41 %
Below Standard	43.94 %	40.38 %	25.00 %	26.79 %	40.43 %	45.95 %	N/A	36.93 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.15 %	25.00 %	33.33 %	21.43 %	19.15 %	13.51 %	N/A	21.24 %
Near Standard	51.52 %	46.15 %	47.92 %	55.36 %	55.32 %	64.86 %	N/A	52.94 %
Below Standard	33.33 %	28.85 %	18.75 %	23.21 %	25.53 %	21.62 %	N/A	25.82 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.12 %	11.54 %	14.58 %	23.21 %	4.26 %	8.11 %	N/A	12.75 %
Near Standard	68.18 %	67.31 %	56.25 %	62.50 %	61.70 %	78.38 %	N/A	65.36 %
Below Standard	19.70 %	21.15 %	29.17 %	14.29 %	34.04 %	13.51 %	N/A	21.90 %

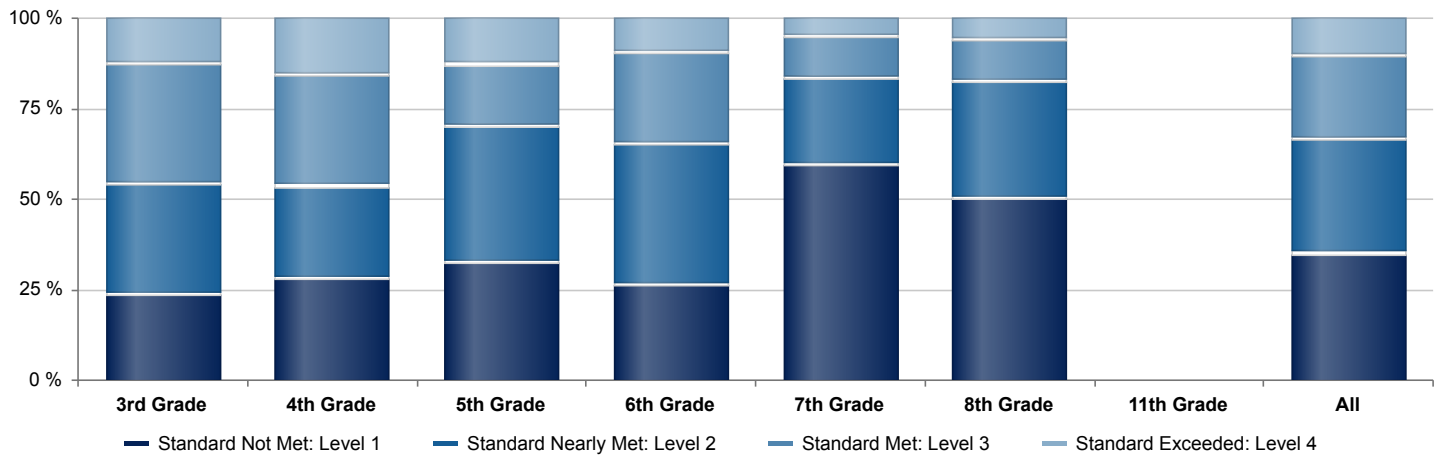
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21.21 %	36.54 %	18.75 %	28.57 %	29.79 %	10.81 %	N/A	24.84 %
Near Standard	46.97 %	46.15 %	64.58 %	53.57 %	40.43 %	62.16 %	N/A	51.63 %
Below Standard	31.82 %	17.31 %	16.67 %	17.86 %	29.79 %	27.03 %	N/A	23.53 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	66	53	48	56	46	39	N/A	308
# of Students Tested	66	52	48	56	46	37	N/A	305
# of Students With Scores	66	52	48	56	46	37	N/A	305
Mean Scale Score	2422.6	2467.2	2493.9	2513.1	2469.6	2503.8	N/A	N/A
Standard Exceeded: Level 4	12.12 %	15.38 %	12.50 %	8.93 %	4.35 %	5.41 %	N/A	10.16 %
Standard Met: Level 3	33.33 %	30.77 %	16.67 %	25.00 %	10.87 %	10.81 %	N/A	22.62 %
Standard Nearly Met: Level 2	30.30 %	25.00 %	37.50 %	39.29 %	23.91 %	32.43 %	N/A	31.48 %
Standard Not Met: Level 1	24.24 %	28.85 %	33.33 %	26.79 %	60.87 %	51.35 %	N/A	35.74 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.76 %	26.92 %	20.83 %	16.07 %	8.70 %	8.11 %	N/A	18.69 %
Near Standard	45.45 %	34.62 %	33.33 %	41.07 %	21.74 %	27.03 %	N/A	35.08 %

	Below Standard	28.79 %	38.46 %	45.83 %	42.86 %	69.57 %	64.86 %	N/A	46.23 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.70 %	9.62 %	14.58 %	14.29 %	8.70 %	5.41 %	N/A	12.79 %
Near Standard	53.03 %	55.77 %	47.92 %	51.79 %	56.52 %	43.24 %	N/A	51.80 %
Below Standard	27.27 %	34.62 %	37.50 %	33.93 %	34.78 %	51.35 %	N/A	35.41 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	21.15 %	10.42 %	12.50 %	8.70 %	2.70 %	N/A	12.79 %
Near Standard	69.70 %	50.00 %	56.25 %	55.36 %	41.30 %	59.46 %	N/A	56.07 %
Below Standard	13.64 %	28.85 %	33.33 %	32.14 %	50.00 %	37.84 %	N/A	31.15 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

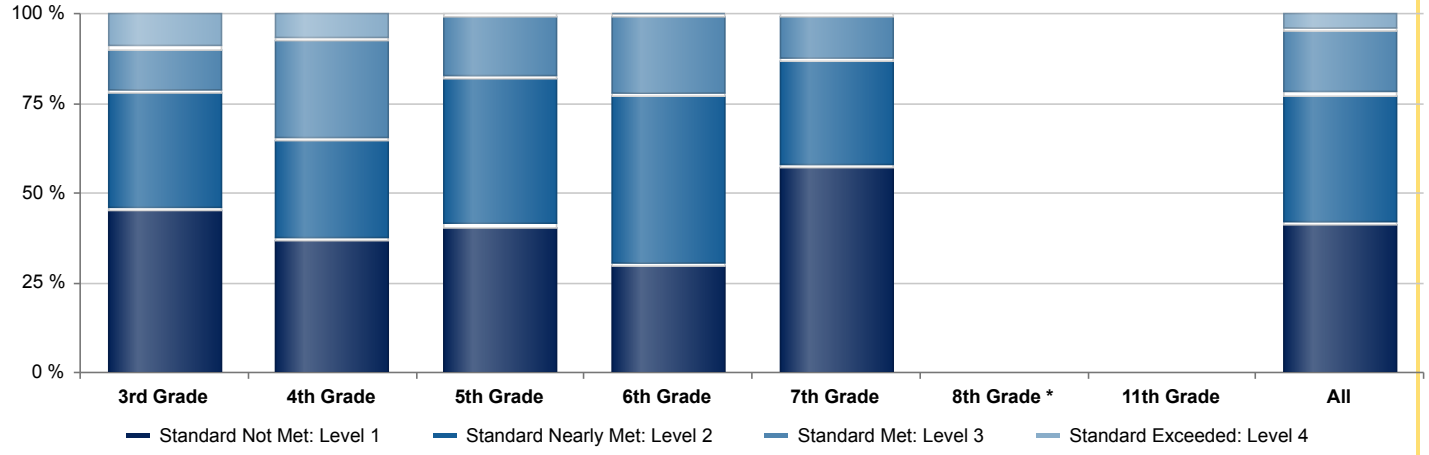
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	43	29	24	23	17	*	N/A	144
# of Students Tested	43	29	24	23	17	*	N/A	144
# of Students With Scores	43	29	24	23	17	*	N/A	144
Mean Scale Score	2382.9	2435.6	2458.6	2479.3	2470.4	*	N/A	N/A
Standard Exceeded: Level 4	9.30 %	6.90 %	0.00 %	0.00 %	0.00 %	*	N/A	4.17 %
Standard Met: Level 3	11.63 %	27.59 %	16.67 %	21.74 %	11.76 %	*	N/A	17.36 %
Standard Nearly Met: Level 2	32.56 %	27.59 %	41.67 %	47.83 %	29.41 %	*	N/A	36.11 %
Standard Not Met: Level 1	46.51 %	37.93 %	41.67 %	30.43 %	58.82 %	*	N/A	42.36 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.95 %	6.90 %	0.00 %	4.35 %	0.00 %	*	N/A	6.94 %
Near Standard	34.88 %	44.83 %	58.33 %	43.48 %	29.41 %	*	N/A	40.28 %
Below Standard	51.16 %	48.28 %	41.67 %	52.17 %	70.59 %	*	N/A	52.78 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.65 %	6.90 %	16.67 %	0.00 %	5.88 %	*	N/A	6.25 %
Near Standard	53.49 %	55.17 %	54.17 %	56.52 %	58.82 %	*	N/A	54.86 %
Below Standard	41.86 %	37.93 %	29.17 %	43.48 %	35.29 %	*	N/A	38.89 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.65 %	6.90 %	0.00 %	8.70 %	0.00 %	*	N/A	4.17 %
Near Standard	69.77 %	65.52 %	54.17 %	69.57 %	41.18 %	*	N/A	64.58 %
Below Standard	25.58 %	27.59 %	45.83 %	21.74 %	58.82 %	*	N/A	31.25 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.63 %	31.03 %	4.17 %	17.39 %	11.76 %	*	N/A	15.28 %
Near Standard	48.84 %	48.28 %	70.83 %	47.83 %	41.18 %	*	N/A	52.08 %
Below Standard	39.53 %	20.69 %	25.00 %	34.78 %	47.06 %	*	N/A	32.64 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

Ever-ELs

MATHEMATICS

Fluent English proficient and English only

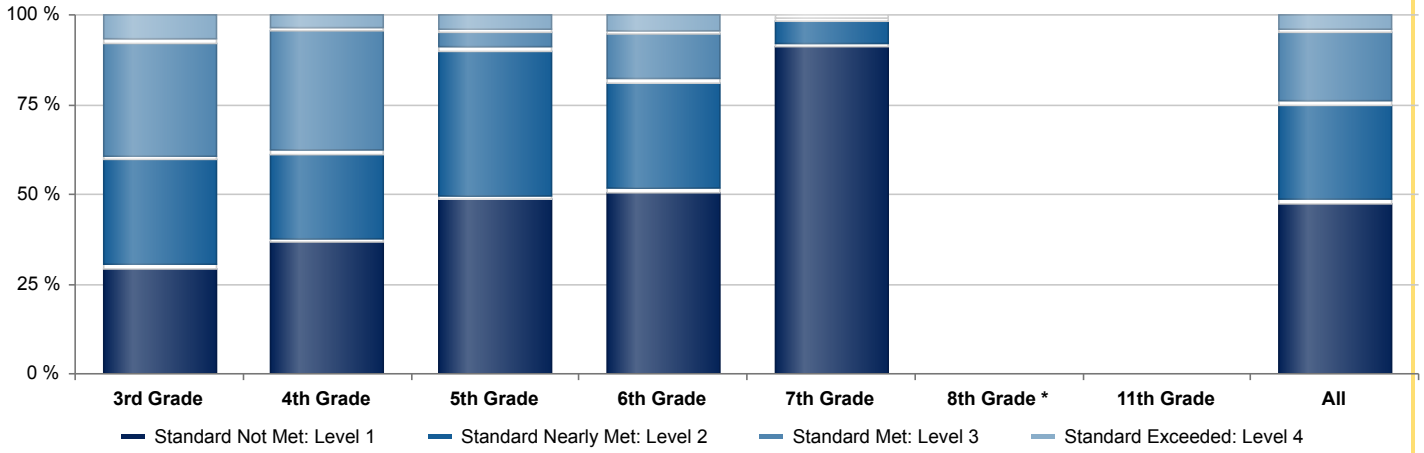
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	43	29	24	23	16	*	N/A	143
# of Students Tested	43	29	24	23	16	*	N/A	143
# of Students With Scores	43	29	24	23	16	*	N/A	143

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2409.6	2444.8	2460.8	2465.0	2417.3	*	N/A	N/A
Standard Exceeded: Level 4	6.98 %	3.45 %	4.17 %	4.35 %	0.00 %	*	N/A	4.20 %
Standard Met: Level 3	32.56 %	34.48 %	4.17 %	13.04 %	0.00 %	*	N/A	19.58 %
Standard Nearly Met: Level 2	30.23 %	24.14 %	41.67 %	30.43 %	6.25 %	*	N/A	27.27 %
Standard Not Met: Level 1	30.23 %	37.93 %	50.00 %	52.17 %	93.75 %	*	N/A	48.95 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.60 %	13.79 %	4.17 %	8.70 %	0.00 %	*	N/A	10.49 %
Near Standard	44.19 %	37.93 %	33.33 %	26.09 %	6.25 %	*	N/A	32.17 %
Below Standard	37.21 %	48.28 %	62.50 %	65.22 %	93.75 %	*	N/A	57.34 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.30 %	3.45 %	4.17 %	4.35 %	0.00 %	*	N/A	4.90 %
Near Standard	58.14 %	51.72 %	41.67 %	34.78 %	68.75 %	*	N/A	48.95 %
Below Standard	32.56 %	44.83 %	54.17 %	60.87 %	31.25 %	*	N/A	46.15 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.63 %	6.90 %	0.00 %	8.70 %	0.00 %	*	N/A	6.29 %
Near Standard	72.09 %	58.62 %	54.17 %	34.78 %	31.25 %	*	N/A	53.85 %
Below Standard	16.28 %	34.48 %	45.83 %	56.52 %	68.75 %	*	N/A	39.86 %

Mathematics Area Achievement Level Descriptors

English only

Ever-ELs

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

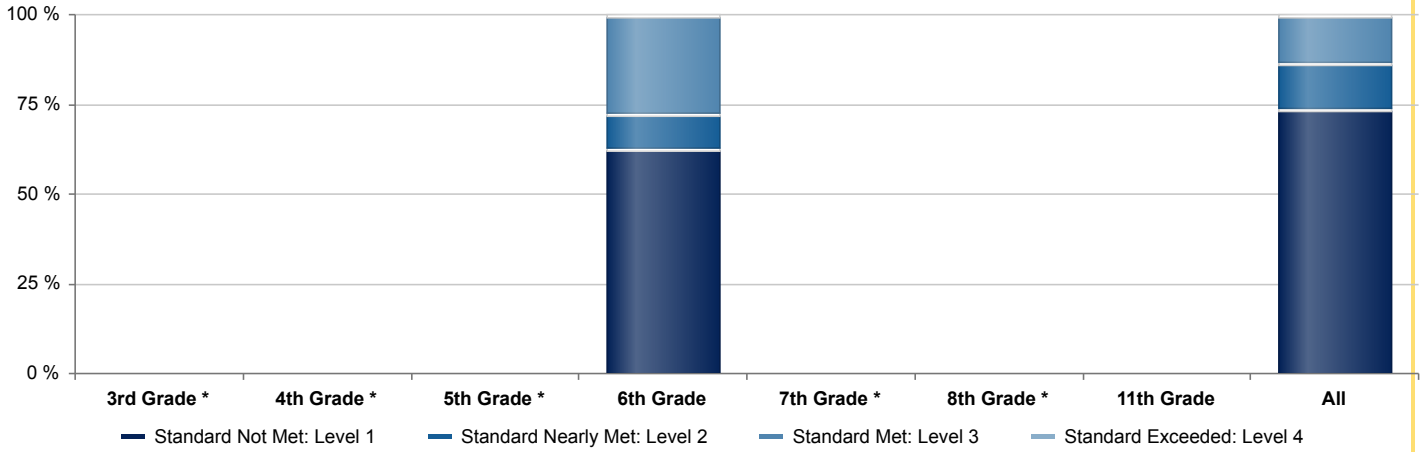
Smarter Balanced Results (2017)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	11	*	*	N/A	34
# of Students Tested	*	*	*	11	*	*	N/A	32
# of Students With Scores	*	*	*	11	*	*	N/A	32

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	2447.2	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	0.00 %	*	*	N/A	0.00 %
Standard Met: Level 3	*	*	*	27.27 %	*	*	N/A	12.50 %
Standard Nearly Met: Level 2	*	*	*	9.09 %	*	*	N/A	12.50 %
Standard Not Met: Level 1	*	*	*	63.64 %	*	*	N/A	75.00 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	*	*	N/A	6.25 %
Near Standard	*	*	*	27.27 %	*	*	N/A	15.63 %
Below Standard	*	*	*	54.55 %	*	*	N/A	78.13 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	0.00 %	*	*	N/A	0.00 %
Near Standard	*	*	*	27.27 %	*	*	N/A	28.13 %
Below Standard	*	*	*	72.73 %	*	*	N/A	71.88 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	*	*	N/A	6.25 %
Near Standard	*	*	*	27.27 %	*	*	N/A	37.50 %
Below Standard	*	*	*	54.55 %	*	*	N/A	56.25 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	9.09 %	*	*	N/A	3.13 %
Near Standard	*	*	*	27.27 %	*	*	N/A	28.13 %
Below Standard	*	*	*	63.64 %	*	*	N/A	68.75 %

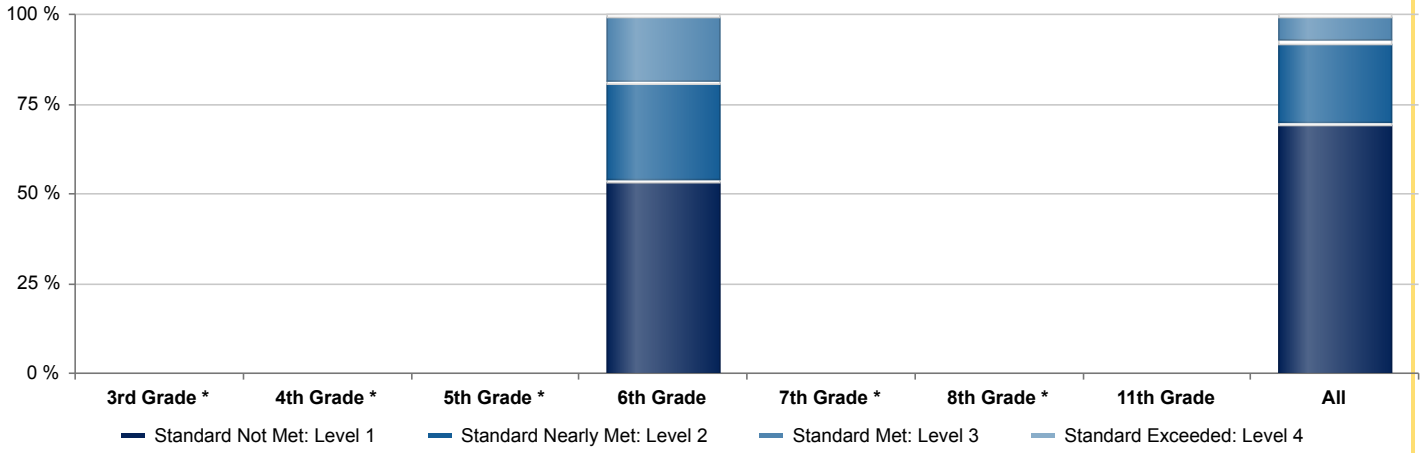
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	11	*	*	N/A	33
# of Students Tested	*	*	*	11	*	*	N/A	31
# of Students With Scores	*	*	*	11	*	*	N/A	31
Mean Scale Score	*	*	*	2455.5	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	0.00 %	*	*	N/A	0.00 %
Standard Met: Level 3	*	*	*	18.18 %	*	*	N/A	6.45 %
Standard Nearly Met: Level 2	*	*	*	27.27 %	*	*	N/A	22.58 %
Standard Not Met: Level 1	*	*	*	54.55 %	*	*	N/A	70.97 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	0.00 %	*	*	N/A	0.00 %
Near Standard								

		*	*	*	45.45 %	*	*	N/A	25.81 %
	Below Standard	*	*	*	54.55 %	*	*	N/A	74.19 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	0.00 %	*	*	N/A	0.00 %
Near Standard	*	*	*	36.36 %	*	*	N/A	25.81 %
Below Standard	*	*	*	63.64 %	*	*	N/A	74.19 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	*	*	N/A	6.45 %
Near Standard	*	*	*	36.36 %	*	*	N/A	32.26 %
Below Standard	*	*	*	45.45 %	*	*	N/A	61.29 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

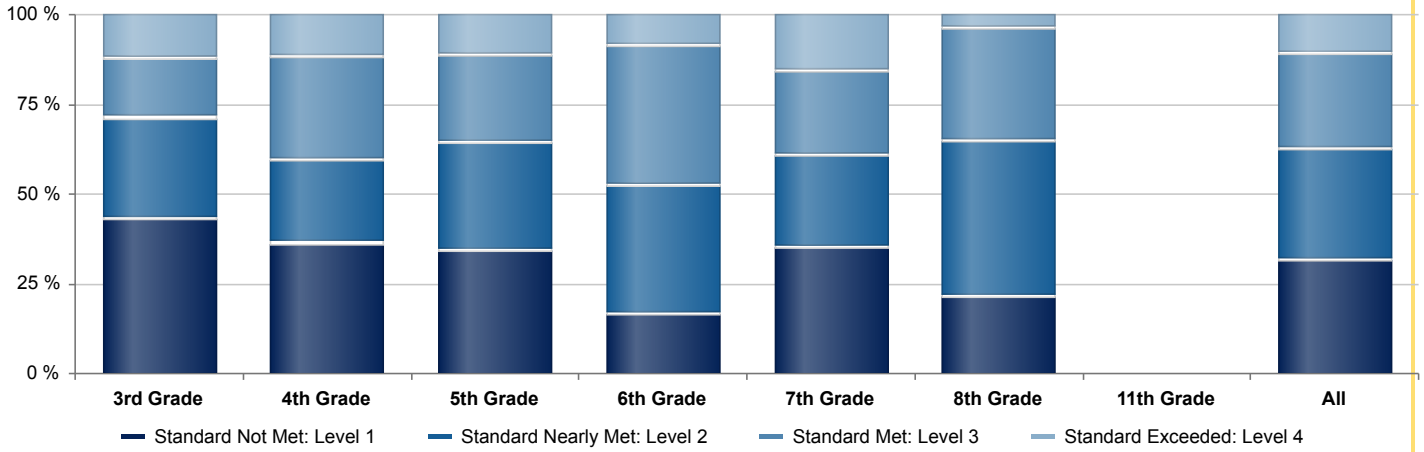
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	43	35	37	36	39	33	N/A	223
# of Students Tested	43	35	37	36	39	32	N/A	222
# of Students With Scores	43	35	37	36	39	32	N/A	222

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2389.5	2438.4	2482.4	2521.1	2526.8	2539.6	N/A	N/A
Standard Exceeded: Level 4	11.63 %	11.43 %	10.81 %	8.33 %	15.38 %	3.13 %	N/A	10.36 %
Standard Met: Level 3	16.28 %	28.57 %	24.32 %	38.89 %	23.08 %	31.25 %	N/A	26.58 %
Standard Nearly Met: Level 2	27.91 %	22.86 %	29.73 %	36.11 %	25.64 %	43.75 %	N/A	30.63 %
Standard Not Met: Level 1	44.19 %	37.14 %	35.14 %	16.67 %	35.90 %	21.88 %	N/A	32.43 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.60 %	5.71 %	10.81 %	11.11 %	20.51 %	15.63 %	N/A	13.96 %
Near Standard	30.23 %	45.71 %	56.76 %	55.56 %	38.46 %	34.38 %	N/A	43.24 %
Below Standard	51.16 %	48.57 %	32.43 %	33.33 %	41.03 %	50.00 %	N/A	42.79 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.98 %	17.14 %	27.03 %	16.67 %	20.51 %	15.63 %	N/A	17.12 %
Near Standard	53.49 %	45.71 %	48.65 %	58.33 %	51.28 %	59.38 %	N/A	52.70 %
Below Standard	39.53 %	37.14 %	24.32 %	25.00 %	28.21 %	25.00 %	N/A	30.18 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.98 %	2.86 %	5.41 %	16.67 %	5.13 %	6.25 %	N/A	7.21 %
Near Standard	67.44 %	68.57 %	59.46 %	69.44 %	58.97 %	78.13 %	N/A	66.67 %
Below Standard	25.58 %	28.57 %	35.14 %	13.89 %	35.90 %	15.63 %	N/A	26.13 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.60 %	34.29 %	13.51 %	22.22 %	30.77 %	9.38 %	N/A	21.62 %
Near Standard	41.86 %	45.71 %	64.86 %	58.33 %	38.46 %	59.38 %	N/A	50.90 %
Below Standard	39.53 %	20.00 %	21.62 %	19.44 %	30.77 %	31.25 %	N/A	27.48 %

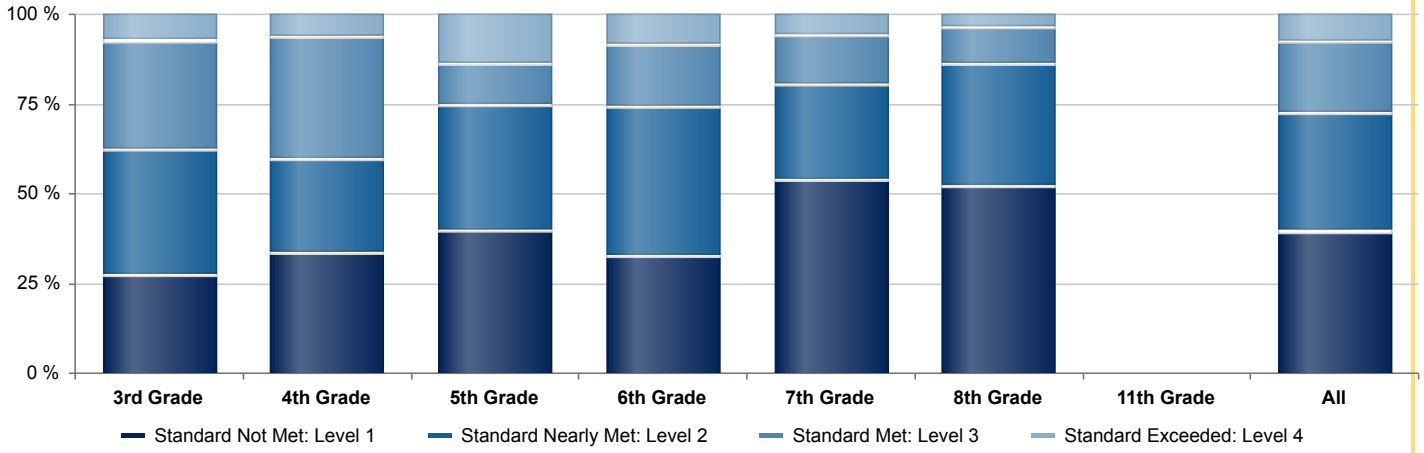
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	43	35	37	36	38	33	N/A	222
# of Students Tested	43	35	37	36	38	32	N/A	221
# of Students With Scores	43	35	37	36	38	32	N/A	221
Mean Scale Score	2410.9	2449.9	2483.8	2497.4	2478.1	2497.6	N/A	N/A
Standard Exceeded: Level 4	6.98 %	5.71 %	13.51 %	8.33 %	5.26 %	3.13 %	N/A	7.24 %
Standard Met: Level 3	30.23 %	34.29 %	10.81 %	16.67 %	13.16 %	9.38 %	N/A	19.46 %
Standard Nearly Met: Level 2	34.88 %	25.71 %	35.14 %	41.67 %	26.32 %	34.38 %	N/A	33.03 %
Standard Not Met: Level 1	27.91 %	34.29 %	40.54 %	33.33 %	55.26 %	53.13 %	N/A	40.27 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.60 %	17.14 %	16.22 %	13.89 %	10.53 %	6.25 %	N/A	14.03 %
Near Standard								

		48.84 %	37.14 %	32.43 %	33.33 %	26.32 %	25.00 %	N/A	34.39 %
	Below Standard	32.56 %	45.71 %	51.35 %	52.78 %	63.16 %	68.75 %	N/A	51.58 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.30 %	5.71 %	13.51 %	16.67 %	10.53 %	3.13 %	N/A	9.95 %
Near Standard	58.14 %	54.29 %	40.54 %	41.67 %	50.00 %	46.88 %	N/A	48.87 %
Below Standard	32.56 %	40.00 %	45.95 %	41.67 %	39.47 %	50.00 %	N/A	41.18 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.30 %	11.43 %	10.81 %	5.56 %	10.53 %	3.13 %	N/A	8.60 %
Near Standard	76.74 %	54.29 %	51.35 %	52.78 %	42.11 %	53.13 %	N/A	55.66 %
Below Standard	13.95 %	34.29 %	37.84 %	41.67 %	47.37 %	43.75 %	N/A	35.75 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

Results by Ethnicity

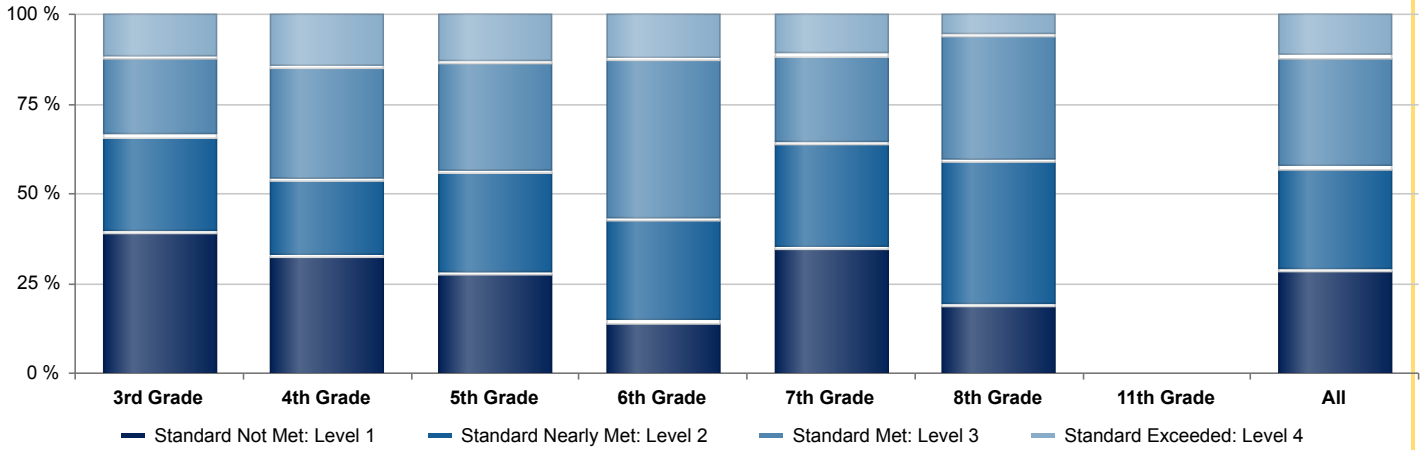
ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	60	49	46	49	45	39	N/A	288
# of Students Tested	60	48	46	49	45	37	N/A	285
# of Students With Scores	60	48	46	49	45	37	N/A	285
Mean Scale Score	2396.3	2448.4	2494.9	2532.8	2522.7	2546.2	N/A	N/A
Standard Exceeded: Level 4	11.67 %	14.58 %	13.04 %	12.24 %	11.11 %	5.41 %	N/A	11.58 %
Standard Met: Level 3	21.67 %	31.25 %	30.43 %	44.90 %	24.44 %	35.14 %	N/A	30.88 %
Standard Nearly Met: Level 2	26.67 %	20.83 %	28.26 %	28.57 %	28.89 %	40.54 %	N/A	28.42 %
Standard Not Met: Level 1	40.00 %	33.33 %	28.26 %	14.29 %	35.56 %	18.92 %	N/A	29.12 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.00 %	6.25 %	10.87 %	18.37 %	15.56 %	21.62 %	N/A	14.39 %
Near Standard	38.33 %	52.08 %	63.04 %	53.06 %	42.22 %	32.43 %	N/A	47.02 %
Below Standard	46.67 %	41.67 %	26.09 %	28.57 %	42.22 %	45.95 %	N/A	38.60 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.67 %	20.83 %	32.61 %	20.41 %	20.00 %	13.51 %	N/A	19.65 %
Near Standard	51.67 %	47.92 %	47.83 %	57.14 %	53.33 %	64.86 %	N/A	53.33 %
Below Standard	36.67 %	31.25 %	19.57 %	22.45 %	26.67 %	21.62 %	N/A	27.02 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10.00 %	8.33 %	13.04 %	22.45 %	2.22 %	8.11 %	N/A	10.88 %
Near Standard	68.33 %	68.75 %	56.52 %	63.27 %	62.22 %	78.38 %	N/A	65.96 %
Below Standard	21.67 %	22.92 %	30.43 %	14.29 %	35.56 %	13.51 %	N/A	23.16 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard	16.67 %	33.33 %	17.39 %	28.57 %	26.67 %	10.81 %	N/A	22.46 %
	Near Standard	50.00 %	47.92 %	65.22 %	55.10 %	42.22 %	62.16 %	N/A	53.33 %
	Below Standard	33.33 %	18.75 %	17.39 %	16.33 %	31.11 %	27.03 %	N/A	24.21 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Two or more races

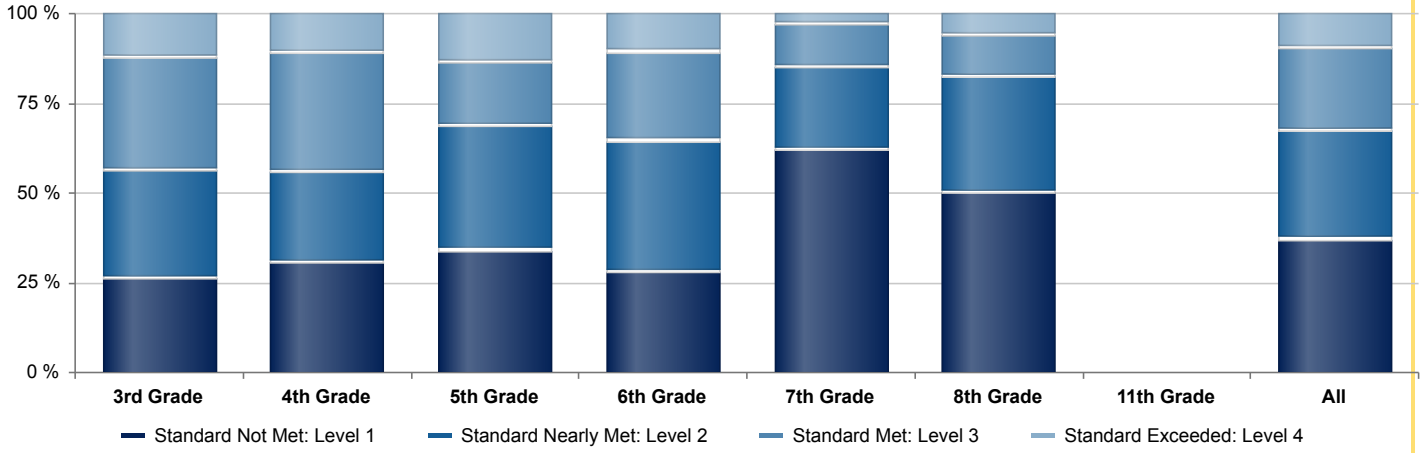
MATHEMATICS

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	60	49	46	49	44	39	N/A	287
# of Students Tested	60	48	46	49	44	37	N/A	284
# of Students With Scores	60	48	46	49	44	37	N/A	284
Mean Scale Score	2417.8	2460.4	2493.8	2512.1	2465.0	2503.8	N/A	N/A
Standard Exceeded: Level 4	11.67 %	10.42 %	13.04 %	10.20 %	2.27 %	5.41 %	N/A	9.15 %
Standard Met: Level 3	31.67 %	33.33 %	17.39 %	24.49 %	11.36 %	10.81 %	N/A	22.54 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2	30.00 %	25.00 %	34.78 %	36.73 %	22.73 %	32.43 %	N/A	30.28 %
Standard Not Met: Level 1	26.67 %	31.25 %	34.78 %	28.57 %	63.64 %	51.35 %	N/A	38.03 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23.33 %	22.92 %	21.74 %	18.37 %	6.82 %	8.11 %	N/A	17.61 %
Near Standard	45.00 %	37.50 %	32.61 %	38.78 %	22.73 %	27.03 %	N/A	34.86 %
Below Standard	31.67 %	39.58 %	45.65 %	42.86 %	70.45 %	64.86 %	N/A	47.54 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	8.33 %	15.22 %	16.33 %	6.82 %	5.41 %	N/A	11.97 %
Near Standard	55.00 %	54.17 %	45.65 %	46.94 %	56.82 %	43.24 %	N/A	50.70 %
Below Standard	28.33 %	37.50 %	39.13 %	36.73 %	36.36 %	51.35 %	N/A	37.32 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.33 %	16.67 %	10.87 %	12.24 %	6.82 %	2.70 %	N/A	10.92 %
Near Standard	71.67 %	52.08 %	54.35 %	53.06 %	40.91 %	59.46 %	N/A	55.99 %
Below Standard	15.00 %	31.25 %	34.78 %	34.69 %	52.27 %	37.84 %	N/A	33.10 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Two or more races

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

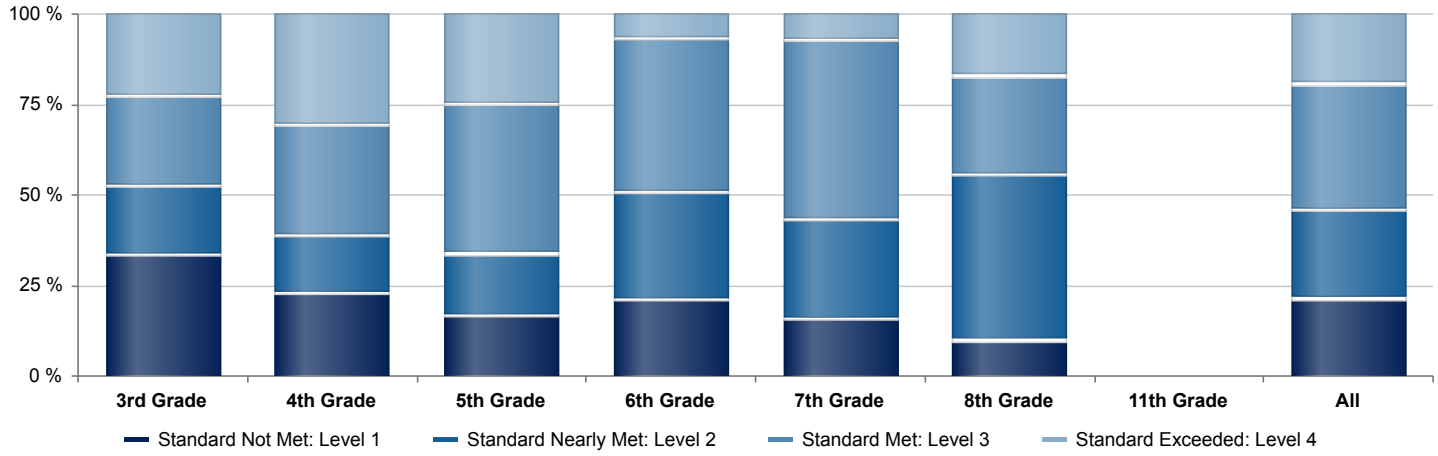
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	72	65	49	47	45	41	N/A	319
# of Students Tested	71	65	48	47	44	41	N/A	316
# of Students With Scores	70	65	48	47	44	41	N/A	315

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2415.2	2478.8	2526.9	2518.9	2554.3	2569.1	N/A	N/A
Standard Exceeded: Level 4	22.86 %	30.77 %	25.00 %	6.38 %	6.82 %	17.07 %	N/A	19.37 %
Standard Met: Level 3	24.29 %	30.77 %	41.67 %	42.55 %	50.00 %	26.83 %	N/A	34.92 %
Standard Nearly Met: Level 2	18.57 %	15.38 %	16.67 %	29.79 %	27.27 %	46.34 %	N/A	24.13 %
Standard Not Met: Level 1	34.29 %	23.08 %	16.67 %	21.28 %	15.91 %	9.76 %	N/A	21.59 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23.19 %	21.54 %	14.58 %	12.77 %	18.18 %	14.63 %	N/A	18.15 %
Near Standard	37.68 %	47.69 %	60.42 %	59.57 %	52.27 %	53.66 %	N/A	50.64 %
Below Standard	39.13 %	30.77 %	25.00 %	27.66 %	29.55 %	31.71 %	N/A	31.21 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.59 %	24.62 %	41.67 %	14.89 %	25.00 %	31.71 %	N/A	25.88 %
Near Standard	44.12 %	56.92 %	50.00 %	63.83 %	63.64 %	53.66 %	N/A	54.63 %
Below Standard	35.29 %	18.46 %	8.33 %	21.28 %	11.36 %	14.63 %	N/A	19.49 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21.74 %	21.54 %	8.33 %	8.51 %	4.55 %	14.63 %	N/A	14.33 %
Near Standard	57.97 %	64.62 %	68.75 %	85.11 %	88.64 %	73.17 %	N/A	71.34 %
Below Standard	20.29 %	13.85 %	22.92 %	6.38 %	6.82 %	12.20 %	N/A	14.33 %

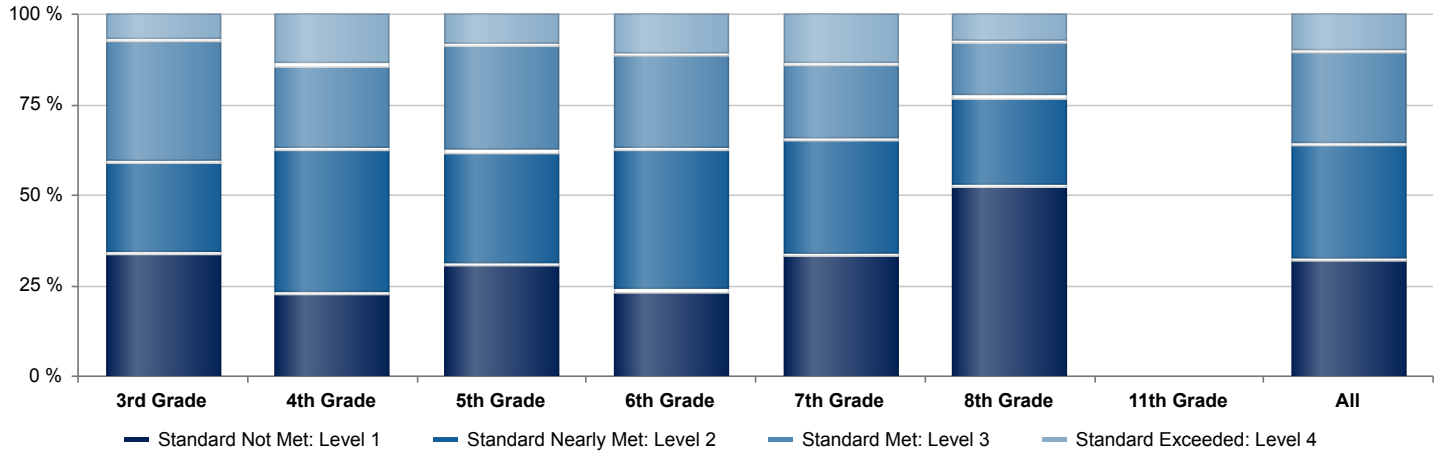
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21.74 %	40.00 %	47.92 %	27.66 %	34.09 %	31.71 %	N/A	33.44 %
Near Standard	50.72 %	40.00 %	45.83 %	46.81 %	54.55 %	63.41 %	N/A	49.36 %
Below Standard	27.54 %	20.00 %	6.25 %	25.53 %	11.36 %	4.88 %	N/A	17.20 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	72	65	49	47	45	41	N/A	319
# of Students Tested	72	65	48	46	44	41	N/A	316
# of Students With Scores	72	65	48	46	44	41	N/A	316
Mean Scale Score	2411.8	2466.6	2485.7	2526.7	2521.4	2501.6	N/A	N/A
Standard Exceeded: Level 4	6.94 %	13.85 %	8.33 %	10.87 %	13.64 %	7.32 %	N/A	10.13 %
Standard Met: Level 3	33.33 %	23.08 %	29.17 %	26.09 %	20.45 %	14.63 %	N/A	25.32 %
Standard Nearly Met: Level 2	25.00 %	40.00 %	31.25 %	39.13 %	31.82 %	24.39 %	N/A	31.96 %
Standard Not Met: Level 1	34.72 %	23.08 %	31.25 %	23.91 %	34.09 %	53.66 %	N/A	32.59 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23.61 %	23.08 %	16.67 %	21.74 %	25.00 %	9.76 %	N/A	20.57 %
Near Standard	34.72 %	38.46 %	37.50 %	45.65 %	25.00 %	31.71 %	N/A	35.76 %

	Below Standard	41.67 %	38.46 %	45.83 %	32.61 %	50.00 %	58.54 %	N/A	43.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.11 %	16.92 %	10.42 %	13.04 %	13.64 %	4.88 %	N/A	12.03 %
Near Standard	48.61 %	55.38 %	54.17 %	56.52 %	56.82 %	43.90 %	N/A	52.53 %
Below Standard	40.28 %	27.69 %	35.42 %	30.43 %	29.55 %	51.22 %	N/A	35.44 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.28 %	27.69 %	22.92 %	10.87 %	15.91 %	4.88 %	N/A	17.09 %
Near Standard	56.94 %	49.23 %	43.75 %	52.17 %	59.09 %	56.10 %	N/A	52.85 %
Below Standard	27.78 %	23.08 %	33.33 %	36.96 %	25.00 %	39.02 %	N/A	30.06 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

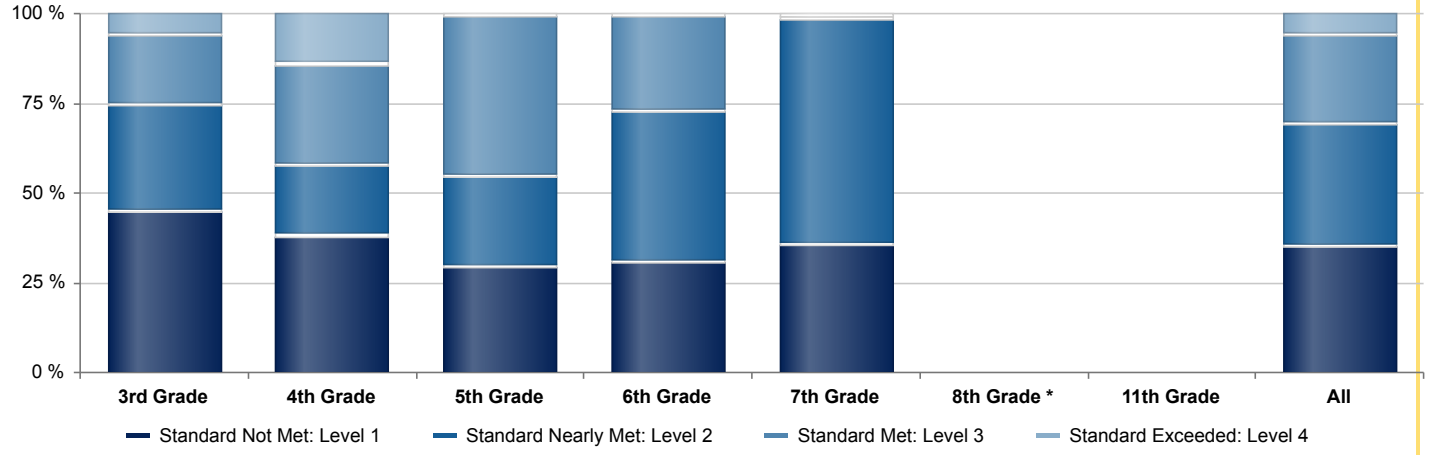
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	39	36	20	19	11	*	N/A	135
# of Students Tested	38	36	20	19	11	*	N/A	134
# of Students With Scores	37	36	20	19	11	*	N/A	133
Mean Scale Score	2377.6	2433.6	2481.9	2485.8	2491.8	*	N/A	N/A
Standard Exceeded: Level 4	5.41 %	13.89 %	0.00 %	0.00 %	0.00 %	*	N/A	5.26 %
Standard Met: Level 3	18.92 %	27.78 %	45.00 %	26.32 %	0.00 %	*	N/A	24.81 %
Standard Nearly Met: Level 2	29.73 %	19.44 %	25.00 %	42.11 %	63.64 %	*	N/A	33.83 %
Standard Not Met: Level 1	45.95 %	38.89 %	30.00 %	31.58 %	36.36 %	*	N/A	36.09 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.11 %	2.78 %	0.00 %	0.00 %	0.00 %	*	N/A	3.79 %
Near Standard	38.89 %	47.22 %	55.00 %	63.16 %	36.36 %	*	N/A	47.73 %
Below Standard	50.00 %	50.00 %	45.00 %	36.84 %	63.64 %	*	N/A	48.48 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	2.86 %	5.56 %	15.00 %	5.26 %	0.00 %	*	N/A	6.87 %
Near Standard	51.43 %	63.89 %	75.00 %	57.89 %	72.73 %	*	N/A	61.07 %
Below Standard	45.71 %	30.56 %	10.00 %	36.84 %	27.27 %	*	N/A	32.06 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.56 %	8.33 %	0.00 %	0.00 %	0.00 %	*	N/A	3.79 %
Near Standard	66.67 %	72.22 %	75.00 %	84.21 %	90.91 %	*	N/A	74.24 %
Below Standard	27.78 %	19.44 %	25.00 %	15.79 %	9.09 %	*	N/A	21.97 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.56 %	25.00 %	20.00 %	15.79 %	0.00 %	*	N/A	14.39 %
Near Standard	61.11 %	41.67 %	65.00 %	47.37 %	81.82 %	*	N/A	58.33 %
Below Standard	33.33 %	33.33 %	15.00 %	36.84 %	18.18 %	*	N/A	27.27 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

Ever-ELs

MATHEMATICS

Fluent English proficient and English only

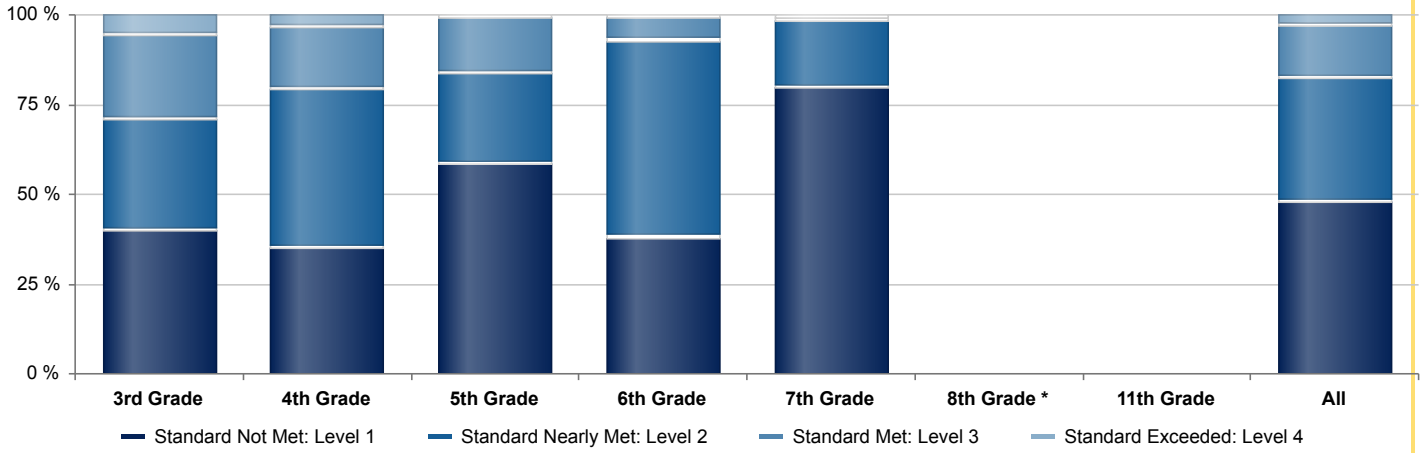
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	39	36	20	19	11	*	N/A	135
# of Students Tested	39	36	20	18	11	*	N/A	134
# of Students With Scores	39	36	20	18	11	*	N/A	134

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2395.9	2436.7	2437.4	2481.4	2431.4	*	N/A	N/A
Standard Exceeded: Level 4	5.13 %	2.78 %	0.00 %	0.00 %	0.00 %	*	N/A	2.24 %
Standard Met: Level 3	23.08 %	16.67 %	15.00 %	5.56 %	0.00 %	*	N/A	14.18 %
Standard Nearly Met: Level 2	30.77 %	44.44 %	25.00 %	55.56 %	18.18 %	*	N/A	34.33 %
Standard Not Met: Level 1	41.03 %	36.11 %	60.00 %	38.89 %	81.82 %	*	N/A	49.25 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.82 %	13.89 %	5.00 %	5.56 %	0.00 %	*	N/A	8.96 %
Near Standard	35.90 %	30.56 %	30.00 %	50.00 %	9.09 %	*	N/A	31.34 %
Below Standard	51.28 %	55.56 %	65.00 %	44.44 %	90.91 %	*	N/A	59.70 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	2.56 %	2.78 %	0.00 %	0.00 %	0.00 %	*	N/A	1.49 %
Near Standard	46.15 %	50.00 %	40.00 %	44.44 %	27.27 %	*	N/A	43.28 %
Below Standard	51.28 %	47.22 %	60.00 %	55.56 %	72.73 %	*	N/A	55.22 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7.69 %	16.67 %	5.00 %	0.00 %	0.00 %	*	N/A	7.46 %
Near Standard	56.41 %	47.22 %	40.00 %	38.89 %	45.45 %	*	N/A	47.01 %
Below Standard	35.90 %	36.11 %	55.00 %	61.11 %	54.55 %	*	N/A	45.52 %

Mathematics Area Achievement Level Descriptors

English only

Ever-ELs

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

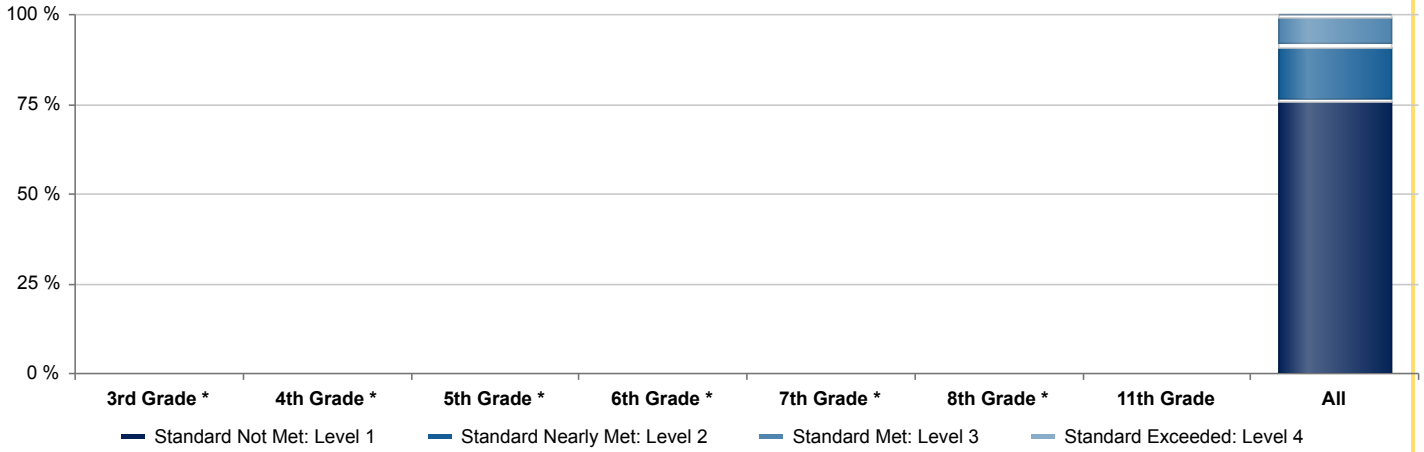
Smarter Balanced Results (2018)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	28
# of Students Tested	*	*	*	*	*	*	N/A	27
# of Students With Scores	*	*	*	*	*	*	N/A	27

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	0.00 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	7.41 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	14.81 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	77.78 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	3.70 %
Near Standard	*	*	*	*	*	*	N/A	11.11 %
Below Standard	*	*	*	*	*	*	N/A	85.19 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	29.63 %
Below Standard	*	*	*	*	*	*	N/A	70.37 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	0.00 %
Near Standard	*	*	*	*	*	*	N/A	59.26 %
Below Standard	*	*	*	*	*	*	N/A	40.74 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	7.41 %
Near Standard	*	*	*	*	*	*	N/A	33.33 %
Below Standard	*	*	*	*	*	*	N/A	59.26 %

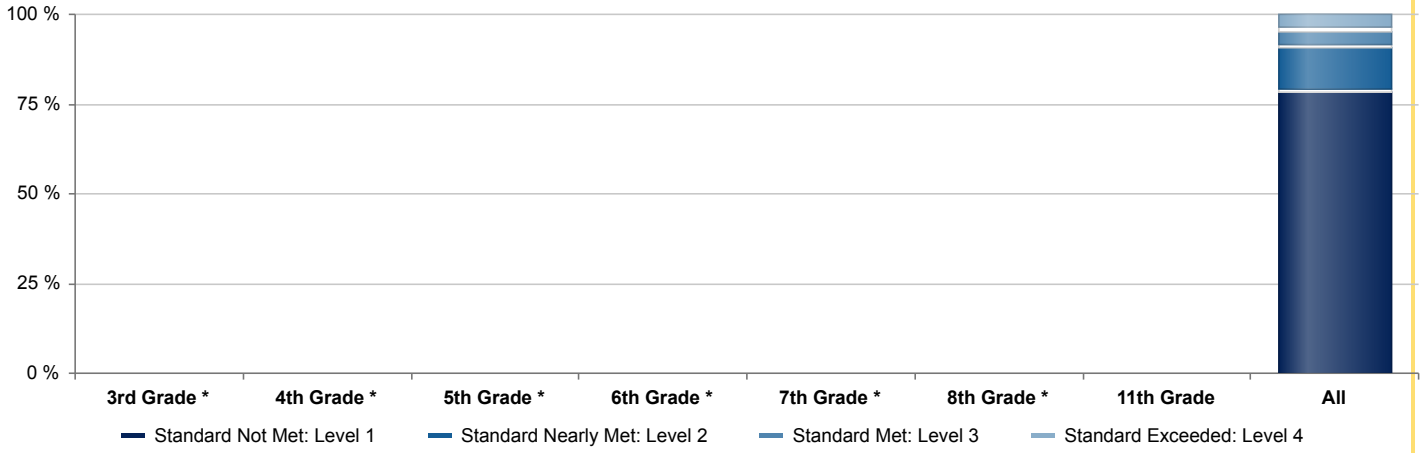
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	N/A	28
# of Students Tested	*	*	*	*	*	*	N/A	26
# of Students With Scores	*	*	*	*	*	*	N/A	26
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	3.85 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	3.85 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	11.54 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	80.77 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	N/A	3.85 %
Near Standard								

		*	*	*	*	*	*	N/A	15.38 %
	Below Standard	*	*	*	*	*	*	N/A	80.77 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	3.85 %
	Near Standard	*	*	*	*	*	*	N/A	15.38 %
	Below Standard	*	*	*	*	*	*	N/A	80.77 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	N/A	3.85 %
	Near Standard	*	*	*	*	*	*	N/A	38.46 %
	Below Standard	*	*	*	*	*	*	N/A	57.69 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

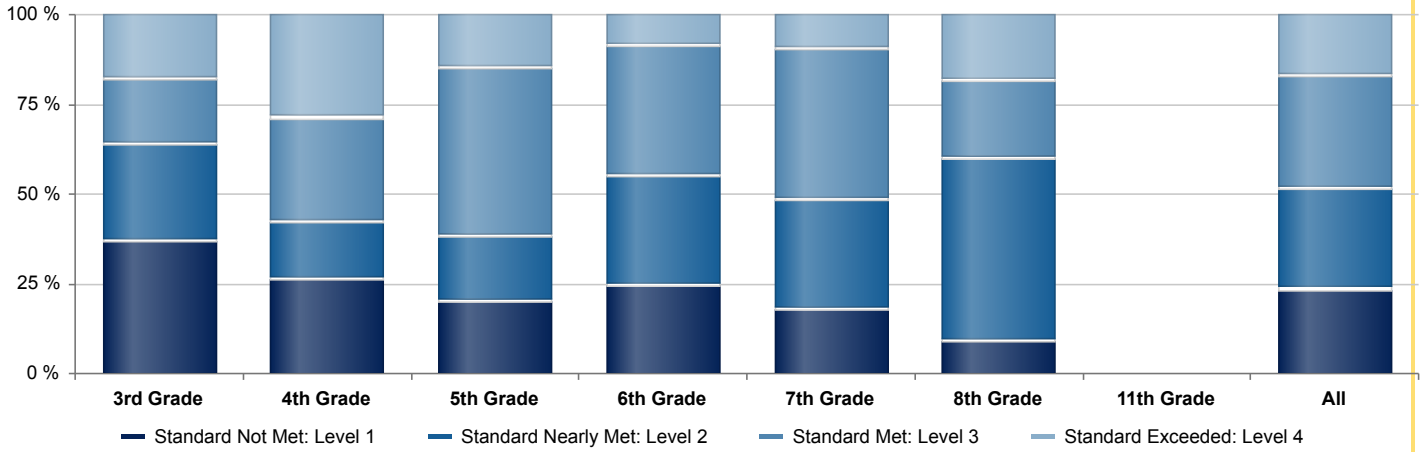
Smarter Balanced Results (2018)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	47	45	34	36	33	33	N/A	228
# of Students Tested	46	45	34	36	33	33	N/A	227
# of Students With Scores	45	45	34	36	33	33	N/A	226

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2401.3	2470.8	2510.0	2512.9	2549.9	2566.9	N/A	N/A
Standard Exceeded: Level 4	17.78 %	28.89 %	14.71 %	8.33 %	9.09 %	18.18 %	N/A	16.81 %
Standard Met: Level 3	17.78 %	28.89 %	47.06 %	36.11 %	42.42 %	21.21 %	N/A	31.42 %
Standard Nearly Met: Level 2	26.67 %	15.56 %	17.65 %	30.56 %	30.30 %	51.52 %	N/A	27.88 %
Standard Not Met: Level 1	37.78 %	26.67 %	20.59 %	25.00 %	18.18 %	9.09 %	N/A	23.89 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.91 %	17.78 %	11.76 %	11.11 %	15.15 %	15.15 %	N/A	14.67 %
Near Standard	38.64 %	44.44 %	55.88 %	58.33 %	51.52 %	54.55 %	N/A	49.78 %
Below Standard	45.45 %	37.78 %	32.35 %	30.56 %	33.33 %	30.30 %	N/A	35.56 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.93 %	20.00 %	32.35 %	16.67 %	27.27 %	27.27 %	N/A	23.66 %
Near Standard	39.53 %	60.00 %	58.82 %	55.56 %	60.61 %	57.58 %	N/A	54.91 %
Below Standard	39.53 %	20.00 %	8.82 %	27.78 %	12.12 %	15.15 %	N/A	21.43 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.64 %	20.00 %	5.88 %	5.56 %	3.03 %	15.15 %	N/A	11.11 %
Near Standard	65.91 %	64.44 %	67.65 %	86.11 %	90.91 %	72.73 %	N/A	73.78 %
Below Standard	20.45 %	15.56 %	26.47 %	8.33 %	6.06 %	12.12 %	N/A	15.11 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.91 %	37.78 %	41.18 %	30.56 %	30.30 %	30.30 %	N/A	30.67 %
Near Standard	50.00 %	40.00 %	50.00 %	41.67 %	57.58 %	66.67 %	N/A	50.22 %
Below Standard	34.09 %	22.22 %	8.82 %	27.78 %	12.12 %	3.03 %	N/A	19.11 %

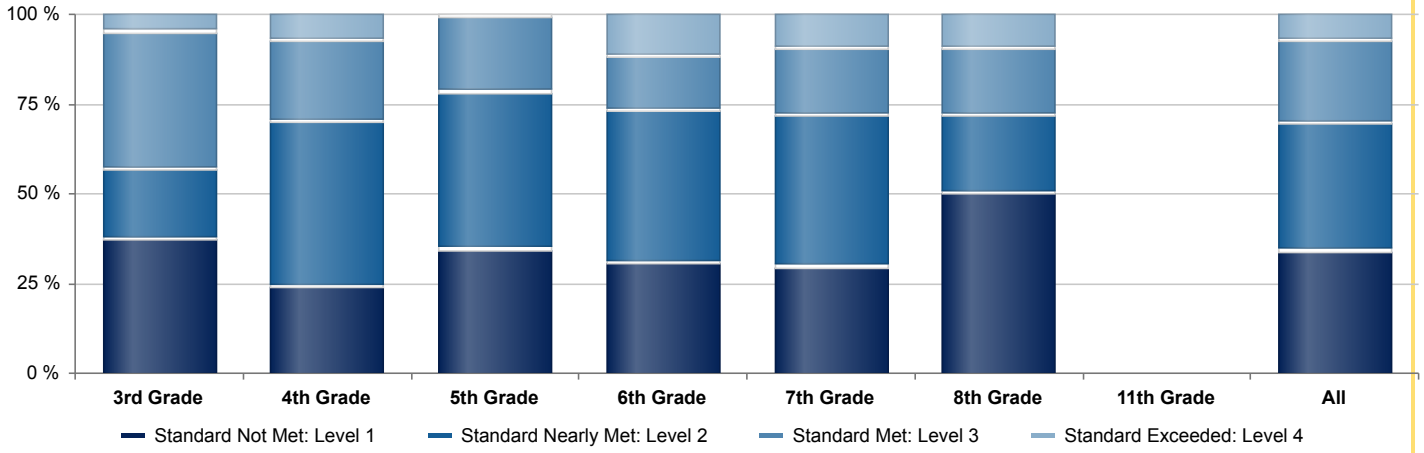
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	47	45	34	36	33	33	N/A	228
# of Students Tested	47	45	34	35	33	33	N/A	227
# of Students With Scores	47	45	34	35	33	33	N/A	227
Mean Scale Score	2405.7	2453.8	2463.5	2515.8	2515.3	2509.7	N/A	N/A
Standard Exceeded: Level 4	4.26 %	6.67 %	0.00 %	11.43 %	9.09 %	9.09 %	N/A	6.61 %
Standard Met: Level 3	38.30 %	22.22 %	20.59 %	14.29 %	18.18 %	18.18 %	N/A	22.91 %
Standard Nearly Met: Level 2	19.15 %	46.67 %	44.12 %	42.86 %	42.42 %	21.21 %	N/A	35.68 %
Standard Not Met: Level 1	38.30 %	24.44 %	35.29 %	31.43 %	30.30 %	51.52 %	N/A	34.80 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.15 %	17.78 %	5.88 %	22.86 %	18.18 %	12.12 %	N/A	16.30 %
Near Standard								

		36.17 %	35.56 %	38.24 %	37.14 %	30.30 %	30.30 %	N/A	34.80 %
	Below Standard	44.68 %	46.67 %	55.88 %	40.00 %	51.52 %	57.58 %	N/A	48.90 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.38 %	8.89 %	5.88 %	14.29 %	6.06 %	6.06 %	N/A	7.93 %
Near Standard	51.06 %	57.78 %	50.00 %	45.71 %	63.64 %	48.48 %	N/A	52.86 %
Below Standard	42.55 %	33.33 %	44.12 %	40.00 %	30.30 %	45.45 %	N/A	39.21 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10.64 %	22.22 %	11.76 %	8.57 %	9.09 %	6.06 %	N/A	11.89 %
Near Standard	65.96 %	53.33 %	47.06 %	45.71 %	66.67 %	57.58 %	N/A	56.39 %
Below Standard	23.40 %	24.44 %	41.18 %	45.71 %	24.24 %	36.36 %	N/A	31.72 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

District: Orange County Educational Arts Academy

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

Results by Ethnicity

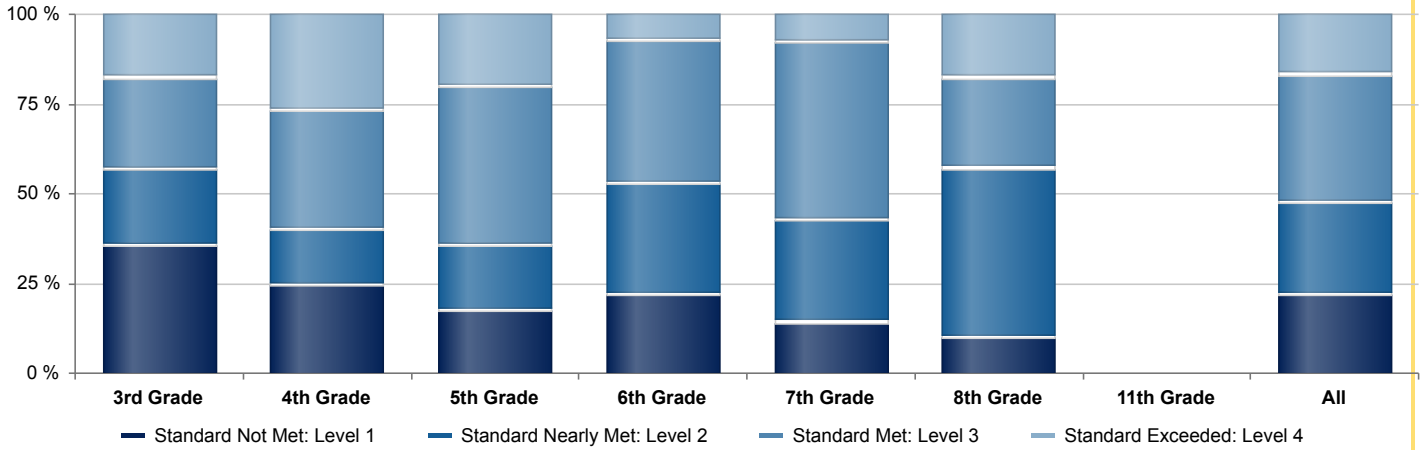
ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	60	46	45	42	40	N/A	298
# of Students Tested	64	60	45	45	42	40	N/A	296
# of Students With Scores	63	60	45	45	42	40	N/A	295
Mean Scale Score	2406.7	2470.2	2519.5	2518.1	2557.2	2567.8	N/A	N/A
Standard Exceeded: Level 4	17.46 %	26.67 %	20.00 %	6.67 %	7.14 %	17.50 %	N/A	16.61 %
Standard Met: Level 3	25.40 %	33.33 %	44.44 %	40.00 %	50.00 %	25.00 %	N/A	35.59 %
Standard Nearly Met: Level 2	20.63 %	15.00 %	17.78 %	31.11 %	28.57 %	47.50 %	N/A	25.42 %
Standard Not Met: Level 1	36.51 %	25.00 %	17.78 %	22.22 %	14.29 %	10.00 %	N/A	22.37 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.35 %	16.67 %	11.11 %	13.33 %	19.05 %	15.00 %	N/A	15.99 %
Near Standard	38.71 %	51.67 %	62.22 %	57.78 %	52.38 %	52.50 %	N/A	51.70 %
Below Standard	41.94 %	31.67 %	26.67 %	28.89 %	28.57 %	32.50 %	N/A	32.31 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.39 %	21.67 %	37.78 %	15.56 %	26.19 %	32.50 %	N/A	24.23 %
Near Standard	45.90 %	58.33 %	53.33 %	62.22 %	64.29 %	52.50 %	N/A	55.63 %
Below Standard	37.70 %	20.00 %	8.89 %	22.22 %	9.52 %	15.00 %	N/A	20.14 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.13 %	16.67 %	6.67 %	8.89 %	4.76 %	15.00 %	N/A	11.90 %
Near Standard	62.90 %	70.00 %	68.89 %	84.44 %	88.10 %	72.50 %	N/A	73.47 %
Below Standard	20.97 %	13.33 %	24.44 %	6.67 %	7.14 %	12.50 %	N/A	14.63 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard	19.35 %	38.33 %	46.67 %	28.89 %	33.33 %	30.00 %	N/A	32.31 %
	Near Standard	51.61 %	40.00 %	46.67 %	44.44 %	57.14 %	65.00 %	N/A	50.00 %
	Below Standard	29.03 %	21.67 %	6.67 %	26.67 %	9.52 %	5.00 %	N/A	17.69 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Two or more races

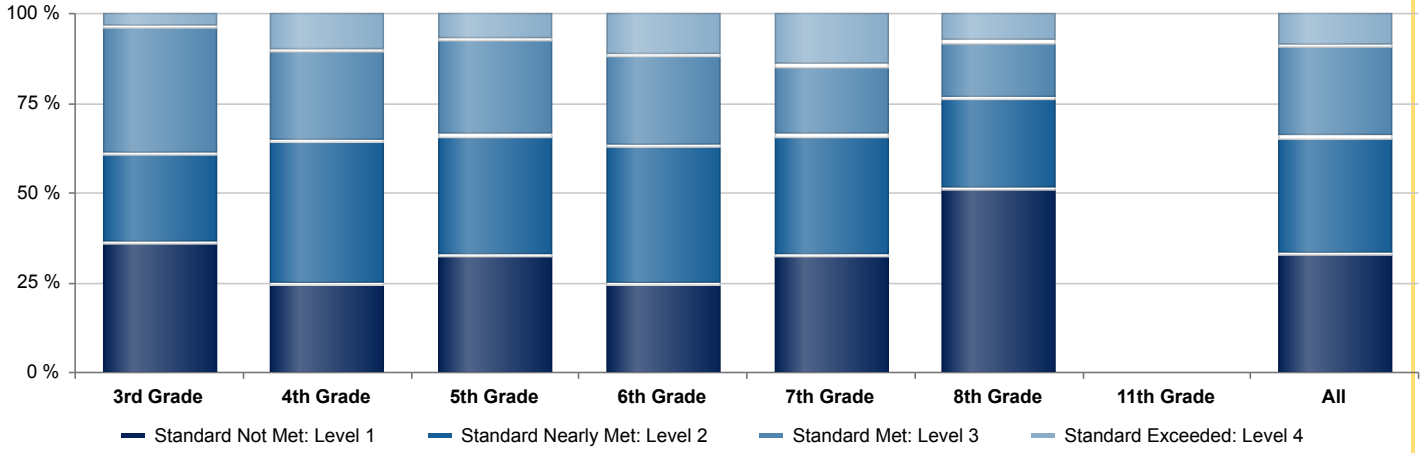
MATHEMATICS

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	60	46	45	42	40	N/A	298
# of Students Tested	65	60	45	44	42	40	N/A	296
# of Students With Scores	65	60	45	44	42	40	N/A	296
Mean Scale Score	2406.5	2460.2	2479.6	2525.4	2523.7	2503.0	N/A	N/A
Standard Exceeded: Level 4	3.08 %	10.00 %	6.67 %	11.36 %	14.29 %	7.50 %	N/A	8.45 %
Standard Met: Level 3	35.38 %	25.00 %	26.67 %	25.00 %	19.05 %	15.00 %	N/A	25.34 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Nearly Met: Level 2	24.62 %	40.00 %	33.33 %	38.64 %	33.33 %	25.00 %	N/A	32.43 %
Standard Not Met: Level 1	36.92 %	25.00 %	33.33 %	25.00 %	33.33 %	52.50 %	N/A	33.78 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.00 %	20.00 %	15.56 %	20.45 %	23.81 %	10.00 %	N/A	18.58 %
Near Standard	35.38 %	38.33 %	35.56 %	45.45 %	26.19 %	32.50 %	N/A	35.81 %
Below Standard	44.62 %	41.67 %	48.89 %	34.09 %	50.00 %	57.50 %	N/A	45.61 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7.69 %	13.33 %	8.89 %	13.64 %	14.29 %	5.00 %	N/A	10.47 %
Near Standard	50.77 %	56.67 %	53.33 %	54.55 %	57.14 %	45.00 %	N/A	53.04 %
Below Standard	41.54 %	30.00 %	37.78 %	31.82 %	28.57 %	50.00 %	N/A	36.49 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.31 %	25.00 %	20.00 %	11.36 %	16.67 %	5.00 %	N/A	15.54 %
Near Standard	60.00 %	50.00 %	44.44 %	50.00 %	59.52 %	55.00 %	N/A	53.38 %
Below Standard	27.69 %	25.00 %	35.56 %	38.64 %	23.81 %	40.00 %	N/A	31.08 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Two or more races

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: All Students (Default)

School Type: Charter Schools

Apply Selections

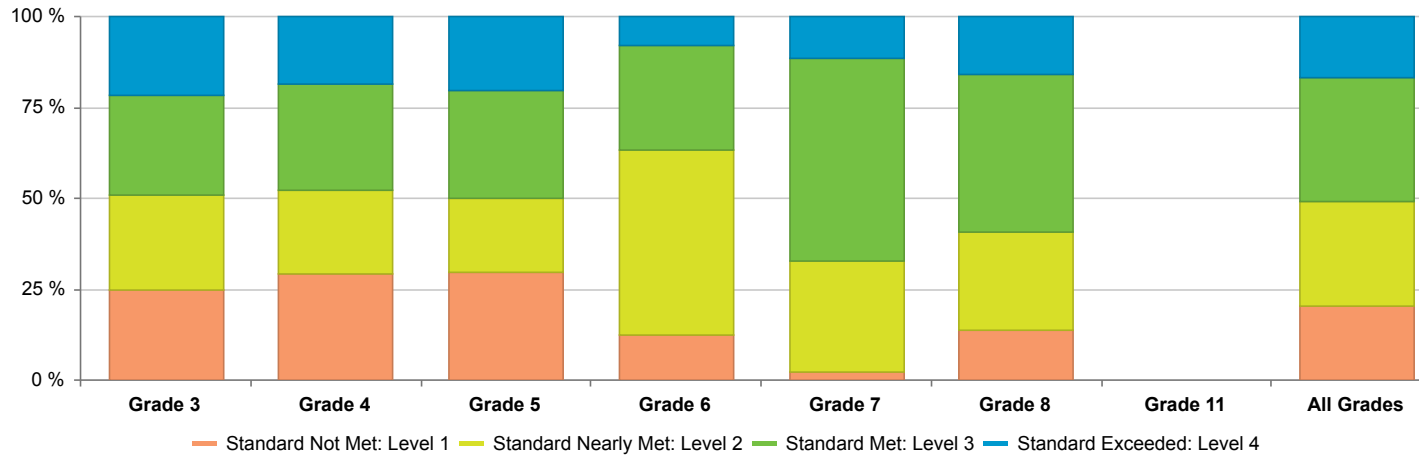
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



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"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	69	65	65	49	43	46	N/A	337
Number of Students Tested	69	65	64	49	43	44	N/A	334
Number of Students With Scores	69	65	64	49	43	44	N/A	334
Mean Scale Score	2423.3	2463.2	2497.0	2518.1	2587.2	2583.5	N/A	N/A
Standard Exceeded: Level 4	21.74 %	18.46 %	20.31 %	8.16 %	11.63 %	15.91 %	N/A	16.77 %
Standard Met: Level 3	27.54 %	29.23 %	29.69 %	28.57 %	55.81 %	43.18 %	N/A	34.13 %
Standard Nearly Met: Level 2	26.09 %	23.08 %	20.31 %	51.02 %	30.23 %	27.27 %	N/A	28.74 %
Standard Not Met: Level 1	24.64 %	29.23 %	29.69 %	12.24 %	2.33 %	13.64 %	N/A	20.36 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	19.12 %	15.38 %	18.75 %	14.29 %	25.58 %	18.18 %	N/A	18.32 %
Near Standard	57.35 %	60.00 %	51.56 %	51.02 %	60.47 %	54.55 %	N/A	55.86 %
Below Standard	23.53 %	24.62 %	29.69 %	34.69 %	13.95 %	27.27 %	N/A	25.83 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	10.29 %	23.08 %	35.94 %	12.24 %	39.53 %	31.82 %	N/A	24.62 %
Near Standard	66.18 %	52.31 %	48.44 %	67.35 %	58.14 %	59.09 %	N/A	58.26 %
Below Standard	23.53 %	24.62 %	15.63 %	20.41 %	2.33 %	9.09 %	N/A	17.12 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	20.59 %	13.85 %	14.06 %	14.29 %	4.65 %	15.91 %	N/A	14.41 %
Near Standard	64.71 %	67.69 %	64.06 %	65.31 %	88.37 %	77.27 %	N/A	69.97 %
Below Standard	14.71 %	18.46 %	21.88 %	20.41 %	6.98 %	6.82 %	N/A	15.62 %

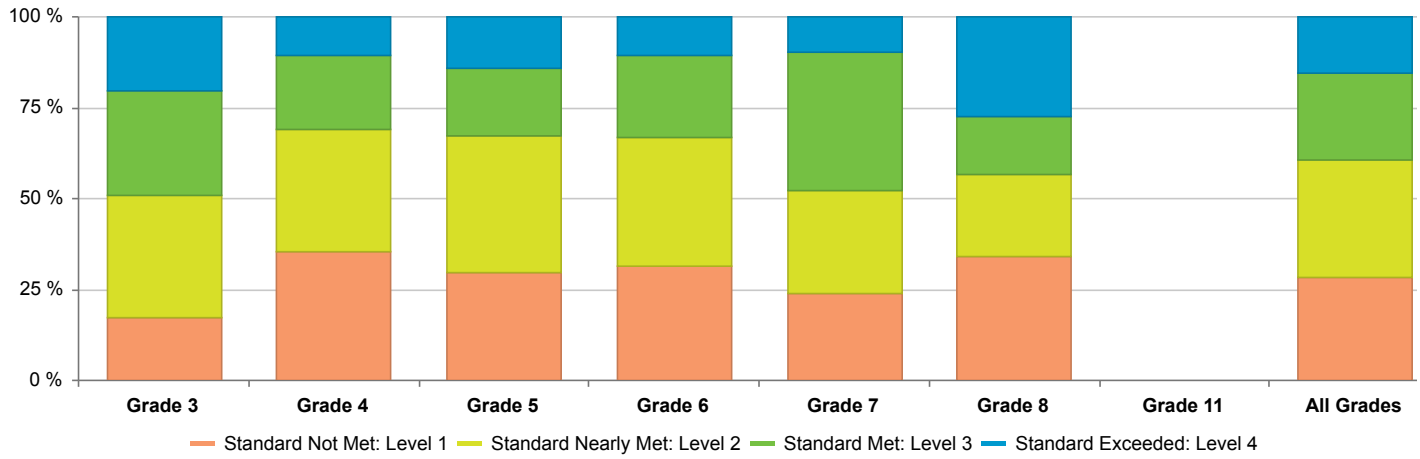
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	14.71 %	23.08 %	21.88 %	16.33 %	51.16 %	29.55 %	N/A	24.62 %
Near Standard	60.29 %	47.69 %	45.31 %	75.51 %	44.19 %	59.09 %	N/A	54.95 %
Below Standard	25.00 %	29.23 %	32.81 %	8.16 %	4.65 %	11.36 %	N/A	20.42 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	69	65	65	48	42	46	N/A	335
Number of Students Tested	69	65	64	48	42	44	N/A	332
Number of Students With Scores	69	65	64	48	42	44	N/A	332
Mean Scale Score	2441.0	2450.6	2492.8	2509.3	2554.2	2559.0	N/A	N/A
Standard Exceeded: Level 4	20.29 %	10.77 %	14.06 %	10.42 %	9.52 %	27.27 %	N/A	15.36 %
Standard Met: Level 3	28.99 %	20.00 %	18.75 %	22.92 %	38.10 %	15.91 %	N/A	23.80 %
Standard Nearly Met: Level 2	33.33 %	33.85 %	37.50 %	35.42 %	28.57 %	22.73 %	N/A	32.53 %
Standard Not Met: Level 1	17.39 %	35.38 %	29.69 %	31.25 %	23.81 %	34.09 %	N/A	28.31 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	28.99 %	15.38 %	18.75 %	18.75 %	26.19 %	31.82 %	N/A	22.89 %
Near Standard	39.13 %	35.38 %	35.94 %	35.42 %	40.48 %	31.82 %	N/A	36.45 %
Below Standard	31.88 %	49.23 %	45.31 %	45.83 %	33.33 %	36.36 %	N/A	40.66 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	33.33 %	16.92 %	12.50 %	12.50 %	11.90 %	22.73 %	N/A	18.98 %
Near Standard	47.83 %	33.85 %	50.00 %	52.08 %	71.43 %	43.18 %	N/A	48.49 %
Below Standard	18.84 %	49.23 %	37.50 %	35.42 %	16.67 %	34.09 %	N/A	32.53 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	33.33 %	18.46 %	15.63 %	14.58 %	11.90 %	27.27 %	N/A	20.78 %
Near Standard	53.62 %	52.31 %	50.00 %	56.25 %	78.57 %	40.91 %	N/A	54.52 %
Below Standard	13.04 %	29.23 %	34.38 %	29.17 %	9.52 %	31.82 %	N/A	24.70 %

Mathematics Area Achievement Level Descriptors

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

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Print Test Results | Get Research Files

Detailed Test Results for:
School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: English-Language Fluency

School Type: Charter Schools

Apply Selections

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

2018–19 Detailed Test Results

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

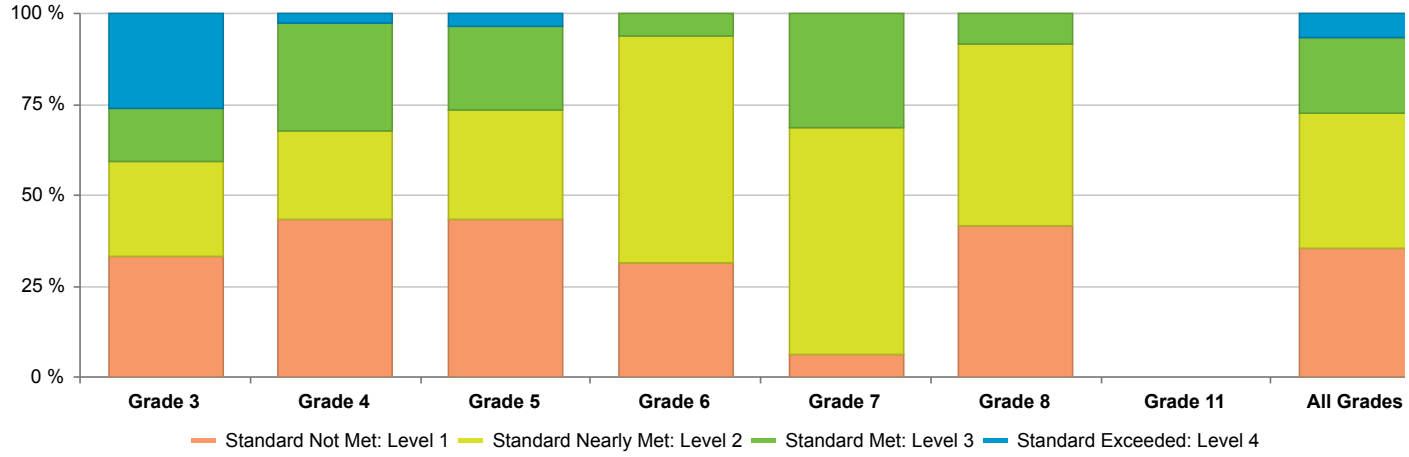
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



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"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	27	37	31	16	16	12	N/A	139
Number of Students Tested	27	37	30	16	16	12	N/A	138
Number of Students With Scores	27	37	30	16	16	12	N/A	138
Mean Scale Score	2413.7	2422.1	2449.5	2466.5	2534.6	2502.2	N/A	N/A
Standard Exceeded: Level 4	25.93 %	2.70 %	3.33 %	0.00 %	0.00 %	0.00 %	N/A	6.52 %
Standard Met: Level 3	14.81 %	29.73 %	23.33 %	6.25 %	31.25 %	8.33 %	N/A	21.01 %
Standard Nearly Met: Level 2	25.93 %	24.32 %	30.00 %	62.50 %	62.50 %	50.00 %	N/A	36.96 %
Standard Not Met: Level 1	33.33 %	43.24 %	43.33 %	31.25 %	6.25 %	41.67 %	N/A	35.51 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	15.38 %	2.70 %	3.33 %	0.00 %	0.00 %	0.00 %	N/A	4.38 %
Near Standard	61.54 %	59.46 %	53.33 %	50.00 %	75.00 %	33.33 %	N/A	56.93 %
Below Standard	23.08 %	37.84 %	43.33 %	50.00 %	25.00 %	66.67 %	N/A	38.69 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades

	Above Standard	7.69 %	10.81 %	20.00 %	6.25 %	18.75 %	0.00 %	N/A	11.68 %
	Near Standard	61.54 %	56.76 %	60.00 %	50.00 %	75.00 %	91.67 %	N/A	62.77 %
	Below Standard	30.77 %	32.43 %	20.00 %	43.75 %	6.25 %	8.33 %	N/A	25.55 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	23.08 %	2.70 %	6.67 %	0.00 %	0.00 %	0.00 %	N/A	6.57 %
	Near Standard	57.69 %	67.57 %	53.33 %	68.75 %	81.25 %	75.00 %	N/A	64.96 %
	Below Standard	19.23 %	29.73 %	40.00 %	31.25 %	18.75 %	25.00 %	N/A	28.47 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	15.38 %	8.11 %	6.67 %	0.00 %	25.00 %	0.00 %	N/A	9.49 %
	Near Standard	50.00 %	54.05 %	50.00 %	81.25 %	68.75 %	58.33 %	N/A	57.66 %
	Below Standard	34.62 %	37.84 %	43.33 %	18.75 %	6.25 %	41.67 %	N/A	32.85 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

Ever-ELs

MATHEMATICS

Fluent English proficient and English only

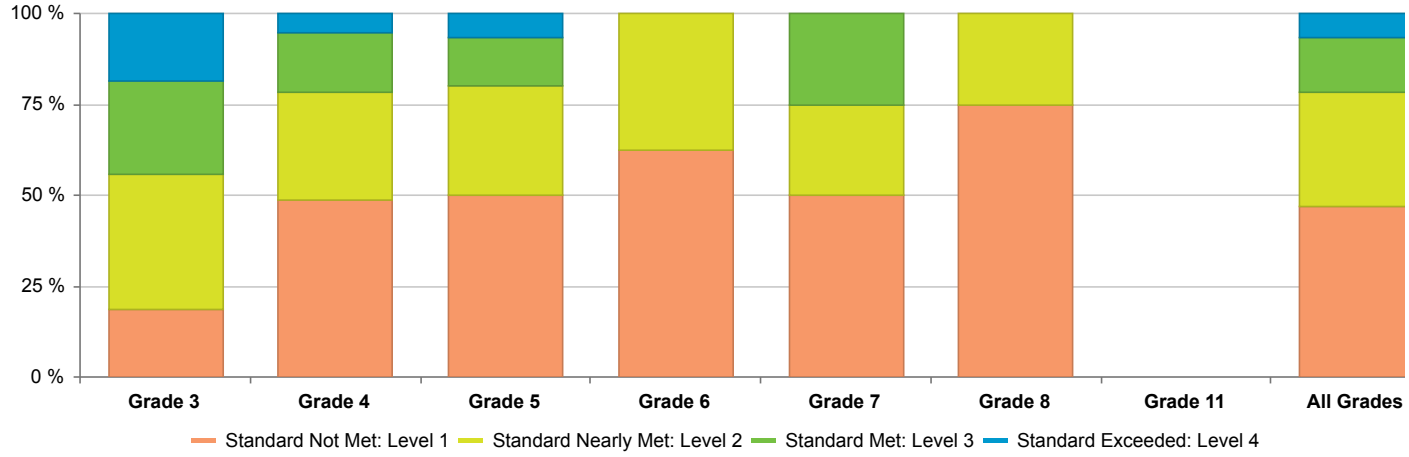
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



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Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	27	37	31	16	16	12	N/A	139
Number of Students Tested	27	37	30	16	16	12	N/A	138
Number of Students With Scores	27	37	30	16	16	12	N/A	138
Mean Scale Score	2432.5	2428.4	2461.0	2429.9	2507.0	2450.7	N/A	N/A
Standard Exceeded: Level 4	18.52 %	5.41 %	6.67 %	0.00 %	0.00 %	0.00 %	N/A	6.52 %
Standard Met: Level 3	25.93 %	16.22 %	13.33 %	0.00 %	25.00 %	0.00 %	N/A	15.22 %
Standard Nearly Met: Level 2	37.04 %	29.73 %	30.00 %	37.50 %	25.00 %	25.00 %	N/A	31.16 %
Standard Not Met: Level 1	18.52 %	48.65 %	50.00 %	62.50 %	50.00 %	75.00 %	N/A	47.10 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	22.22 %	10.81 %	10.00 %	0.00 %	6.25 %	0.00 %	N/A	10.14 %
Near Standard	48.15 %	24.32 %	26.67 %	12.50 %	31.25 %	25.00 %	N/A	28.99 %
Below Standard	29.63 %	64.86 %	63.33 %	87.50 %	62.50 %	75.00 %	N/A	60.87 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	29.63 %	5.41 %	6.67 %	0.00 %	0.00 %	0.00 %	N/A	8.70 %
Near Standard	51.85 %	35.14 %	36.67 %	25.00 %	56.25 %	16.67 %	N/A	38.41 %
Below Standard	18.52 %	59.46 %	56.67 %	75.00 %	43.75 %	83.33 %	N/A	52.90 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	22.22 %	8.11 %	6.67 %	0.00 %	0.00 %	0.00 %	N/A	7.97 %
Near Standard	55.56 %	51.35 %	43.33 %	56.25 %	81.25 %	25.00 %	N/A	52.17 %
Below Standard	22.22 %	40.54 %	50.00 %	43.75 %	18.75 %	75.00 %	N/A	39.86 %

Mathematics Area Achievement Level Descriptors

English only

Ever-ELs

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: Disability Status

School Type: Charter Schools

Apply Selections

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

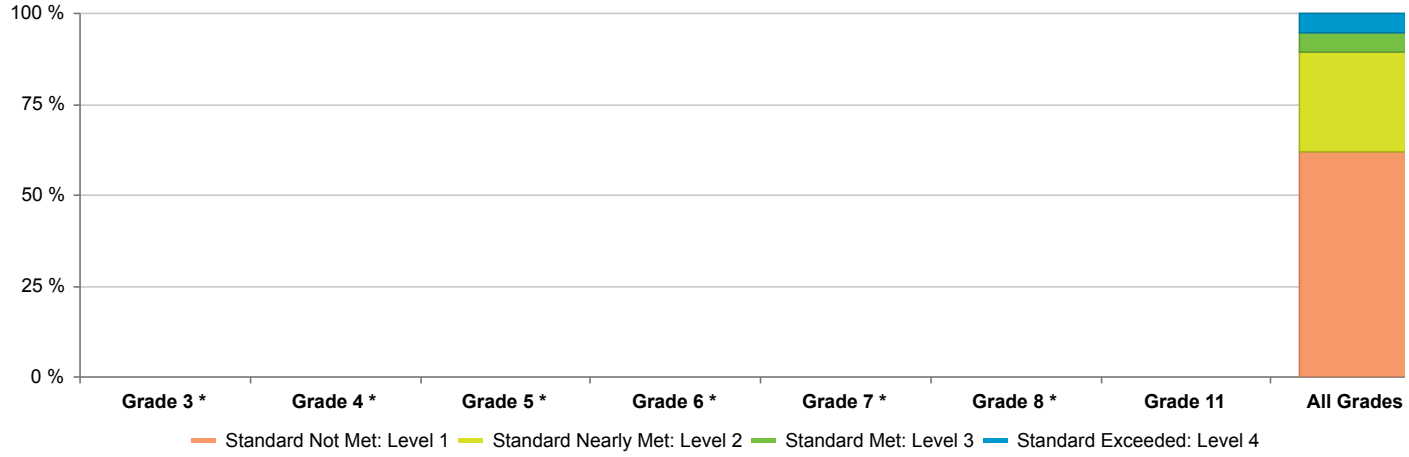
2018–19 Detailed Test Results

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



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English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	5	8	7	5	6	7	N/A	38
Number of Students Tested	5	8	6	5	6	7	N/A	37
Number of Students With Scores	5	8	6	5	6	7	N/A	37
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	5.41 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	5.41 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	27.03 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	62.16 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	8.11 %
Near Standard	*	*	*	*	*	*	N/A	24.32 %
Below Standard	*	*	*	*	*	*	N/A	67.57 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades

	Above Standard	*	*	*	*	*	*	N/A	2.70 %
	Near Standard	*	*	*	*	*	*	N/A	56.76 %
	Below Standard	*	*	*	*	*	*	N/A	40.54 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	*	*	*	*	*	*	N/A	5.41 %
	Near Standard	*	*	*	*	*	*	N/A	51.35 %
	Below Standard	*	*	*	*	*	*	N/A	43.24 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	*	*	*	*	*	*	N/A	5.41 %
	Near Standard	*	*	*	*	*	*	N/A	35.14 %
	Below Standard	*	*	*	*	*	*	N/A	59.46 %

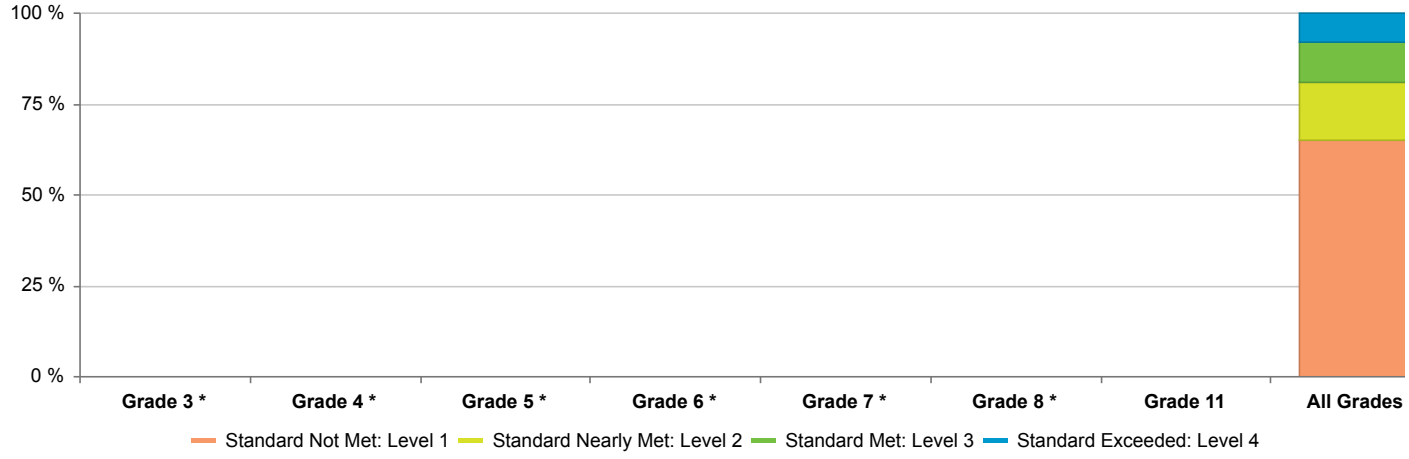
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



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Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	5	8	7	5	6	7	N/A	38
Number of Students Tested	5	8	6	5	6	7	N/A	37
Number of Students With Scores	5	8	6	5	6	7	N/A	37
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	8.11 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	10.81 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	16.22 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	64.86 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	16.22 %
Near Standard	*	*	*	*	*	*	N/A	13.51 %
Below Standard	*	*	*	*	*	*	N/A	70.27 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	13.51 %
Near Standard	*	*	*	*	*	*	N/A	21.62 %
Below Standard	*	*	*	*	*	*	N/A	64.86 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	*	*	*	*	*	*	N/A	8.11 %
Near Standard	*	*	*	*	*	*	N/A	45.95 %
Below Standard	*	*	*	*	*	*	N/A	45.95 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: Economic Status

School Type: Charter Schools

Apply Selections

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

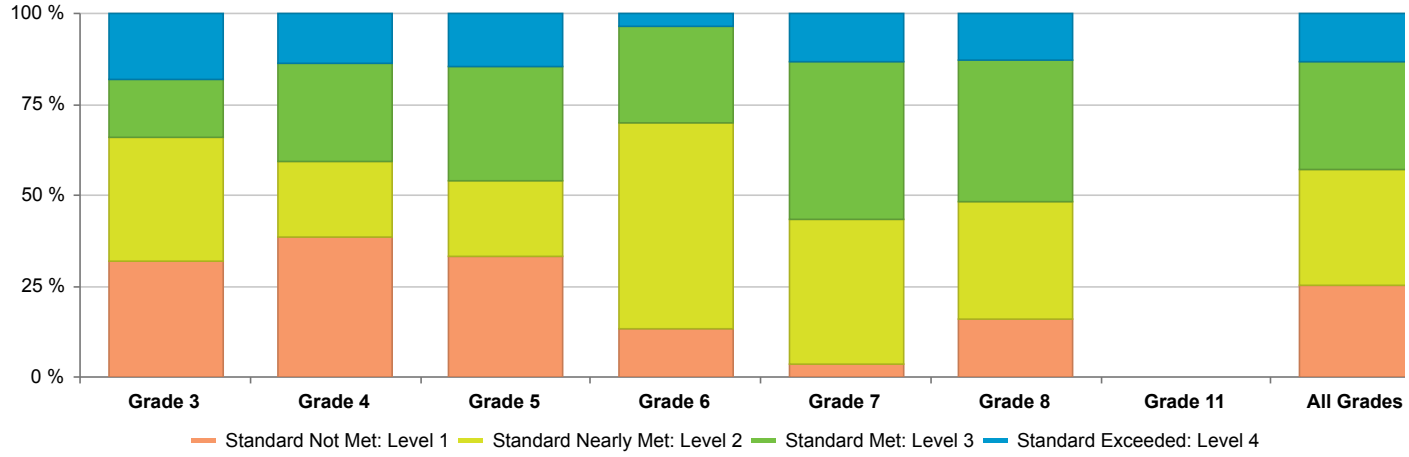
2018–19 Detailed Test Results

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



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English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	44	44	49	30	30	31	N/A	228
Number of Students Tested	44	44	48	30	30	31	N/A	227
Number of Students With Scores	44	44	48	30	30	31	N/A	227
Mean Scale Score	2407.8	2442.3	2482.1	2505.8	2577.3	2575.0	N/A	N/A
Standard Exceeded: Level 4	18.18 %	13.64 %	14.58 %	3.33 %	13.33 %	12.90 %	N/A	13.22 %
Standard Met: Level 3	15.91 %	27.27 %	31.25 %	26.67 %	43.33 %	38.71 %	N/A	29.52 %
Standard Nearly Met: Level 2	34.09 %	20.45 %	20.83 %	56.67 %	40.00 %	32.26 %	N/A	32.16 %
Standard Not Met: Level 1	31.82 %	38.64 %	33.33 %	13.33 %	3.33 %	16.13 %	N/A	25.11 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	13.95 %	9.09 %	14.58 %	3.33 %	23.33 %	19.35 %	N/A	13.72 %
Near Standard	55.81 %	56.82 %	50.00 %	60.00 %	60.00 %	45.16 %	N/A	54.42 %
Below Standard	30.23 %	34.09 %	35.42 %	36.67 %	16.67 %	35.48 %	N/A	31.86 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades

	Above Standard	6.98 %	18.18 %	31.25 %	6.67 %	33.33 %	29.03 %	N/A	20.80 %
	Near Standard	60.47 %	52.27 %	54.17 %	70.00 %	63.33 %	67.74 %	N/A	60.18 %
	Below Standard	32.56 %	29.55 %	14.58 %	23.33 %	3.33 %	3.23 %	N/A	19.03 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	11.63 %	6.82 %	10.42 %	6.67 %	6.67 %	19.35 %	N/A	10.18 %
	Near Standard	72.09 %	68.18 %	64.58 %	70.00 %	83.33 %	70.97 %	N/A	70.80 %
	Below Standard	16.28 %	25.00 %	25.00 %	23.33 %	10.00 %	9.68 %	N/A	19.03 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	9.30 %	18.18 %	20.83 %	13.33 %	46.67 %	25.81 %	N/A	21.24 %
	Near Standard	60.47 %	45.45 %	41.67 %	80.00 %	50.00 %	58.06 %	N/A	54.42 %
	Below Standard	30.23 %	36.36 %	37.50 %	6.67 %	3.33 %	16.13 %	N/A	24.34 %

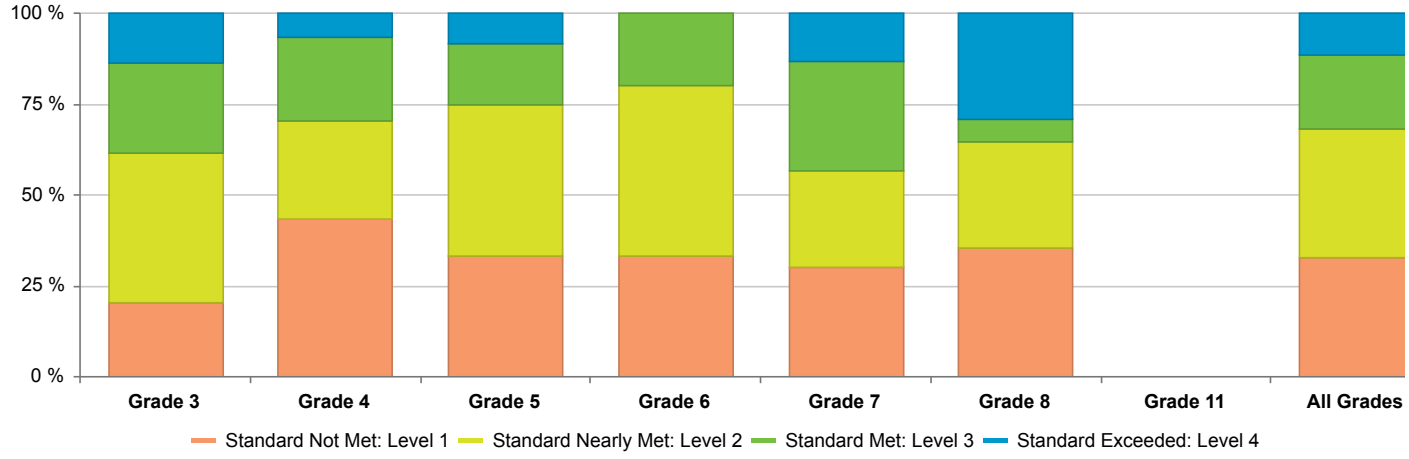
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



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Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	44	44	49	30	30	31	N/A	228
Number of Students Tested	44	44	48	30	30	31	N/A	227
Number of Students With Scores	44	44	48	30	30	31	N/A	227
Mean Scale Score	2427.3	2440.8	2480.2	2484.5	2548.4	2555.4	N/A	N/A
Standard Exceeded: Level 4	13.64 %	6.82 %	8.33 %	0.00 %	13.33 %	29.03 %	N/A	11.45 %
Standard Met: Level 3	25.00 %	22.73 %	16.67 %	20.00 %	30.00 %	6.45 %	N/A	20.26 %
Standard Nearly Met: Level 2	40.91 %	27.27 %	41.67 %	46.67 %	26.67 %	29.03 %	N/A	35.68 %
Standard Not Met: Level 1	20.45 %	43.18 %	33.33 %	33.33 %	30.00 %	35.48 %	N/A	32.60 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	25.00 %	11.36 %	12.50 %	6.67 %	26.67 %	25.81 %	N/A	17.62 %
Near Standard	38.64 %	36.36 %	37.50 %	40.00 %	30.00 %	35.48 %	N/A	36.56 %
Below Standard	36.36 %	52.27 %	50.00 %	53.33 %	43.33 %	38.71 %	N/A	45.81 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	25.00 %	15.91 %	6.25 %	6.67 %	13.33 %	19.35 %	N/A	14.54 %
Near Standard	52.27 %	22.73 %	54.17 %	56.67 %	66.67 %	45.16 %	N/A	48.46 %
Below Standard	22.73 %	61.36 %	39.58 %	36.67 %	20.00 %	35.48 %	N/A	37.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	22.73 %	15.91 %	10.42 %	3.33 %	16.67 %	29.03 %	N/A	16.30 %
Near Standard	61.36 %	50.00 %	52.08 %	60.00 %	73.33 %	38.71 %	N/A	55.51 %
Below Standard	15.91 %	34.09 %	37.50 %	36.67 %	10.00 %	32.26 %	N/A	28.19 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: Ethnicity

School Type: Charter Schools

Apply Selections

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

2018–19 Detailed Test Results

Results by Ethnicity

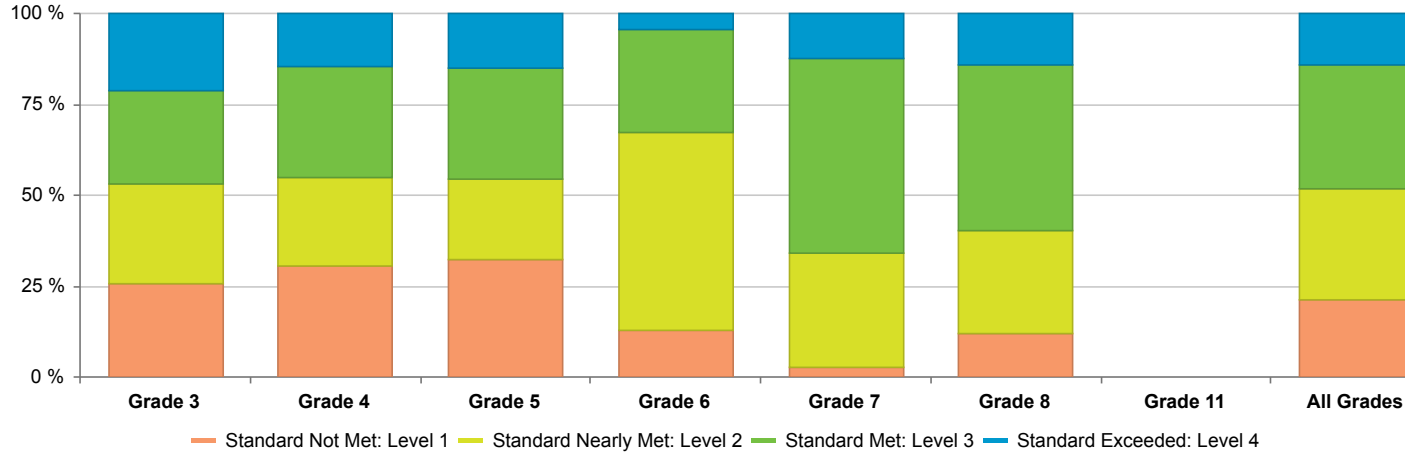
ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	66	62	60	46	41	43	N/A	318
Number of Students Tested	66	62	59	46	41	42	N/A	316
Number of Students With Scores	66	62	59	46	41	42	N/A	316
Mean Scale Score	2419.0	2456.3	2486.9	2509.0	2587.8	2583.7	N/A	N/A
Standard Exceeded: Level 4	21.21 %	14.52 %	15.25 %	4.35 %	12.20 %	14.29 %	N/A	14.24 %
Standard Met: Level 3	25.76 %	30.65 %	30.51 %	28.26 %	53.66 %	45.24 %	N/A	34.18 %
Standard Nearly Met: Level 2	27.27 %	24.19 %	22.03 %	54.35 %	31.71 %	28.57 %	N/A	30.38 %
Standard Not Met: Level 1	25.76 %	30.65 %	32.20 %	13.04 %	2.44 %	11.90 %	N/A	21.20 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	16.92 %	11.29 %	13.56 %	8.70 %	26.83 %	16.67 %	N/A	15.24 %
Near Standard	58.46 %	62.90 %	54.24 %	54.35 %	58.54 %	57.14 %	N/A	57.78 %
Below Standard	24.62 %	25.81 %	32.20 %	36.96 %	14.63 %	26.19 %	N/A	26.98 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades

	Above Standard	10.77 %	19.35 %	33.90 %	8.70 %	39.02 %	30.95 %	N/A	22.86 %
	Near Standard	64.62 %	54.84 %	49.15 %	69.57 %	58.54 %	59.52 %	N/A	59.05 %
	Below Standard	24.62 %	25.81 %	16.95 %	21.74 %	2.44 %	9.52 %	N/A	18.10 %

LISTENING: How well do students understand spoken information?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	18.46 %	12.90 %	11.86 %	10.87 %	4.88 %	16.67 %	N/A	13.02 %
	Near Standard	66.15 %	67.74 %	64.41 %	67.39 %	90.24 %	78.57 %	N/A	71.11 %
	Below Standard	15.38 %	19.35 %	23.73 %	21.74 %	4.88 %	4.76 %	N/A	15.87 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

	Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
	Above Standard	10.77 %	19.35 %	18.64 %	10.87 %	51.22 %	28.57 %	N/A	21.59 %
	Near Standard	63.08 %	50.00 %	45.76 %	80.43 %	43.90 %	61.90 %	N/A	57.14 %
	Below Standard	26.15 %	30.65 %	35.59 %	8.70 %	4.88 %	9.52 %	N/A	21.27 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Two or more races

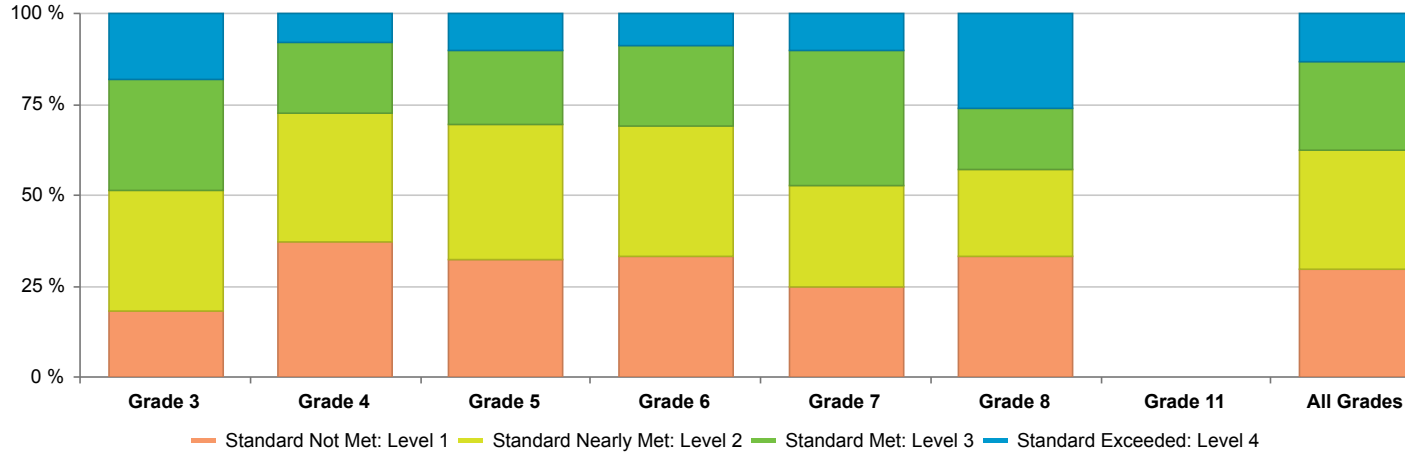
MATHEMATICS

Black or African American

Asian

Hispanic or Latino

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	66	62	60	45	40	43	N/A	316
Number of Students Tested	66	62	59	45	40	42	N/A	314
Number of Students With Scores	66	62	59	45	40	42	N/A	314
Mean Scale Score	2438.5	2444.3	2485.8	2504.5	2553.4	2560.6	N/A	N/A
Standard Exceeded: Level 4	18.18 %	8.06 %	10.17 %	8.89 %	10.00 %	26.19 %	N/A	13.38 %
Standard Met: Level 3	30.30 %	19.35 %	20.34 %	22.22 %	37.50 %	16.67 %	N/A	24.20 %
Standard Nearly Met: Level 2	33.33 %	35.48 %	37.29 %	35.56 %	27.50 %	23.81 %	N/A	32.80 %
Standard Not Met: Level 1	18.18 %	37.10 %	32.20 %	33.33 %	25.00 %	33.33 %	N/A	29.62 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	27.27 %	11.29 %	15.25 %	17.78 %	27.50 %	30.95 %	N/A	21.02 %
Near Standard	39.39 %	37.10 %	37.29 %	35.56 %	37.50 %	33.33 %	N/A	36.94 %
Below Standard	33.33 %	51.61 %	47.46 %	46.67 %	35.00 %	35.71 %	N/A	42.04 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	31.82 %	14.52 %	10.17 %	11.11 %	10.00 %	21.43 %	N/A	17.20 %
Near Standard	50.00 %	33.87 %	49.15 %	51.11 %	72.50 %	45.24 %	N/A	49.04 %
Below Standard	18.18 %	51.61 %	40.68 %	37.78 %	17.50 %	33.33 %	N/A	33.76 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	31.82 %	16.13 %	11.86 %	11.11 %	12.50 %	26.19 %	N/A	18.79 %
Near Standard	54.55 %	53.23 %	52.54 %	57.78 %	77.50 %	42.86 %	N/A	55.73 %
Below Standard	13.64 %	30.65 %	35.59 %	31.11 %	10.00 %	30.95 %	N/A	25.48 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Two or more races

Smarter Balanced Assessment Test Results for:

School: Santiago Elementary

CDS Code: 30-66670-6030407

District: Santa Ana Unified

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

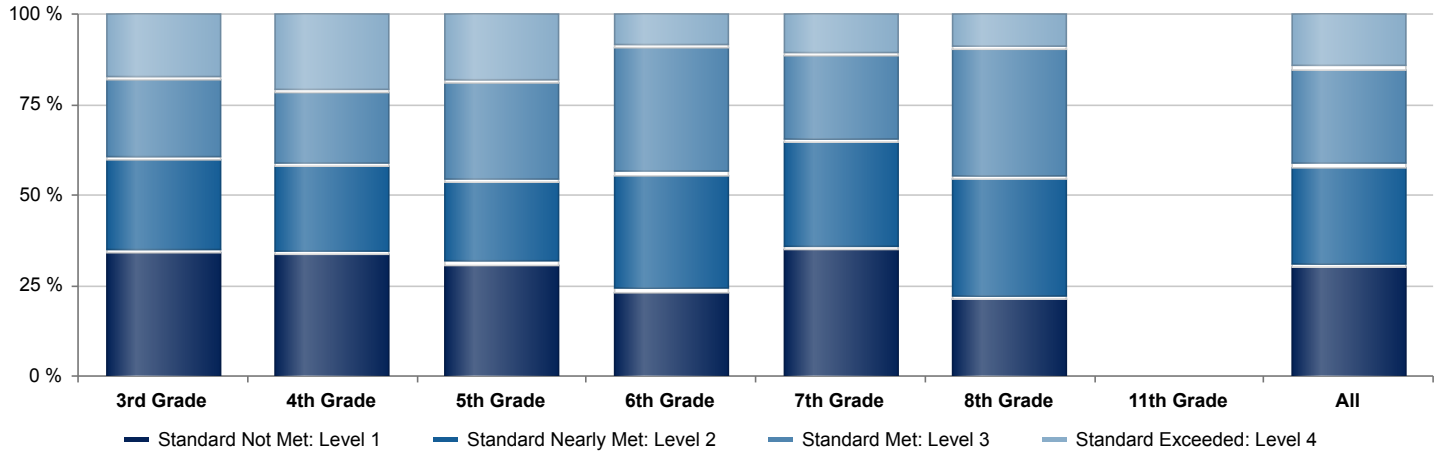
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	135	140	142	130	128	100	N/A	775
# of Students Tested	134	136	139	130	128	100	N/A	767
# of Students With Scores	134	136	139	130	128	100	N/A	767

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2401.4	2447.5	2491.4	2516.6	2514.7	2556.0	N/A	N/A
Standard Exceeded: Level 4	17.91 %	21.32 %	18.71 %	8.46 %	10.94 %	9.00 %	N/A	14.73 %
Standard Met: Level 3	21.64 %	19.85 %	27.34 %	35.38 %	23.44 %	36.00 %	N/A	26.86 %
Standard Nearly Met: Level 2	25.37 %	24.26 %	22.30 %	32.31 %	29.69 %	33.00 %	N/A	27.51 %
Standard Not Met: Level 1	35.07 %	34.56 %	31.65 %	23.85 %	35.94 %	22.00 %	N/A	30.90 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.40 %	14.71 %	20.14 %	16.92 %	10.16 %	15.00 %	N/A	16.17 %
Near Standard	42.54 %	52.94 %	41.73 %	48.46 %	36.72 %	55.00 %	N/A	45.89 %
Below Standard	38.06 %	32.35 %	38.13 %	34.62 %	53.13 %	30.00 %	N/A	37.94 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.15 %	19.12 %	28.06 %	20.00 %	20.31 %	23.00 %	N/A	21.77 %
Near Standard	41.04 %	47.06 %	42.45 %	53.08 %	50.00 %	54.00 %	N/A	47.59 %
Below Standard	38.81 %	33.82 %	29.50 %	26.92 %	29.69 %	23.00 %	N/A	30.64 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.70 %	12.50 %	16.55 %	10.00 %	6.25 %	11.00 %	N/A	11.08 %
Near Standard	68.66 %	69.85 %	58.27 %	70.00 %	59.38 %	69.00 %	N/A	65.71 %
Below Standard	21.64 %	17.65 %	25.18 %	20.00 %	34.38 %	20.00 %	N/A	23.21 %

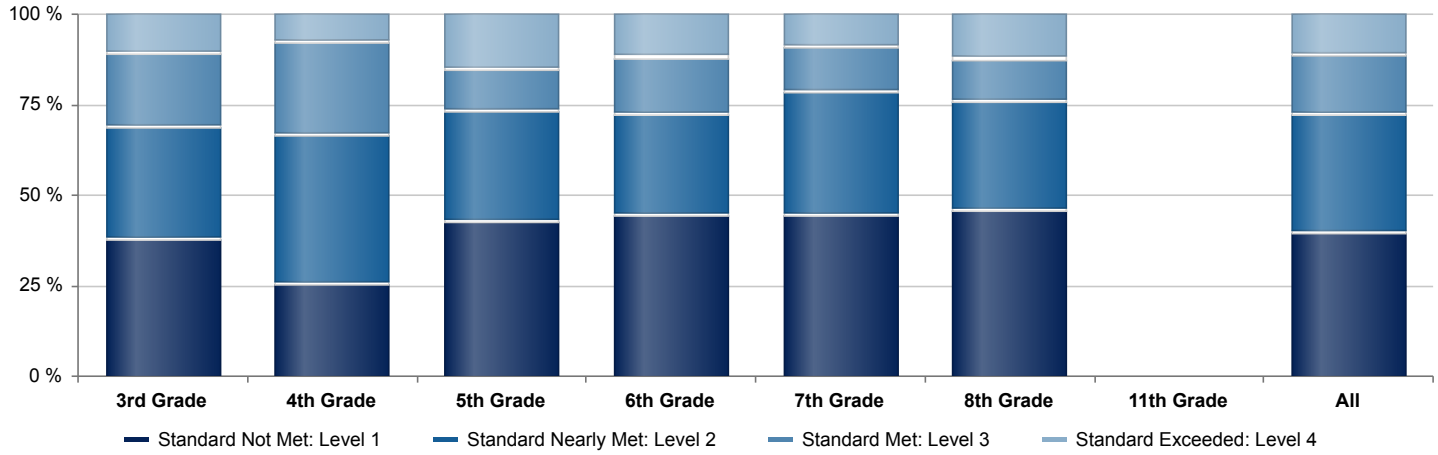
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.15 %	20.59 %	27.34 %	16.15 %	15.63 %	27.00 %	N/A	20.99 %
Near Standard	44.03 %	51.47 %	45.32 %	63.85 %	56.25 %	51.00 %	N/A	51.89 %
Below Standard	35.82 %	27.94 %	27.34 %	20.00 %	28.13 %	22.00 %	N/A	27.12 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	135	140	142	130	128	100	N/A	775
# of Students Tested	135	138	140	130	127	100	N/A	770
# of Students With Scores	135	138	140	130	127	100	N/A	770
Mean Scale Score	2402.6	2452.0	2469.3	2491.2	2488.0	2509.9	N/A	N/A
Standard Exceeded: Level 4	10.37 %	7.25 %	15.00 %	11.54 %	8.66 %	12.00 %	N/A	10.78 %
Standard Met: Level 3	20.00 %	25.36 %	10.71 %	15.38 %	11.81 %	11.00 %	N/A	15.97 %
Standard Nearly Met: Level 2	31.11 %	41.30 %	30.71 %	27.69 %	33.86 %	30.00 %	N/A	32.60 %
Standard Not Met: Level 1	38.52 %	26.09 %	43.57 %	45.38 %	45.67 %	47.00 %	N/A	40.65 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.26 %	18.84 %	17.86 %	13.85 %	11.02 %	12.00 %	N/A	15.71 %
Near Standard	32.59 %	39.86 %	24.29 %	32.31 %	32.28 %	36.00 %	N/A	32.73 %

	Below Standard	48.15 %	41.30 %	57.86 %	53.85 %	56.69 %	52.00 %	N/A	51.56 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	14.07 %	12.32 %	20.00 %	15.38 %	14.96 %	17.00 %	N/A	15.58 %
	Near Standard	46.67 %	49.28 %	34.29 %	42.31 %	34.65 %	45.00 %	N/A	41.95 %
	Below Standard	39.26 %	38.41 %	45.71 %	42.31 %	50.39 %	38.00 %	N/A	42.47 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	13.33 %	12.32 %	17.14 %	13.85 %	9.45 %	11.00 %	N/A	12.99 %
	Near Standard	48.89 %	53.62 %	37.86 %	43.08 %	49.61 %	53.00 %	N/A	47.40 %
	Below Standard	37.78 %	34.06 %	45.00 %	43.08 %	40.94 %	36.00 %	N/A	39.61 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Santiago Elementary

CDS Code: 30-66670-6030407

District: Santa Ana Unified

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

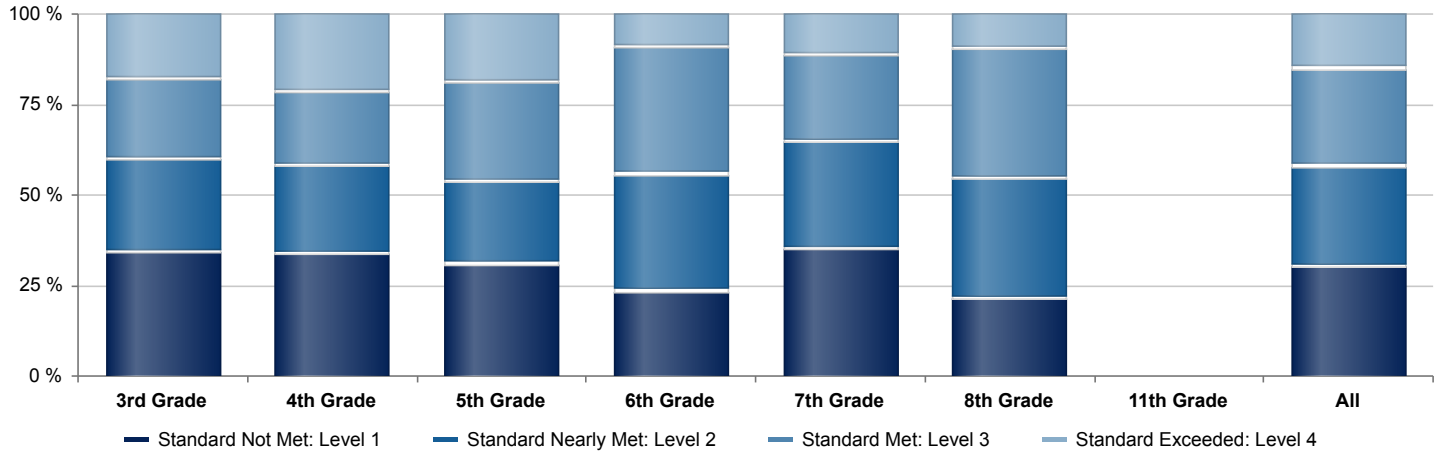
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	135	140	142	130	128	100	N/A	775
# of Students Tested	134	136	139	130	128	100	N/A	767
# of Students With Scores	134	136	139	130	128	100	N/A	767

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2401.4	2447.5	2491.4	2516.6	2514.7	2556.0	N/A	N/A
Standard Exceeded: Level 4	17.91 %	21.32 %	18.71 %	8.46 %	10.94 %	9.00 %	N/A	14.73 %
Standard Met: Level 3	21.64 %	19.85 %	27.34 %	35.38 %	23.44 %	36.00 %	N/A	26.86 %
Standard Nearly Met: Level 2	25.37 %	24.26 %	22.30 %	32.31 %	29.69 %	33.00 %	N/A	27.51 %
Standard Not Met: Level 1	35.07 %	34.56 %	31.65 %	23.85 %	35.94 %	22.00 %	N/A	30.90 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.40 %	14.71 %	20.14 %	16.92 %	10.16 %	15.00 %	N/A	16.17 %
Near Standard	42.54 %	52.94 %	41.73 %	48.46 %	36.72 %	55.00 %	N/A	45.89 %
Below Standard	38.06 %	32.35 %	38.13 %	34.62 %	53.13 %	30.00 %	N/A	37.94 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.15 %	19.12 %	28.06 %	20.00 %	20.31 %	23.00 %	N/A	21.77 %
Near Standard	41.04 %	47.06 %	42.45 %	53.08 %	50.00 %	54.00 %	N/A	47.59 %
Below Standard	38.81 %	33.82 %	29.50 %	26.92 %	29.69 %	23.00 %	N/A	30.64 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.70 %	12.50 %	16.55 %	10.00 %	6.25 %	11.00 %	N/A	11.08 %
Near Standard	68.66 %	69.85 %	58.27 %	70.00 %	59.38 %	69.00 %	N/A	65.71 %
Below Standard	21.64 %	17.65 %	25.18 %	20.00 %	34.38 %	20.00 %	N/A	23.21 %

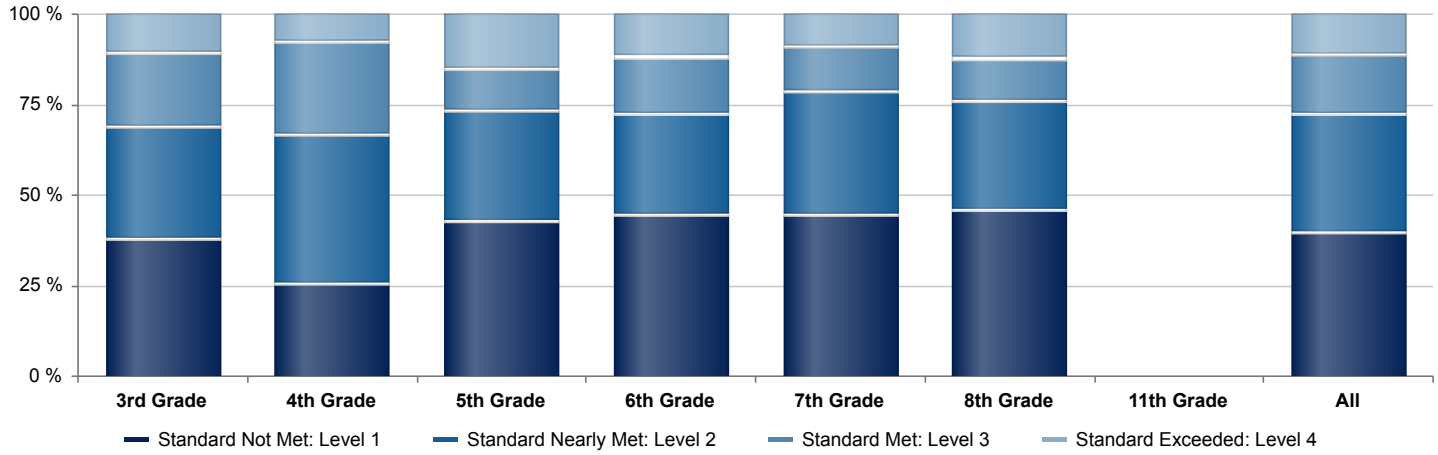
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.15 %	20.59 %	27.34 %	16.15 %	15.63 %	27.00 %	N/A	20.99 %
Near Standard	44.03 %	51.47 %	45.32 %	63.85 %	56.25 %	51.00 %	N/A	51.89 %
Below Standard	35.82 %	27.94 %	27.34 %	20.00 %	28.13 %	22.00 %	N/A	27.12 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	135	140	142	130	128	100	N/A	775
# of Students Tested	135	138	140	130	127	100	N/A	770
# of Students With Scores	135	138	140	130	127	100	N/A	770
Mean Scale Score	2402.6	2452.0	2469.3	2491.2	2488.0	2509.9	N/A	N/A
Standard Exceeded: Level 4	10.37 %	7.25 %	15.00 %	11.54 %	8.66 %	12.00 %	N/A	10.78 %
Standard Met: Level 3	20.00 %	25.36 %	10.71 %	15.38 %	11.81 %	11.00 %	N/A	15.97 %
Standard Nearly Met: Level 2	31.11 %	41.30 %	30.71 %	27.69 %	33.86 %	30.00 %	N/A	32.60 %
Standard Not Met: Level 1	38.52 %	26.09 %	43.57 %	45.38 %	45.67 %	47.00 %	N/A	40.65 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.26 %	18.84 %	17.86 %	13.85 %	11.02 %	12.00 %	N/A	15.71 %
Near Standard	32.59 %	39.86 %	24.29 %	32.31 %	32.28 %	36.00 %	N/A	32.73 %

	Below Standard	48.15 %	41.30 %	57.86 %	53.85 %	56.69 %	52.00 %	N/A	51.56 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	14.07 %	12.32 %	20.00 %	15.38 %	14.96 %	17.00 %	N/A	15.58 %
	Near Standard	46.67 %	49.28 %	34.29 %	42.31 %	34.65 %	45.00 %	N/A	41.95 %
	Below Standard	39.26 %	38.41 %	45.71 %	42.31 %	50.39 %	38.00 %	N/A	42.47 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	13.33 %	12.32 %	17.14 %	13.85 %	9.45 %	11.00 %	N/A	12.99 %
	Near Standard	48.89 %	53.62 %	37.86 %	43.08 %	49.61 %	53.00 %	N/A	47.40 %
	Below Standard	37.78 %	34.06 %	45.00 %	43.08 %	40.94 %	36.00 %	N/A	39.61 %

Mathematics Area Achievement Level Descriptors

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Santiago Elementary

CDS Code: 30-66670-6030407 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: All Students (Default)

School Type: All Schools

Apply Selections

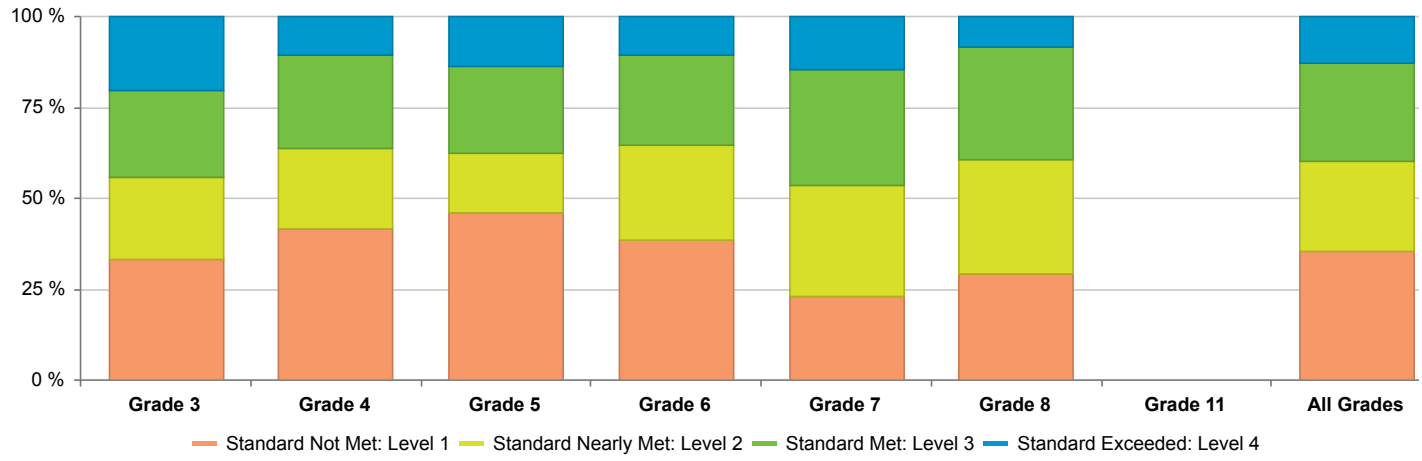
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	124	131	133	127	126	119	N/A	760
Number of Students Tested	124	130	133	125	125	119	N/A	756
Number of Students With Scores	124	130	133	125	125	119	N/A	756
Mean Scale Score	2410.8	2438.1	2462.5	2491.9	2545.2	2541.8	N/A	N/A
Standard Exceeded: Level 4	20.16 %	10.77 %	13.53 %	10.40 %	14.40 %	8.40 %	N/A	12.96 %
Standard Met: Level 3	24.19 %	25.38 %	24.06 %	24.80 %	32.00 %	31.09 %	N/A	26.85 %
Standard Nearly Met: Level 2	22.58 %	22.31 %	16.54 %	26.40 %	30.40 %	31.09 %	N/A	24.74 %
Standard Not Met: Level 1	33.06 %	41.54 %	45.86 %	38.40 %	23.20 %	29.41 %	N/A	35.45 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	20.16 %	16.92 %	18.80 %	12.00 %	20.00 %	15.13 %	N/A	17.20 %
Near Standard	54.84 %	45.38 %	35.34 %	36.80 %	43.20 %	44.54 %	N/A	43.25 %
Below Standard	25.00 %	37.69 %	45.86 %	51.20 %	36.80 %	40.34 %	N/A	39.55 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	18.55 %	10.77 %	21.05 %	11.20 %	26.40 %	22.69 %	N/A	18.39 %
Near Standard	51.61 %	56.92 %	44.36 %	48.00 %	57.60 %	56.30 %	N/A	52.38 %
Below Standard	29.84 %	32.31 %	34.59 %	40.80 %	16.00 %	21.01 %	N/A	29.23 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	8.06 %	11.54 %	12.78 %	16.80 %	11.20 %	9.24 %	N/A	11.64 %
Near Standard	72.58 %	70.00 %	57.14 %	53.60 %	72.00 %	70.59 %	N/A	65.87 %
Below Standard	19.35 %	18.46 %	30.08 %	29.60 %	16.80 %	20.17 %	N/A	22.49 %

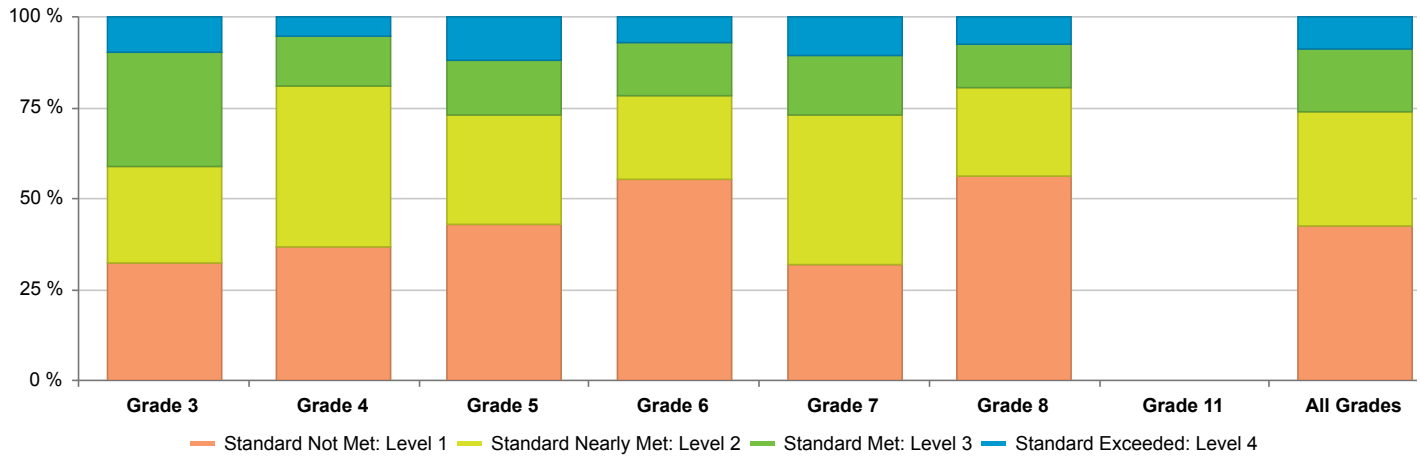
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	13.71 %	10.00 %	17.29 %	17.60 %	27.20 %	17.65 %	N/A	17.20 %
Near Standard	53.23 %	46.15 %	37.59 %	49.60 %	47.20 %	53.78 %	N/A	47.75 %
Below Standard	33.06 %	43.85 %	45.11 %	32.80 %	25.60 %	28.57 %	N/A	35.05 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	124	131	133	127	126	119	N/A	760
Number of Students Tested	124	131	133	125	125	119	N/A	757
Number of Students With Scores	124	131	133	125	125	119	N/A	757
Mean Scale Score	2414.3	2430.8	2464.3	2461.5	2514.9	2499.1	N/A	N/A
Standard Exceeded: Level 4	9.68 %	5.34 %	12.03 %	7.20 %	10.40 %	7.56 %	N/A	8.72 %
Standard Met: Level 3	31.45 %	13.74 %	15.04 %	14.40 %	16.80 %	11.76 %	N/A	17.17 %
Standard Nearly Met: Level 2	26.61 %	44.27 %	30.08 %	23.20 %	40.80 %	24.37 %	N/A	31.70 %
Standard Not Met: Level 1	32.26 %	36.64 %	42.86 %	55.20 %	32.00 %	56.30 %	N/A	42.40 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	17.74 %	12.21 %	18.05 %	12.80 %	16.80 %	8.40 %	N/A	14.40 %
Near Standard	45.16 %	32.82 %	24.06 %	20.00 %	36.00 %	33.61 %	N/A	31.84 %
Below Standard	37.10 %	54.96 %	57.89 %	67.20 %	47.20 %	57.98 %	N/A	53.76 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	18.55 %	7.63 %	15.04 %	13.60 %	16.80 %	10.08 %	N/A	13.61 %
Near Standard	51.61 %	42.75 %	36.09 %	25.60 %	46.40 %	39.50 %	N/A	40.29 %
Below Standard	29.84 %	49.62 %	48.87 %	60.80 %	36.80 %	50.42 %	N/A	46.10 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	16.94 %	8.40 %	10.53 %	10.40 %	13.60 %	7.56 %	N/A	11.23 %
Near Standard	51.61 %	47.33 %	41.35 %	36.00 %	55.20 %	48.74 %	N/A	46.63 %
Below Standard	31.45 %	44.27 %	48.12 %	53.60 %	31.20 %	43.70 %	N/A	42.14 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Martin R. Heninger Elementary

CDS Code: 30-66670-6110183

District: Santa Ana Unified

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

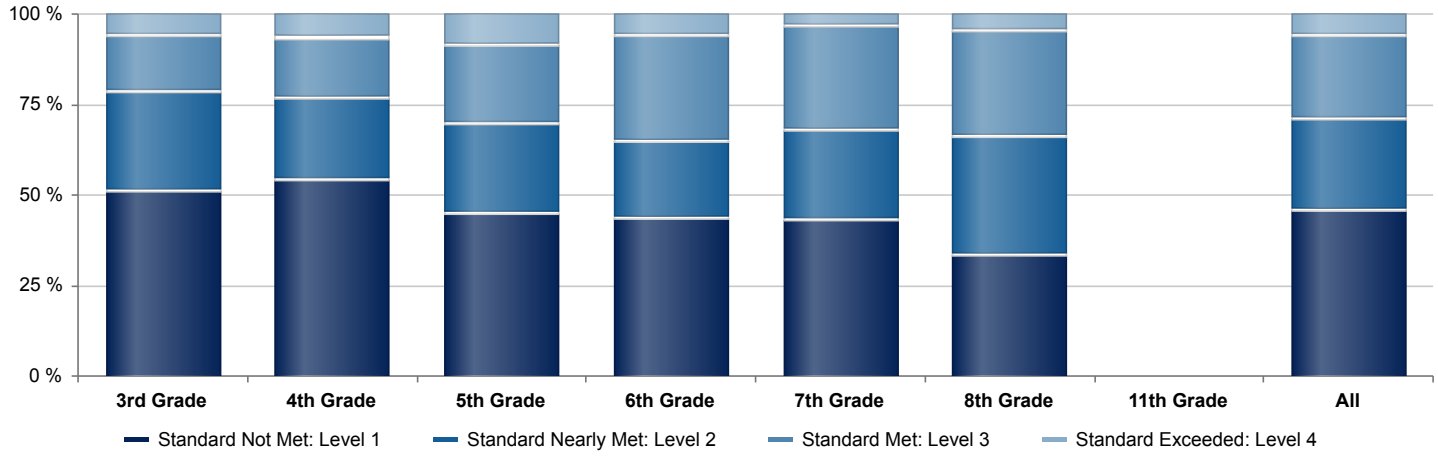
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	148	133	147	133	110	97	N/A	768
# of Students Tested	147	130	146	130	109	97	N/A	759
# of Students With Scores	147	130	146	130	109	97	N/A	759

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2374.6	2408.2	2455.0	2483.5	2496.8	2527.7	N/A	N/A
Standard Exceeded: Level 4	5.44 %	6.15 %	8.22 %	5.38 %	2.75 %	4.12 %	N/A	5.53 %
Standard Met: Level 3	14.97 %	16.15 %	21.23 %	29.23 %	28.44 %	28.87 %	N/A	22.53 %
Standard Nearly Met: Level 2	27.21 %	22.31 %	24.66 %	20.77 %	24.77 %	32.99 %	N/A	25.16 %
Standard Not Met: Level 1	52.38 %	55.38 %	45.89 %	44.62 %	44.04 %	34.02 %	N/A	46.77 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7.48 %	8.46 %	13.70 %	8.46 %	13.76 %	10.31 %	N/A	10.28 %
Near Standard	37.41 %	40.00 %	45.21 %	46.15 %	36.70 %	49.48 %	N/A	42.29 %
Below Standard	55.10 %	51.54 %	41.10 %	45.38 %	49.54 %	40.21 %	N/A	47.43 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.12 %	6.92 %	12.33 %	7.69 %	12.84 %	10.31 %	N/A	9.22 %
Near Standard	46.26 %	44.62 %	47.95 %	39.23 %	40.37 %	48.45 %	N/A	44.53 %
Below Standard	47.62 %	48.46 %	39.73 %	53.08 %	46.79 %	41.24 %	N/A	46.25 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.84 %	6.15 %	10.27 %	9.23 %	4.59 %	7.22 %	N/A	7.91 %
Near Standard	59.86 %	53.08 %	60.96 %	65.38 %	56.88 %	72.16 %	N/A	61.00 %
Below Standard	31.29 %	40.77 %	28.77 %	25.38 %	38.53 %	20.62 %	N/A	31.09 %

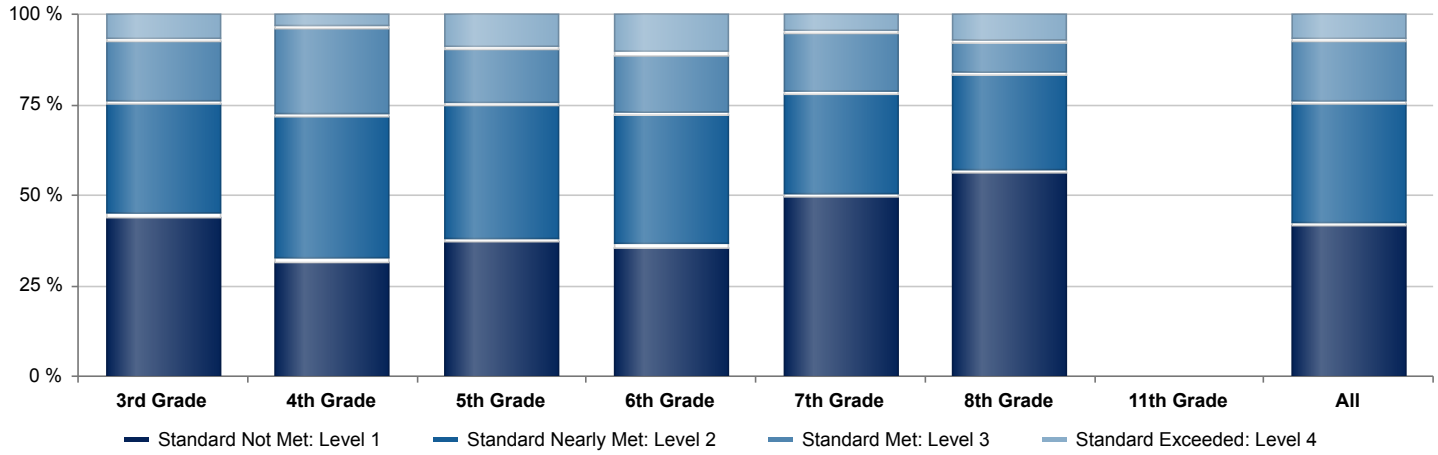
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.80 %	10.77 %	10.27 %	20.77 %	18.35 %	18.56 %	N/A	13.70 %
Near Standard	56.46 %	44.62 %	47.26 %	46.92 %	49.54 %	53.61 %	N/A	49.67 %
Below Standard	36.73 %	44.62 %	42.47 %	32.31 %	32.11 %	27.84 %	N/A	36.63 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	148	133	147	133	110	97	N/A	768
# of Students Tested	148	132	146	131	110	97	N/A	764
# of Students With Scores	148	132	146	131	110	97	N/A	764
Mean Scale Score	2395.1	2436.9	2473.9	2492.9	2480.0	2493.5	N/A	N/A
Standard Exceeded: Level 4	6.76 %	3.03 %	8.90 %	10.69 %	4.55 %	7.22 %	N/A	6.94 %
Standard Met: Level 3	16.89 %	24.24 %	15.07 %	16.03 %	16.36 %	8.25 %	N/A	16.49 %
Standard Nearly Met: Level 2	31.08 %	40.15 %	37.67 %	36.64 %	28.18 %	26.80 %	N/A	33.90 %
Standard Not Met: Level 1	45.27 %	32.58 %	38.36 %	36.64 %	50.91 %	57.73 %	N/A	42.67 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14.19 %	10.61 %	15.75 %	16.03 %	9.09 %	10.31 %	N/A	12.96 %
Near Standard	35.81 %	37.12 %	36.99 %	37.40 %	30.91 %	31.96 %	N/A	35.34 %

	Below Standard	50.00 %	52.27 %	47.26 %	46.56 %	60.00 %	57.73 %	N/A	51.70 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.11 %	6.06 %	10.27 %	12.21 %	7.27 %	7.22 %	N/A	8.64 %
Near Standard	49.32 %	49.24 %	41.10 %	45.04 %	48.18 %	36.08 %	N/A	45.16 %
Below Standard	42.57 %	44.70 %	48.63 %	42.75 %	44.55 %	56.70 %	N/A	46.20 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.84 %	6.06 %	9.59 %	12.98 %	2.73 %	7.22 %	N/A	8.90 %
Near Standard	54.05 %	53.79 %	51.37 %	41.98 %	57.27 %	50.52 %	N/A	51.44 %
Below Standard	33.11 %	40.15 %	39.04 %	45.04 %	40.00 %	42.27 %	N/A	39.66 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Martin R. Heninger Elementary

CDS Code: 30-66670-6110183

District: Santa Ana Unified

County: Orange

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

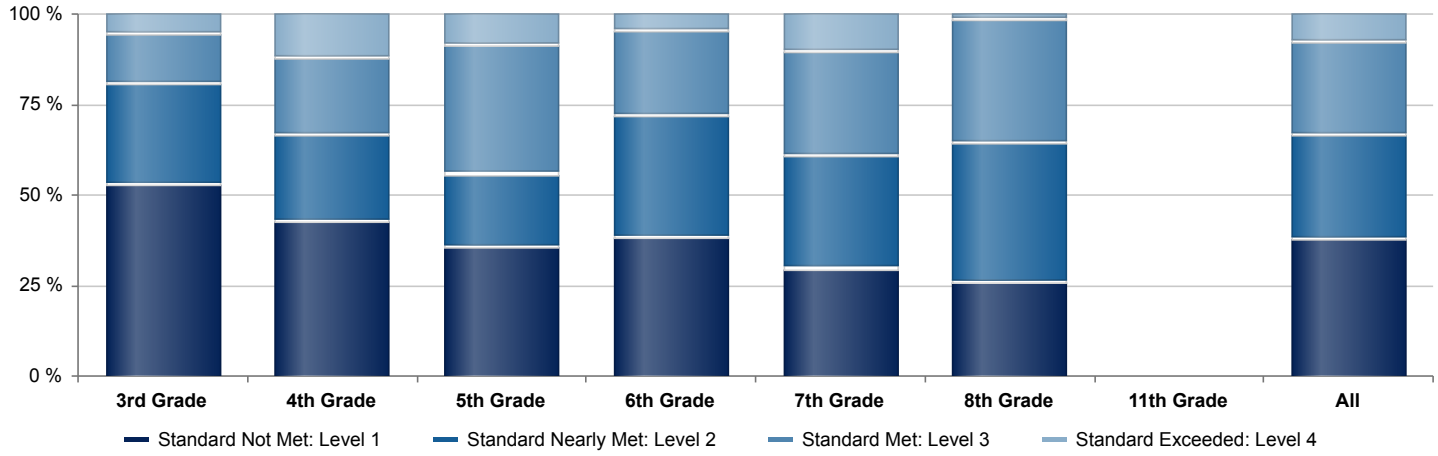
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	124	160	146	129	119	103	N/A	781
# of Students Tested	122	160	146	128	119	103	N/A	778
# of Students With Scores	122	160	146	128	119	103	N/A	778

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2367.4	2432.3	2474.7	2480.2	2519.3	2533.7	N/A	N/A
Standard Exceeded: Level 4	4.92 %	11.88 %	8.22 %	3.91 %	10.08 %	0.97 %	N/A	7.07 %
Standard Met: Level 3	13.11 %	20.63 %	35.62 %	23.44 %	28.57 %	33.98 %	N/A	25.71 %
Standard Nearly Met: Level 2	27.87 %	23.75 %	19.86 %	33.59 %	31.09 %	38.83 %	N/A	28.41 %
Standard Not Met: Level 1	54.10 %	43.75 %	36.30 %	39.06 %	30.25 %	26.21 %	N/A	38.82 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.56 %	8.75 %	17.12 %	6.25 %	11.76 %	7.77 %	N/A	9.90 %
Near Standard	42.62 %	51.25 %	46.58 %	44.53 %	45.38 %	55.34 %	N/A	47.56 %
Below Standard	50.82 %	40.00 %	36.30 %	49.22 %	42.86 %	36.89 %	N/A	42.54 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.10 %	12.50 %	13.01 %	10.16 %	18.49 %	8.74 %	N/A	11.31 %
Near Standard	36.89 %	46.88 %	54.11 %	44.53 %	52.94 %	56.31 %	N/A	48.46 %
Below Standard	59.02 %	40.63 %	32.88 %	45.31 %	28.57 %	34.95 %	N/A	40.23 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.92 %	10.00 %	9.59 %	8.59 %	6.72 %	5.83 %	N/A	7.84 %
Near Standard	61.48 %	59.38 %	64.38 %	57.03 %	62.18 %	73.79 %	N/A	62.60 %
Below Standard	33.61 %	30.63 %	26.03 %	34.38 %	31.09 %	20.39 %	N/A	29.56 %

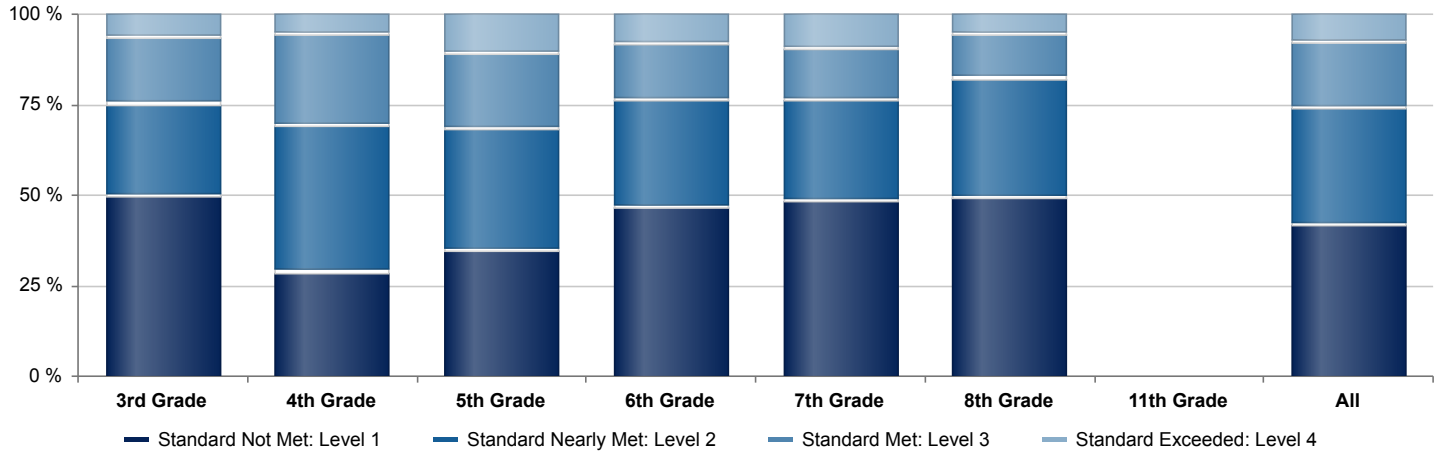
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.56 %	13.75 %	19.18 %	21.88 %	24.37 %	20.39 %	N/A	17.48 %
Near Standard	55.74 %	56.25 %	55.48 %	52.34 %	52.94 %	56.31 %	N/A	54.88 %
Below Standard	37.70 %	30.00 %	25.34 %	25.78 %	22.69 %	23.30 %	N/A	27.63 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	124	160	146	129	119	103	N/A	781
# of Students Tested	122	160	146	128	119	103	N/A	778
# of Students With Scores	122	160	146	128	119	103	N/A	778
Mean Scale Score	2386.1	2444.8	2481.8	2468.5	2490.2	2493.4	N/A	N/A
Standard Exceeded: Level 4	5.74 %	5.00 %	10.27 %	7.81 %	9.24 %	4.85 %	N/A	7.20 %
Standard Met: Level 3	18.03 %	25.00 %	20.55 %	14.84 %	13.45 %	11.65 %	N/A	17.87 %
Standard Nearly Met: Level 2	25.41 %	40.63 %	33.56 %	29.69 %	27.73 %	33.01 %	N/A	32.13 %
Standard Not Met: Level 1	50.82 %	29.38 %	35.62 %	47.66 %	49.58 %	50.49 %	N/A	42.80 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10.66 %	15.00 %	19.18 %	11.72 %	15.97 %	4.85 %	N/A	13.37 %
Near Standard	30.33 %	33.13 %	36.30 %	28.91 %	25.21 %	41.75 %	N/A	32.52 %

	Below Standard	59.02 %	51.88 %	44.52 %	59.38 %	58.82 %	53.40 %	N/A	54.11 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.02 %	11.88 %	8.90 %	10.16 %	8.40 %	4.85 %	N/A	9.13 %
Near Standard	45.08 %	41.88 %	48.63 %	35.16 %	44.54 %	51.46 %	N/A	44.22 %
Below Standard	45.90 %	46.25 %	42.47 %	54.69 %	47.06 %	43.69 %	N/A	46.66 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.11 %	11.88 %	10.96 %	7.03 %	10.92 %	4.85 %	N/A	10.03 %
Near Standard	48.36 %	43.13 %	52.05 %	42.19 %	52.94 %	41.75 %	N/A	46.79 %
Below Standard	38.52 %	45.00 %	36.99 %	50.78 %	36.13 %	53.40 %	N/A	43.19 %

Mathematics Area Achievement Level Descriptors

California Assessment of Student Performance and Progress

ELPAC English Language Proficiency Assessments for California

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Martin R. Heninger Elementary

CDS Code: 30-66670-6110183 | County: Orange | District: Santa Ana Unified

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018–19

Student Group: All Students (Default)

School Type: All Schools

Apply Selections

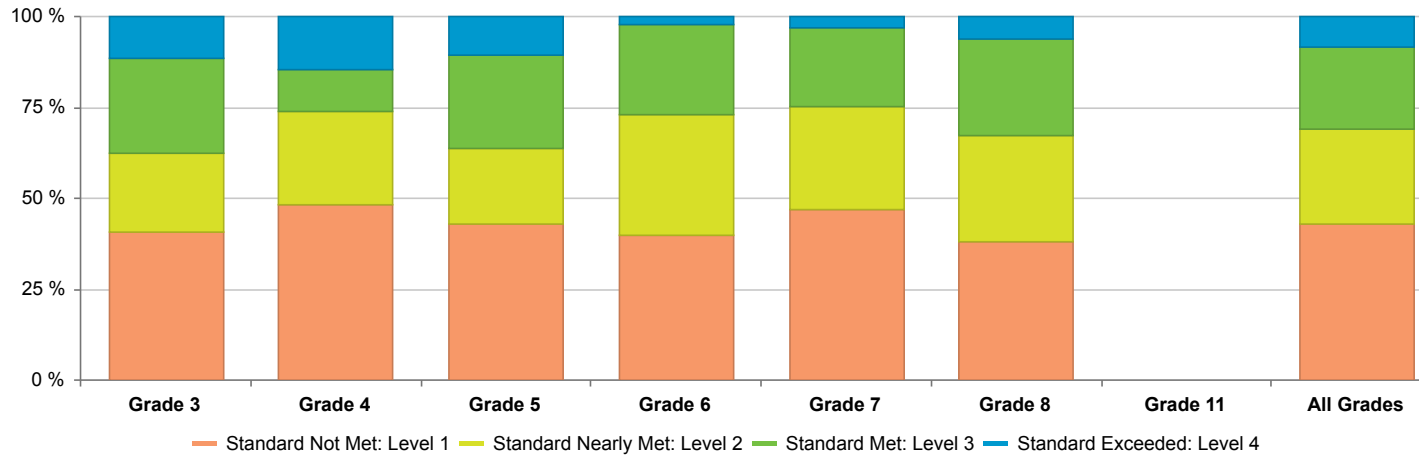
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the Understanding Results page.

2018–19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	129	131	158	125	131	116	N/A	790
Number of Students Tested	128	131	158	125	130	114	N/A	786
Number of Students With Scores	128	131	158	125	130	113	N/A	785
Mean Scale Score	2395.5	2424.0	2461.3	2477.6	2491.8	2524.6	N/A	N/A
Standard Exceeded: Level 4	11.72 %	14.50 %	10.76 %	2.40 %	3.08 %	6.19 %	N/A	8.28 %
Standard Met: Level 3	25.78 %	11.45 %	25.32 %	24.80 %	21.54 %	26.55 %	N/A	22.55 %
Standard Nearly Met: Level 2	21.88 %	25.95 %	20.89 %	32.80 %	28.46 %	29.20 %	N/A	26.24 %
Standard Not Met: Level 1	40.63 %	48.09 %	43.04 %	40.00 %	46.92 %	38.05 %	N/A	42.93 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	10.16 %	14.50 %	12.03 %	7.20 %	6.15 %	10.62 %	N/A	10.19 %
Near Standard	51.56 %	37.40 %	49.37 %	37.60 %	38.46 %	42.48 %	N/A	43.06 %
Below Standard	38.28 %	48.09 %	38.61 %	55.20 %	55.38 %	46.90 %	N/A	46.75 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	10.94 %	11.45 %	14.56 %	8.00 %	13.85 %	15.93 %	N/A	12.48 %
Near Standard	52.34 %	46.56 %	49.37 %	55.20 %	50.00 %	46.90 %	N/A	50.06 %
Below Standard	36.72 %	41.98 %	36.08 %	36.80 %	36.15 %	37.17 %	N/A	37.45 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	14.06 %	9.92 %	9.49 %	7.20 %	6.15 %	5.31 %	N/A	8.79 %
Near Standard	61.72 %	66.41 %	59.49 %	64.00 %	60.77 %	66.37 %	N/A	62.93 %
Below Standard	24.22 %	23.66 %	31.01 %	28.80 %	33.08 %	28.32 %	N/A	28.28 %

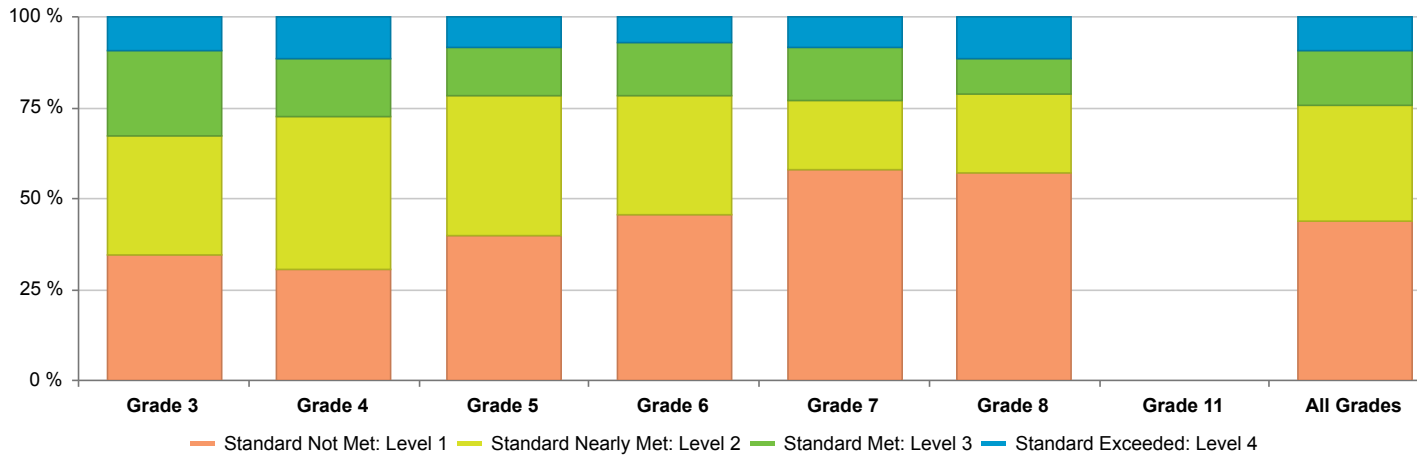
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	12.50 %	13.74 %	14.56 %	12.00 %	13.08 %	14.16 %	N/A	13.38 %
Near Standard	46.88 %	45.80 %	46.84 %	56.80 %	48.46 %	53.98 %	N/A	49.55 %
Below Standard	40.63 %	40.46 %	38.61 %	31.20 %	38.46 %	31.86 %	N/A	37.07 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	128	131	158	125	131	116	N/A	789
Number of Students Tested	128	131	158	125	131	114	N/A	787
Number of Students With Scores	128	131	158	125	131	114	N/A	787
Mean Scale Score	2403.2	2448.4	2473.9	2478.9	2473.3	2490.7	N/A	N/A
Standard Exceeded: Level 4	9.38 %	11.45 %	8.23 %	7.20 %	8.40 %	11.40 %	N/A	9.28 %
Standard Met: Level 3	23.44 %	16.03 %	13.29 %	14.40 %	14.50 %	9.65 %	N/A	15.25 %
Standard Nearly Met: Level 2	32.81 %	41.98 %	38.61 %	32.80 %	19.08 %	21.93 %	N/A	31.64 %
Standard Not Met: Level 1	34.38 %	30.53 %	39.87 %	45.60 %	58.02 %	57.02 %	N/A	43.84 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	20.31 %	19.08 %	12.66 %	10.40 %	12.21 %	9.65 %	N/A	14.10 %
Near Standard	34.38 %	34.35 %	39.24 %	31.20 %	25.19 %	31.58 %	N/A	32.91 %
Below Standard	45.31 %	46.56 %	48.10 %	58.40 %	62.60 %	58.77 %	N/A	52.99 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	14.06 %	14.50 %	8.86 %	4.80 %	9.16 %	15.79 %	N/A	11.05 %
Near Standard	44.53 %	41.98 %	43.04 %	48.00 %	29.77 %	28.07 %	N/A	39.52 %
Below Standard	41.41 %	43.51 %	48.10 %	47.20 %	61.07 %	56.14 %	N/A	49.43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	14.84 %	17.56 %	10.76 %	8.80 %	9.16 %	9.65 %	N/A	11.82 %
Near Standard	59.38 %	42.75 %	45.57 %	44.80 %	48.09 %	36.84 %	N/A	46.38 %
Below Standard	25.78 %	39.69 %	43.67 %	46.40 %	42.75 %	53.51 %	N/A	41.80 %

Mathematics Area Achievement Level Descriptors

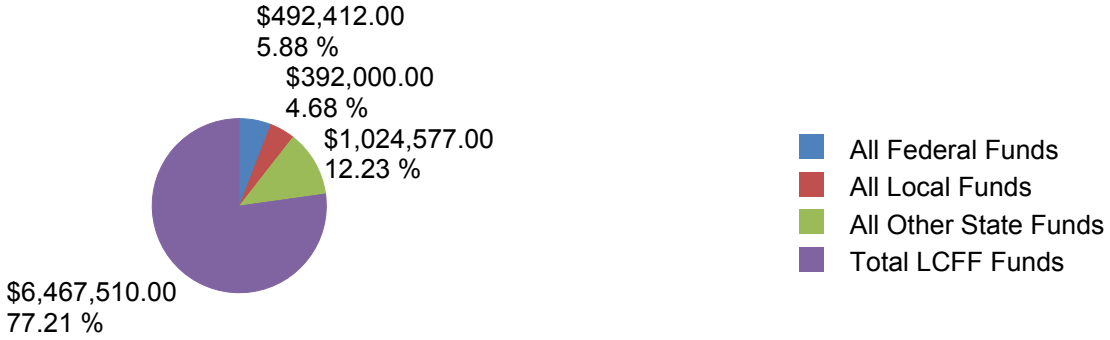
Local Control Funding Formula (LCFF) Budget Overview for Parents

Local Educational Agency (LEA) Name:	Orange County Educational Arts Academy
CDS Code:	30-66670-0109066
Local Control and Accountability Plan (LCAP) Year:	2019-20
LEA Contact Information:	Kristin Collins School Director kcollins@oceaa.org 714-558-2787

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

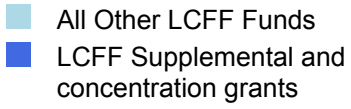
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Federal Funds	$492,412.00	5.88 %
All Local Funds	$392,000.00	4.68 %
All Other State Funds	$1,024,577.00	12.23 %
Total LCFF Funds	$6,467,510.00	77.21 %

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF Supplemental and concentration grants		
All Other LCFF Funds		

These charts show the total general purpose revenue Orange County Educational Arts Academy expects to receive in the coming year from all sources

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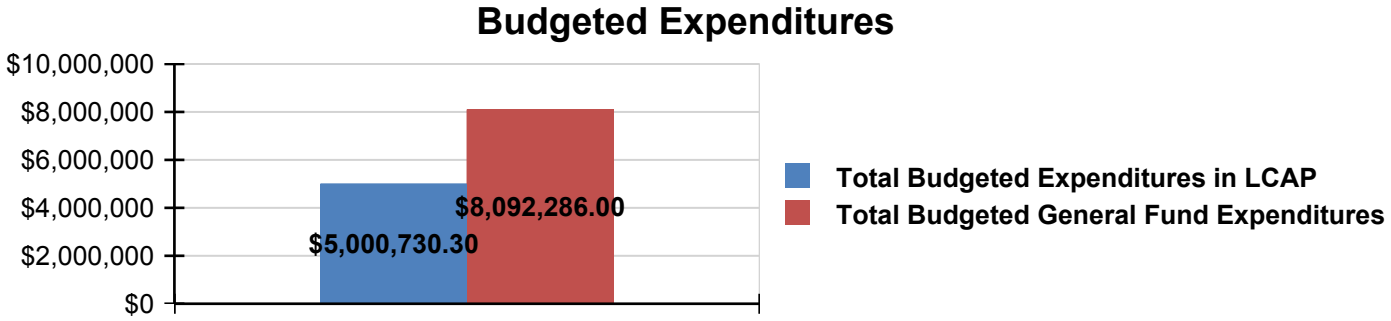
The total revenue projected for Orange County Educational Arts Academy is $8,376,499.00, of which $6,467,510.00 is Local Control Funding Formula (LCFF), $1,024,577.00 is other state funds, $392,000.00 is local funds, and $492,412.00 is federal funds. Of the in LCFF Funds, is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



Source	Funds
Total Budgeted General Fund Expenditures	$8,092,286.00
Total Budgeted Expenditures in LCAP	$5,000,730.30

This chart provides a quick summary of how much Orange County Educational Arts Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

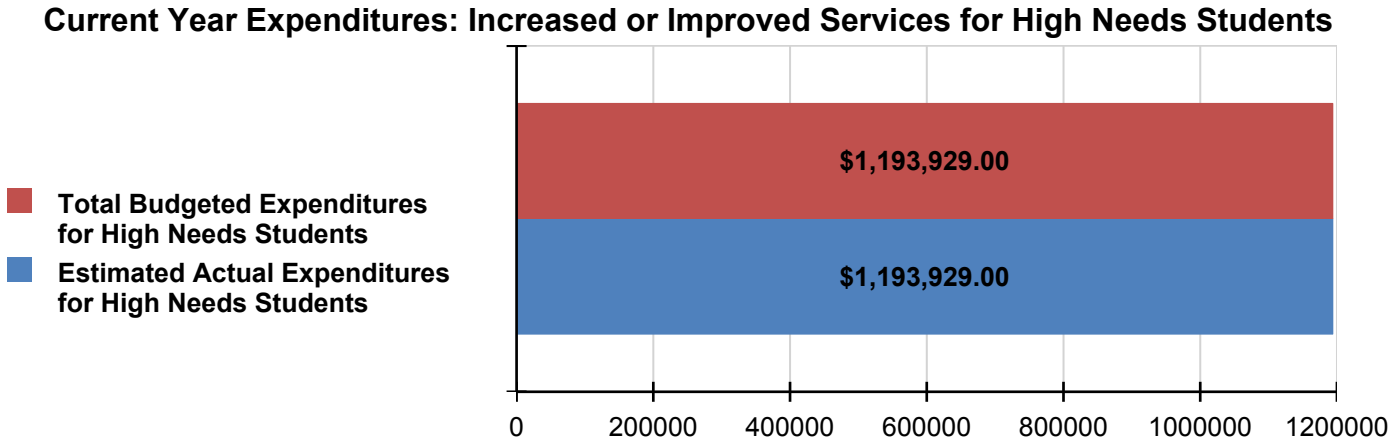
Orange County Educational Arts Academy plans to spend $8,092,286.00 for the 2019-20 school year. Of that amount, $5,000,730.30 is tied to actions/services in the LCAP and $3,091,555.70 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facilities, Rental Lease, Legal Services, Insurance, Technology Infrastructure & Phone System, Administrator Salaries & Benefits, Financial Services, Administrative Operational Costs, District Oversight Fees, Parking, Utilities, Payroll Fees, Legal Audit Fees, Fundraising Costs, Meal Services Staff and NSLP, Depreciation Expense, substitutes, KEDS program, Translation Services.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Orange County Educational Arts Academyis projecting it will receive based on the enrollment of foster youth, English learner, and low-income students. Orange County Educational Arts Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Orange County Educational Arts Academy plans to spend $1,222,475.18 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Orange County Educational Arts Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Educational Arts Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Orange County Educational Arts Academy's LCAP budgeted $1,193,929.00 for planned actions to increase or improve services for high needs students. Orange County Educational Arts Academy estimates that it will actually spend $1,193,929.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

2020

LEA Name	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy	Kristin Collins School Director	kcollins@oceaa.org 714-558-2787

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Founding and Mission: A public charter school serving approximately 580 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well-rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. Knowing that students do better when their families are involved, we strive to create a school culture where teachers and parents are partners in the educational process.
Program Description: OCEAA promotes global citizenship through its Two-Way Bilingual Immersion Program (TWBI), which follows the 90:10 language model: students are taught reading and writing in Spanish first, adding English literacy instruction gradually until there is a 50:50 balance of language instruction in 5th grade. Arts are taught in discipline-based rotations/electives and integrated throughout content to maximize student learning. Technology skills are taught explicitly through various applications such as Google Apps for Education, EasyTech by Learning.com and Code.org.
Demographics: OCEAA serves a student population that is 92.4% Hispanic/Latino, 3.6% White, 1.1% Other, 1% Two or More Races, and less than 1% each of other identified federal categories; 9% declined to state. As a percentage of total enrollment, OCEAA students are: 64.8% Socioeconomically Disadvantaged, 52.6% English Learners, 7.1% Students with Disabilities, and 0.0% Foster Youth (2016-17 SARC)

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2019-20 LCAP goals and services build on the previous year's curriculum, instruction and climate initiatives.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Greatest Progress

OCEAA is proud to report another year of progress towards achieving the goals outlined in our LCAP. On state academic indicators, OCEAA continues to improve. In ELA, 78.41% of OCEAA students scored at, near, or above standards compared to 57.3% of SAUSD students and 72.46% of students statewide; In math, 67.41% of OCEAA students scored at, near, or above standards compared to 52.02% of SAUSD students and 64.55% of students statewide. According to the Fall 2018 CA School Dashboard release, OCEAA's average ELA scale score increased by 14.6 points, while math increased by 7.9 points, further closing the distance to standard. Of special note, OCEAA's sixth grade students' average scale score surpassed those for every district school in both math and ELA for the second year in a row. Furthermore, English Learner, low income, and Hispanic student subgroups significantly increased their scale score gains, outpacing both district and state subgroup growth.

OCEAA is accountable for language learning outcomes in English and Spanish. The English Language Performance Indicator has changed from CELDT to ELPAC and is still under development. Using ELPAC proficiency rates as an interim measure, OCEAA's ELs outperformed the district and state with 6% of students scoring at Level 1 and 34% of students scoring at Level 4. To better align Spanish literacy assessment with Common Core en español, OCEAA participated in the inaugural administration of the California Spanish Assessment for which results are not yet reported. On another measure of Spanish proficiency, 90% of promoting 8th grade dual immersion students earned the rigorous OCDE Biliteracy Attainment Award.

On school climate indicators, OCEAA's overall Suspension Rate declined from 1.3% to 0.5% of students suspended at least once. SWIS referral data show 80% of students responding successfully to universal behavior supports, 16% of students needing supplemental supports, and 4% of students needing intensive supports.

Finally, OCEAA continued developing its Multi-Tiered System of Supports by launching a multidisciplinary MTSS leadership team, training teacher leaders and specialists in Universal Design for Learning and co-teaching strategies, implementing inclusive Special Education practices in all grades, and refining tiered academic and behavioral interventions.

To maintain and build upon this success, OCEAA has entered a multi-year partnership with EL Education, a non-profit organization devoted to comprehensive school reform with an emphasis on high achievement demonstrated through mastery of knowledge and skills, character development, and high quality work. In consultation with our EL Education School Designer, OCEAA is in the process of developing a strategic plan to set ambitious 4-year impact goals and annual benchmarks to ensure continued growth on these three dimensions of achievement.

Referring to the California School Dashboard, 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

OCEAA has no state or local indicators in the "Red" or "Orange" performance category; however, math gains lag behind gains in ELA. Therefore, math continues to be our greatest area of need. In 2018-19, OCEAA's math specialist led and supported teachers in several initiatives: 1) implementing a research-based fluency program in grades TK-3; 2) piloting Eureka Math curriculum in grades 3, 4, 5, and 7; 3) administering performance tasks in addition to traditional end of unit assessments in all grades; 4) benchmarking progress with Illuminate and CAASPP interim assessments; and 5) refining exit and entry criteria for tiered interventions. The promising results of the Eureka Math pilots, especially in 3rd and 7th grades, have lead to the decision to adopt Eureka Math TK-8 beginning in 2019-20, and to focus next year's PD with EL Education's Core Practices (EL Education's instructional practices are aligned with Eureka Math.) Another area of need is addressing Chronic Absenteeism, as evidenced by the 1.1% increase in this indicator. Office staff turnover has made it challenging to address with consistency; however, we have adopted new policies and procedures and have re-organized support staff to improve our practices.

Referring to the California School Dashboard, 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?

Performance Gaps

Although OCEAA's 2018 Dashboard report shows no state indicator for which performance for any student group was two or more performance levels below the “all student” performance, OCEAA has actions and services in place under Goal 1 to reduce the number of special needs students performing at Level 1 on state indicators.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

100% of students achieve proficiency in core subjects through strong Tier 1 and 2 instruction, assessment and intervention.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,7,8

Annual Measurable Outcomes

Expected	Actual
1. SBAC outcomes: 1% increase in students meeting or exceeding ELA standards; 3% increase in students meeting or exceeding math standards 2. 70% or more Literacy RtI students making more than 1 level of growth on the Developmental Reading Assessment. 3. 75% or more Math RtI students making 1 or more years' growth on STAR Math Assessment. 4 Establish baseline data for California Science Test (CAST).	1. SBAC outcomes: 9% increase in students meeting or exceeding ELA standards schoolwide, 8% increase ELs, 11% increase low income; 2% increase in students meeting or exceeding math standards schoolwide, 8% decline ELs, 2% increase low income. 2. 97% or more 2. 97% of Literacy RtI students made more than 1 level of growth on the Developmental Reading Assessment. 3. 60% of Math RtI students progressed by 6+ months on STAR Math Assessment. 4. California Science Test (CAST) data not yet reported.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Access to Quality Teachers a. Attract and retain high quality teachers	96% certificated classroom teacher positions were filled by returning teachers, corresponding to high levels of workplace satisfaction from the CA School Staff Survey and positive feedback to professional development. An HR consultant was contracted to provide ongoing training and support to OCEAA's HR manager.	$2,562,230.47	$2,415,487.00

Action 2 - **Access to Quality Materials** Purchase standards-aligned instructional materials required to implement high quality core curricula in Spanish & English language arts, math, science, social studies, arts and technology.	Instructional materials purchased for implementation include Benchmark Adelante curriculum, Go Math, Stemscopes Science, EL Education ELA Modules, various trade literature, math manipulatives & whiteboards, and science experiment supplies.	$80,000.00	$74,849.00
Action 3 - **Access to Technology** a. Lease devices to maintain student:device ratio b. Update applications on devices and evaluate app/software purchases to support instructional needs and charter goals, including the renewal and monitoring of Ed Tech licenses: Accelerated Reader, Accelerated Math, Stemscopes, etc. to support targeted populations c. Repair, replace, and maintain tech devices as needed; be responsive to staff requests for tech assistance d. Staff Technology Coordinator at .7 FTE to provide support to teachers and students with integrating technology and mastering ISTE standards.	a. Leased devices to maintain student:device ratios. b. Updated, purchased or renewed various software & apps including Accelerated Reader, Accelerated Math, Osmo, Raspberry Pi, etc. c. Through Nixsys contracting, repaired, replaced, and maintained tech devices as needed; responded to staff service tickets. d. Retained Technology Coordinator to provide key leadership, professional development and support to teachers and students with integrating technology and mastering ISTE standards.	$168,000.00	$146,287.00
Action 4 - **Improved Measures of Assessment and Intervention** a. Maintain (1) Literacy Coach and (2) 2 literacy intervention teachers to continue providing literacy interventions based on data, prioritizing services to low income students and language learners b. Maintain a FT Math Coach to coordinate Math RtI program based on data, prioritizing services to low income students and language learners and coordinate administration of state and local assessments. c. Hire a math intervention teacher to expand Math RtI program d. Renew Illuminate Student Assessment System for continued data analysis and progress monitoring e. Classroom teachers to provide tutoring before and after school to students needing additional supports.	a.Retained (1) Literacy Coach and (2) 2 literacy intervention teachers to continue providing literacy interventions based on data, prioritizing services to low income students and language learners b.Retained a FT Math Coach to coordinate Math RtI program based on data, prioritizing services to low income students and language learners and coordinate administration of state and local assessments. c. Hired a math intervention teacher to expand Math RtI program d.Renewed Illuminate Student Assessment System for continued data analysis and progress monitoring e.Classroom teachers provided tutoring before and after school to students needing additional supports.	$613,735.62	$588,513.00

Action 5 - **Professional Development to support 100% Proficiency Goals** a. CCSS ELA & Math: CAASPP Training to effectively utilize interim assessments a digital library, EUREKA math training, Factswise training, EL Education partnership. b. NGSS: consultation with, and training as recommended by OCDE specialists to support transition to NGSS, off-site conferences and workshops c. New Teachers: BTSA/Induction program for qualifying new teachers d. Leadership: training on mentoring and coaching certificated staff to support effective teaching and learning, EL Education partnership e. Representative attendance at workshops and conferences such as EL Education partnership, CABE, ADTLE, CUE, etc.	a.Provided in-house CAASPP training to effectively utilize interim assessments a digital library; contracted for Factswise training, EL Education service days and EL Education conferences. b.NGSS: attendance at 2018 CA Science Education Conference c.5 teachers participated in BTSA/Induction program d.Leadership training provided through EL Education service days e.Attendance at EL national conference, CUE, and other OCDE offerings.	$110,145.00	$84,081.87
Action 6 - **Arts Instruction & Program Development** a. General Arts Instruction: F/T Arts Coordinator will: 1) support Gen. Ed. teachers delivering a general arts curriculum and integrating arts into core subjects, 2) facilitate the execution of multiple performances and exhibitions, and 3) teach art classes b. Send teacher teams to arts training in dance, theatre and visual arts c. Specialized Arts Instruction: Hire arts specialists to teach music TK-6, and a variety of disciplines in grades 7 & 8 (e.g. theater, media arts, visual arts, dance)	a.Retained F/T Arts Coordinator b.Check with Erica on trainings c.Retained music, theater, visual arts and digital media specialists	$118,000.00	$268,571.79
Action 7 - **Supports for Students with Disabilities** a. Provide Mild/Moderate Special Education Services through Santa Ana Unified School District's Special Education/SELPA (Special Education Local Plan Area) - AB 602 apportionment. b. Establish a School Transformation Team representing Administration, Pupil Services, Special Ed and Gen Ed to lead the design of OCEAA's Multi Tiered Systems of Support, including professional development in co-teaching and Universal Design for Learning principles.	a. Mild/Moderate Special Education Services provided through Santa Ana Unified School District's Special Education/SELPA (Special Education Local Plan Area) - AB 602 apportionment. b. Established MTSS Team representing Administration, Pupil Services, Special Ed and Gen Ed; purchased and read UDL Now!; attended UDL and Co-teaching trainings at OCDE.	$25,000.00	$7,350.00

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.

Overall implementation of the actions/services to achieve goal.

Implementation of the actions/services planned for Goal 1 was a collaborative effort involving the School Director, the Coordinator team, and the MTSS team. The Coordinator and MTSS teams planned the 2018-19 professional development calendar to support initiatives in standards-based grading, primary writing, biliteracy mapping, math instruction and inclusive practices. Teachers planned collaboratively to implement core curricula in all subjects, and received support in the use of Thinking Maps, interim assessments, Illuminate SAS, art integration, technology and other areas from curriculum coordinators. The second year of a dedicated Math Coach was critical to implementing math fluency and concept instruction through FactsWise and Eureka Math. Regular feedback from teachers informed ongoing professional development as the year progressed. In addition, the MTSS team attended professional development in UDL and co-teaching, selected/piloted universal screeners and continued refining tiered intervention systems. The MTSS team also revised the master schedule to better utilize personnel resources and provide push-in support to all Tier 2 and 3 students during math and literacy instruction.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Overall our data show significant gains in ELA and modest gains in math. This suggests that we have been successful in establishing a strong foundation for literacy in Tier 1, and that strong Spanish early literacy is supporting the transition to English literacy in 3rd and 4th grades. Our 4th year of implementing the EL Education ELA modules, combined with the second year of implementing Benchmark Adelante is showing strong student growth trends. However, Tier 1 math curriculum and instruction are not yet where we want them to be. First year implementation of FactsWise, performance tasks and Eureka Math are showing promising results, and a full transition to Eureka Math in 19-20 should address the SBAC multi-year data trend of a dip in math proficiency between 6th and 7th grades, as well as the recent dip in EL math proficiency. Regarding push-in services, teachers overwhelmingly share that they have seen students of all abilities make tremendous strides in math and literacy skills through this approach as evidenced by DRA and interim data, report cards and the quality of student work over time.

Material differences between budgeted expenditures and estimated actual expenditures

The Budgeted Expenditures for Goal 1, Action 6, did not take into account the salary and benefits of a full time music teacher. Note that the Budgeted Expenditures for Goal 1, Action 7 MTSS, represent a total of $25,000 to be spent over 3 years, about one third, was spent in 2018-19.

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.

We will continue to use the 100% proficiency goal as the long term desired result that organizes actions and services for implementing OCEAA's program as described in the charter, while adjusting the metrics to align with our EL Education performance benchmarks for Mastery of Knowledge and Skills. We will add a metric to track progress of special needs students using CAASPP data.

Goal 2

100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural; 100% of ELs meet or exceed state targets for attaining proficiency in English.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4,6,8

Annual Measurable Outcomes

Expected	Actual
1. EL Progress Indicator 1.5% change increase. 2. Increase or maintain reclassification rate. 3. Increase percentage of students reading at or above grade level by 2% on APRENDA 3. 4. Increase number of students earning biliteracy award by 3%.	1. EL Progress Indicator as reported on the CA Dashboard shows OCEAA outperformed the state and district with fewer students in ELPAC levels 1& 2, and significantly more students in levels 3 & 4. 2. New baseline with new reclassification guidelines linked to ELPAC. 3. Metric has changed from APRENDA to California Spanish Assessment (CSA); 4. Kinder and 8th grades increased by 6% and 11%; 3rd and 6th grades total decreased by 16%.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - **EL Services** a. Maintain a P/T EL Coordinator (.03 FTE) to • oversee implementation of OCEAA's Title III plan • provide services to ELs to support reclassification and biliteracy, including organizing designated ELD classes based on data, coordinating EL tutoring/interventions, and monitoring I/RFEPS • coordinate with the ELAC facilitator to provide notifications and workshops to EL families • coordinate the administration and reporting of ELPAC assessments	a.Retained a P/T EL Coordinator (.03 FTE) to •oversee implementation of OCEAA's Title III plan •provide services to ELs to support reclassification and biliteracy, including organizing designated ELD classes based on data, coordinating EL tutoring/interventions, and monitoring I/RFEPS •coordinate with the ELAC facilitator to provide notifications and workshops to EL families •coordinate the administration and reporting of ELPAC assessments	$29,709.00	$28,328.00

Action 2 - **High quality professional development to support ELs and SLs in acquiring a second language** a. Dedicate PLC time for teachers to: 1) plan, teach, and analyze data for year 2 of Benchhmark Adelante curriculum; 2) continue integrating the ELA/ELD framework to support ELs in acquiring English b. ELPAC training for EL Coordinator and relevant staff c. Leadership training to implement and assess instructional program using the Dual Language Guiding Principles	a.Primary grade PLCs 2x per month for teachers to: 1) plan, teach, and analyze data for year 2 of Benchhmark Adelante curriculum; 2) continue integrating the ELA/ELD framework to support ELs in acquiring English b.EL Coordinator and School Director attended ELPAC training, Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) training c.Coordinator team purchased and read "Teaching for Biliteracy: Strengthening Bridges Between Languages" to integrate best practices; Linda Hardman Greene, consultant, provided whole staff and targeted training in the Dual Language Guiding Principles to support program improvements.	$4,000.00	$1,000.00
Action 3 - **Dedicated Support Staff to Service ELs and SLs in Acquiring a Second Language** a. 3 F/T Instructional aides in kindergarten will provide small group and individualized instruction, as well as assist with supervision and social skills development during recreational activities. b. 1 F/T Spanish and EL intervention teacher to support late-entry Spanish Learners in the TWBI program and identified ELs not making progress on CELDT/EPLAC c. 1 P/T librarian to support ELs and SLs success with the Accelerated Reader program	a.Retained 3 F/T Instructional aides in kindergarten will provide small group and individualized instruction, as well as assist with supervision and social skills development during recreational activities. b.Retained 1 F/T Spanish and EL intervention teacher to support late-entry Spanish Learners in the TWBI program and identified ELs not making progress on CELDT/EPLAC c.Retained 1 P/T librarian to support ELs and SLs success with the Accelerated Reader program	$147,011.00	$121,892.95
Action 4 - **Multicultural Education and Culturally Relevant Instruction** a. Continue partnership with Cal State Fullerton to provide follow-up consultation and training in effective multicultural education and culturally relevant instruction.	a. Expanded partnership with EL Education to develop authentic, high quality projects and expeditions that support multicultural competencies and dual language outcomes as reported in Goal 1, Action 5.	$3,700.00	$0.00

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.

Overall implementation of the actions/services to achieve goal.

OCEAA continued to implement a strong program for English Learners including year 2 implementation of Benchmark Adelante in grades TK-3, biliteracy mapping in grades 4-8, designated ELD, speaking and listening protocols, ELD tutoring based on data, reclassification monitoring and motivation through biliteracy awards. We decided to discontinue APRENDA testing and switch to the CSA, which is better aligned our Common Core en español based curriculum. Teachers and students utilized the practice tests to become oriented to the content and format prior to administration. The School Director and EL Coordinator attended the Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) training series in order to lead professional development for OCEAA teachers. The series was very effective and priority elements shared with OCEAA teachers were well received. However, a continued challenge is finding sufficient time for administering the ELPAC, training staff in the ELPAC domains, and revising designated and integrated ELD to better align with the ELA/ELD framework. Teachers in grades 4-8 received consultation and training in curriculum mapping for biliteracy outcomes and created integrated curriculum maps. This year's cultural competency and critical literacy work was supported through our EL Education partnership, rather than through CSU Fullerton. The EL Education model emphasizes authentic, meaningful projects that impact students' lives and communities and will be integrated holistically through our long and short term strategic plans. Six teachers will attend EL Education summer institutes to be implementation leads at OCEAA.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Due to so many new metrics, this seemed to be more of an information gathering and planning year. The B.E.L.I.E.F. training series was powerful and improved our leadership capacity and, with a sufficient investment in time, will prove instrumental in improving ELD program quality.

Material differences between budgeted expenditures and estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As described above, metrics have changed from CELDT to ELPAC, and from APRENDA to CSA, thereby establishing new baselines and expected outcomes.

Goal 3

100% of students are focused on learning in a healthy, safe and positive school environment.

State and/or Local Priorities addressed by this goal:

State Priorities	1,5,8

Annual Measurable Outcomes

Expected	Actual
Decrease Suspension Rate by .1% CalSCHLS survey - No administration this year.	Decreased Suspension Rate by .8%

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Clean and Safe Facility a. Daily general cleaning by custodial staff will maintain campus cleanliness using only “green” products; Annual and monthly facility inspections will screen for safety hazards b. Annually, all school employees will be trained on the elements of the School Emergency Response Plan. Students and staff will participate in Fire, Earthquake, and other safety training. c. Invest in safety-related facilities improvements as recommended during the annual safety review.	a.Custodial staff maintained campus cleanliness on a daily basis b.Staff and students and staff participated annual/periodic safety drills. c.Entrance buzzers were installed at both buildings; at the main building the rear doors are now alarmed from 8:10-2:55, and an entry code is required for access to the third floor.	$130,000.00	$149,861.94

Action 2 - **Physical Health and Wellness** a. Maintain a Nutritional Services Supervisor to promote participation in the Federal Free and Reduced Breakfast and Lunch programs, instruct teachers, staff, students and parents in the various components of OCEAA's Wellness Policy, and work with representatives to update OCEAA's Wellness Policy, monitor policy implementation, and dialogue with stakeholders for continuous improvement. b. Hire a F/T Health Clerk to manage student medications, administer first aid, and coordinate screenings. c. Hire a PE team (1 lead teacher and up to 3 supervisors) to provide structured play recess 2x per day and weekly PE classes. d. Provide required screenings and health education classes in partnership with UC Irvine's School of Nursing	a.Retained Nutritional Services Supervisor b.Retained a F/T Health Clerk to manage student medications, administer first aid, and coordinate screenings. c.Retained a PE team (1 lead teacher and up to 3 supervisors) to provide structured play recess 2x per day and weekly PE classes. d.Required screenings and health education classes in partnership with UC Irvine's School of Nursing were provided	$246,345.00	$230,132.30
Action 3 - **Positive and Responsive School Climate** a. Maintain a F/T PBIS Counselor to improve Tier 1/2 interventions, and add Tier 3 interventions based on data, and chair the PBIS committee b. Maintain a F/T Annex Coordinator to provide behavioral interventions and operational supports at the Annex building through January, 2019. c. Renew SWIS data subscription to track minor and major behavior referrals d. Professional development in PBIS, community resources, trauma, SEL, mindfulness e. Purchase certificates, and prizes to recognize academic ORCA behavioral and academic achievements at regularly held assemblies	a. Maintained a F/T PBIS Counselor to improve Tier 1/2 interventions, and add Tier 3 interventions based on data, and chair the PBIS committee b. Maintained a F/T Annex Coordinator to provide behavioral interventions and operational supports at the Annex building through January, 2019. c. Renewed SWIS data subscription to track minor and major behavior referrals d. Professional development in PBIS, community resources, trauma, SEL, mindfulness e. Purchased certificates, and prizes to recognize academic ORCA behavioral and academic achievements at regularly held assemblies	$133,764.00	$148,390.29

Action 4 - **Extra-Curricular Activities** a. Partially subsidize staffing for an after school program for students who are referred for academic support. b. With financial assistance from Families Supporting OCEAA (FSO), plan at minimum 1 field trip experience for each grade level to motivate learning and provide enriching experiences beyond school walls, with an emphasis on increasing cultural capital of low income students and English Learners. c. Maintain and expand club offerings such as Safety Monitors, Student Leadership Team, Math Competition and others to build student connectedness to school. D. Utilize OCDE Community Partnerships to engage students in service learning and Academic Pentathlon activities during regular or extended day programming	a.After school program was partially subsidized for students who are referred for academic support. b.Every grade participated in at least 1 field trip experience c.Math clubs expanded to all grade levels and some student initiated their own clubs with staff support. d.Not implemented	$222,763.00	$62,745.83
Action 5 - **Continuous Improvement** a. Administer the California Healthy Kids Survey, School Climate Survey and Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up	a.2018-19 was not an administration year; next administration is 2019-20.	$600.00	$0.00

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.

Overall implementation of the actions/services to achieve goal.

OCEAA maintained its positive school climate through the PBIS model, including: Year 3 implementation of Second Step SEL curriculum in grades TK-5, year 2 implementation of crew/community circles 4 times per week in grades 6-8, and collecting data on minor and major behavior violations in order to target interventions such as CICO and social skills groups. Behavioral and academic interventions are in the initial stages of integrating through MTSS, including the use of universal screening tools. Expanding club and extracurricular activities was not as successful as anticipated due to lack of available sponsors; therefore, a focus on expanding Math Clubs to all grades was prioritized in alignment with Goal 1.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

School climate continues to be positive as evidenced by low numbers of office referrals and almost no suspendable offenses. However, we need to improve monitoring processes to better evaluate implementation fidelity and to adhere more consistently to data-based exit and entry criteria for supplemental and intensive supports. We also need to better communicate the system to all stakeholders

Material differences between budgeted expenditures and estimated actual expenditures

A material difference between Budgeted Expenditures and Estimated Actual Expenditures in Action 4 is due to KEDS financial improving and requiring less subsidizing.

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.

We will continue using this goal to unify actions and services related to the policies in OCEAA's Family Handbook that articulate our vision of a healthy, safe, and positive school environment. With EL Education's support, actions and services will shift from promoting positive behavior to promoting character development and an ethic of contributing to a better world. Metrics will be adjusted to align with our Character performance benchmarks.

Goal 4

100% of students are supported by parent-school partnerships that are focused on their social, emotional and academic development.

State and/or Local Priorities addressed by this goal:

State Priorities	3,5

Annual Measurable Outcomes

Expected	Actual
1. Maintain ADA above 95% 2. Increase lowest scoring indicators on CAL-SCHLS Surveys by 3%. 3. Decrease Chronic Absenteeism	1. Met - ADA above 95% 2. NA - CAL-SCHLS Surveys administered every other year 3. Not Met - Chronic Absenteeism increased by 1.1% but is well below the state average of 9%.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Proactive Attendance Monitoring and Enrollment Communication a. OCEAA's Attendance Clerk and Annex receptionist will promote OCEAA's Family Handbook Attendance Policies to make sure parents have access to regulations about absences, tardies, early dismissals, SART, and SARB, and will work with administration and counselor to enforce these policies based on data from PowerSchool. b. Partner with OCDE to improve SART/SARB procedures. c. OCEAA's Registrar will maintain communication with families of students who dis-enroll, and maintain contact with new institutions, until transfer of official documents has occurred.	a.P/T Attendance Clerk position was eliminated and duties were redistributed among an Office Manager and two office assistants (formerly receptionists). b.Attendance Clerk and School Director attended OCDE training on reducing chronic truancy; per OCDE specialist, charter schools have no access to SARB. c.P/T Registrar position was eliminated and duties were redistributed among an Office Manager and two office assistants (formerly receptionists).	$68,429.38	$133,936.00

Action 2 - **School Promotion and Recruitment** Maintain a P/T Community Outreach/Recruitment position to foster positive word-of-mouth and generate parent pride in OCEAA, recruit English Learners, RFEPs and Spanish Learners who would excel in a dual language program, and orient new families to OCEAA with an emphasis on parents of English Learners and RFEPs	Retained a P/T Community Outreach/Recruitment position to foster positive word-of-mouth and generate parent pride in OCEAA, recruit English Learners, RFEPs and Spanish Learners who would excel in a dual language program, and orient new families to OCEAA with an emphasis on parents of English Learners and RFEPs. Hired an Executive Director to promote the school, build brand recognition and develop community partnerships.	$18,000.00	$15,130.99
Action 3 - **Parent Organizations and Education** a. OCEAA will promote and work with parent leadership organizations including but not limited to: • Families Supporting OCEAA (FSO) • English Learner Advisory Council (ELAC) • School Site Council (SSC) • Wellness Committee b. Continue partnering with Centennial Education Center/Santa Ana College School of Continuing Education to offer classes of interest to parents of low income and EL students c. Provide at least three additional workshops or trainings of interest to parents	a.OCEAA promoted and worked with: •Families Supporting OCEAA (FSO) •English Learner Advisory Council (ELAC) •School Site Council (SSC) •Wellness Committee b.Not implemented c.Parent workshops and activities offered included: effective parenting, financial literacy, helping your kindergarten student succeed, coding, family fitness and nutrition	$5,500.00	$7,389.49
Action 4 - **Parent Participation and Communication** a. Invite parents to participate in school events that support their child's social, emotional and academic development, including but not limited to Student-Led Conferences, arts performances, Literacy Night, Jog-a-thon, etc. b. Hire a social media consultant to maintain website, social media communications and other avenues of parent communication in Spanish and English. c. Provide tech support for registering parents on PowerSchool and Class Dojo at registration and BTSNs d. Administer the Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up	a.Multiple school events were held, including Student-Led Conferences, arts performances, movie nights, and festivals. b.Retained a social media consultant to maintain website, social media communications and other avenues of parent communication in Spanish and English. c.Provided tech support for registering parents on PowerSchool and Class Dojo at registration and BTSNs d.This was not an administration year; next administration is 2019-20.	$20,000.00	$22,800.00

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.

Overall implementation of the actions/services to achieve goal.

OCEAA continues to provide parents with multiple opportunities to be engaged in the education and development of their children including conferences, performances, community building activities, leadership opportunities and volunteering. Workshops were held through out the year on topics of interest to parents. Parents were democratically represented at School Site Council and ELAC meetings. Decreasing chronic truancy has been a challenge due to various staffing changes.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Parent participation in events continues to be strong based on bi-annual surveys and attendance sheets. Attendance and access to informational meetings such as Coffee Chats was increased through livestreaming on social media. OCEAA's presence on social media continues to grow. Re-organization of support staff should improve attendance monitoring and interventions through SART and SARB.

Material differences between budgeted expenditures and estimated actual expenditures

A material difference between Budgeted Expenditures and Estimated Actual Expenditures for Action 1 is due to office re-organization and distribution of responsibilities across several positions.

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.

We will add data from the ELAC Needs Assessment survey to track progress in this goal.

Stakeholder Engagement

LCAP Year 2020-21

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?

Staff, parents and students were consulted throughout the year in various formal and informal activities, including:
•A key influence on the LCAP is OCEAA's partnership with EL Education. The decision to become an EL Education partner school was made after staff and parents engaged in exploratory activities from October to February 2018-19. Certificated faculty participated in 4 EL Education 101 sessions and sent 8 representatives to Conway Elementary in Escondido, a local EL Education partner school before voting on whether to proceed with a partnership. 2 more faculty representatives attended the EL Education National Conference in Philadelphia. The Coordinator Team met multiple times to review EL Education's Core Practices and identify areas of strength and potential challenges for implementation, and cross-referenced the Core Practices with the Guiding Practices for Dual Language Education. Parents were invited to 2 EL Education 101 workshops; attendees gave high praise to the model's emphasis on character building and authentic work, and parent representatives shared their perspectives with teachers at the Jan 30th staff meeting. At the end of the exploration period, the faculty voted 96% in favor of partnering with EL Education.

OCEAA supports shared leadership through various teams, committees and activities:
•The MTSS/School Leadership Team met monthly to develop and implement short term action plans for improving OCEAA's Multi Tiered System of Supports (Goals 1, and 3).
•The PBIS Committee met monthly to assess and plan ongoing implementation of actions/services for Goal 3.
•The Coordinator Team met monthly to plan and assess progress with implementing actions/services for Goals 1 and 2; teachers filled out PD feedback forms on a weekly basis to assist the Coordinator Team in responding to their support needs.
•The Budget Committee met monthly to monitor expenses and make recommendations for board action.
•The OCEAA Board of Directors met monthly and was updated by the School Director at each meeting on progress towards meeting LCAP Goals and implementing Actions /Services; these updates were conducted in open session in accordance with the Brown Act.
•The School Site Council, a representative group of parents, teachers, staff and School Director, met monthly to develop, monitor and evaluate the Single School District Plan for Federal Title 1, 2 and 3 funding, with an emphasis on supporting improvement in reading and math per federal requirements; these plans are integrated with the LCAP goals, actions and services.
•The English Learner Advisory Committee met monthly to review programs and services for English Learners, and presented their annual Needs Assessment Survey data to the School Director at the May 31st meeting, and at the June OCEAA Board meeting.
•The School Director engaged parents in ongoing discussions about LCAP goals, actions and services during monthly Coffee Chat meetings.
•Students provided key data through the CA Healthy Kids Surveys and annual I-search presentations.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As part of the LCAP cycle, the Annual Update and draft priorities for 2019-20 were presented to the OCEAA Board at a regularly scheduled meeting held on May 8th, at ELAC on May 31st, at Coffee Chat on May 24th, at SSC on May 13, and to teachers on June 5th & 6th. Feedback was given and incorporated into the final version to be recommended to the OCEAA Board for approval at the regularly scheduled meeting on June 12th.

The 2018-19 LCAP developed naturally from the different levels of review and input described above; some highlights are featured here.

•From April-June a representative teacher team worked with our EL Education School Designer to craft 4-year impact goals and annual benchmarks in the areas of content mastery, character development, high quality work and leadership. This work work prepares us to shift from behavior management to character development (Goal 3), leading to the creation of new character traits in collaboration with parents and students.

•SSC strongly advocated for continuing to fund the Literacy RtI Team, partnering with EL Education and adopting Eureka Math curriculum (Goal 1), and to continue providing described services and staffing to support English Learners. (Goal 2).

•MTSS/School Leadership Team prioritized universal screeners and a more efficient data warehouse system to improve progress monitoring (Goal 1).

•The Budget Committee has recommended the budget aligned with the LCAP to the board for adoption.

•The OCEAA Board is supportive of the priorities developed through stakeholder engagement including improvements to math instruction and support, expanded partnership with EL Education, and safety initiatives (Goals 1, 2 and 3).

•ELAC Needs Assessment results showed parents would like more workshops and trainings relevant to health education and social-emotional wellness (Goal 4).

•Parent concerns brought up during coffee chats focused on safety and ways to support students' math achievement (Goals 1 and 3).

•Data from the CA Schools Surveys shows we need to continue adjusting our school program to make sure students have opportunities to engage in meaningful work that has a positive impact on the school and community; that we continue to improve staff capacity and facilities to address safety concerns; and that we address gaps in capacity for supporting special needs students and closing the achievement gap (Goals 1, 2 and 3).

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.

Modified

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities - 1,2,4,7,8

Identified Need

All students need a highly qualified teacher and a broad and challenging curriculum, including arts and technology, with necessary materials to master essential State Standards, NGSS, and National Core Arts Standards. OCEAA will build on our success in developing a shared teaching culture through continued professional development in curriculum and instruction that provides appropriate rigor and supports, thereby increasing rates of proficiency on multiple measures of assessment, and closing achievement gaps.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA: All & ELs	2018-19: Meets or Exceeds Standards ELA: All 50.9%; ELs 27%	2019-20: Meets or Exceeds Standards ELA: Increase All & ELs by 4%	2020-21: Meets or Exceeds Standards ELA: Increase All & ELs by 3%	2021-22: Meets or Exceeds Standards ELA: Increase All & ELs by 3%
CAASPP Math: All & ELs	2018-19: Meets or Exceeds Standards Math: All 39%; ELs 20%	2019-20: Meets or Exceeds Standards Math: Increase All & ELs by 4%	2020-21: Meets or Exceeds Standards Math: Increase All & ELs by 3%	2021-22: Meets or Exceeds Standards Math: Increase All & ELs by 3%
CAASPP ELA: SWD	2018-19: Decreased ELA Level 1 SWD by 20% from 77.8% to 62.16%	2019-20 Decrease ELA Level 1 SWD by 10%	2020-21Decrease ELA Level 1 SWD by 5%	2021-22 Decrease ELA Level 1 SWD by 5%
CAASPP Math: SWD	Decreased Math Level 1 SWD by 20% from 80.77% to 64.86%	2019-20 Decrease Math Level 1 SWD by 10%	2020-21Decrease Math Level 1 SWD by 5%	2021-22 Decrease Math Level 1 SWD by 5%
K-2 Reading on Grade Level	2018-19: 68% of students meeting EOY DRA goal	2019-:20 Increase by 10%	2020-2021: Increase by 5%	2021-2022: Increase by 3%
K-2 Math Fluency	2019-2020: Baseline expectation 70%	2020-2021: Increase by 10%	2021-2022: Increase by 5%	2022-2023: Maintain 85% or above

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

English Learners

Low Income

Location(s):

All Schools

Actions/Services

Modified

Access to Quality Teachers a.Attract and retain high quality teachers who provide standards based Tier 1 instruction and interventions.

Budgeted Expenditures

2017-18

Amount	$2,836,000.00

Sources

Base	$2,836,000.00

Budget Reference

1100 - Teachers' Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
5800 - Professional/Consulting Services and Operating Expenditures	

2018-19

Amount	$2,562,230.47

Sources

Base	$2,562,230.47

Budget Reference

1100 - Teachers' Salaries
3101 - State Teachers' Retirement System, certificated positions
3401 - Health & Welfare Benefits, certificated positions

2019-20

Amount	$2,828,453.00

Sources

General Fund	$2,828,453.00

Budget Reference

1100 - Teachers' Salaries
3101 - State Teachers' Retirement System, certificated positions
3401 - Health & Welfare Benefits, certificated positions

Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

English Learners

Low Income

Location(s):

All Schools

Actions/Services

Modified

Access to Quality Materials Purchase standards-aligned instructional materials required to implement high quality core curricula in Spanish & English language arts, math, science, social studies, arts and technology.

Budgeted Expenditures

2017-18

Amount	$40,000.00

Sources

Base	$40,000.00

Budget Reference

4100 - Approved Textbooks and Core Curricula Materials
4200 - Books and Other Reference Materials
4210 - Testing and Exam Supplies
4215 - Classroom Materials and Supplies
4220 - Special Education Materials
4225 - Arts Materials/Supplies
4300 - Materials and Supplies
4301 - Positive Behavior Expenses
4305 - Postage
4307 - Printing & Copying Expense
4310 - Messenger
4315 - Classroom Materials and Supplies

2018-19

Amount	$80,000.00

Sources

Base	$80,000.00

Budget Reference

4100 - Approved Textbooks and Core Curricula Materials
4200 - Books and Other Reference Materials
4210 - Testing and Exam Supplies
4215 - Classroom Materials and Supplies
4220 - Special Education Materials
4225 - Arts Materials/Supplies
4300 - Materials and Supplies

2019-20

Amount	$80,000.00

Sources

General Fund	$80,000.00

Budget Reference

Action 3

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

English Learners

Low Income

English Learners

Low Income

Location(s):

All Schools

Actions/Services

Modified

Access to Technology a.Lease devices to maintain student:device ratio
b.Update applications on devices and evaluate app/software purchases to support instructional needs and charter goals, including the renewal and monitoring of Ed Tech licenses: Accelerated Reader, Accelerated Math, Stemscopes, etc. to support targeted populations
c.Repair, replace, and maintain tech devices as needed; be responsive to staff requests for tech assistance
d. Staff Technology Coordinator at .7 FTE to provide support to teachers and students with integrating technology and mastering ISTE standards.

Budgeted Expenditures

2017-18

Amount	$113,168.00

Sources

Base	$113,168.00

Budget Reference

4407 - Student Educational Computer Software
5800 - Professional/Consulting Services and Operating Expenditures
5877 - IT Services

2018-19

Amount	$168,000.00

Sources

Base	$103,000.00
Supplemental	$65,000.00

Budget Reference

1100 - Teachers' Salaries
3101 - State Teachers' Retirement System, certificated positions
3401 - Health & Welfare Benefits, certificated positions
4407 - Student Educational Computer Software
5800 - Professional/Consulting Services and Operating Expenditures
5877 - IT Services

2019-20

Amount	$184,800.00

Sources

General Fund	$184,800.00

Budget Reference

1100 - Teachers' Salaries
3101 - State Teachers' Retirement System, certificated positions
3401 - Health & Welfare Benefits, certificated positions
4407 - Student Educational Computer Software
5800 - Professional/Consulting Services and Operating Expenditures
5877 - IT Services

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
English Learners Low Income	LEA-Wide	All Schools

Actions/Services

Modified

Improved Measures of Assessment and Intervention a.Maintain (1) Literacy Coach and (2) 2 literacy intervention teachers to continue providing literacy interventions based on data, prioritizing services to low income students and language learners
b.Maintain a FT Math Coach to coordinate Math RtI program based on data, prioritizing services to low income students and language learners and coordinate administration of state and local assessments.
c. Maintain a math intervention teacher to expand Math RtI program
d.Renew Illuminate Student Assessment System for continued data analysis and progress monitoring
e. Purchase Educlimber or Hoonuit data warehousing system to integrate multiple data platforms into one system for improved monitoring of student needs and interventions based on data in a multi tiered system of supports (MTSS).
e.Classroom teachers to provide tutoring before and after school to students needing additional supports.

Budgeted Expenditures

2017-18

Amount $515,605.00

Sources

Title I	$155,482.00
Supplemental	$360,123.00

Budget Reference

1100 - Teachers' Salaries	
2100 - Instructional Aide Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
4407 - Student Educational Computer Software	

2018-19

Amount $613,735.62

Sources

Title I	$149,507.00
Supplemental	$464,228.62

Budget Reference

1100 - Teachers' Salaries
2100 - Instructional Aide Salaries
3101 - State Teachers' Retirement System, certificated positions
3202 - Public Employees' Retirement System, classified positions
3301 - OASDI/Medicare/Alternative, certificated positions
3313 - OASDI
3323 - Medicare
3401 - Health & Welfare Benefits, certificated positions
3402 - Health & Welfare Benefits, classified positions
3403 - Health & Welfare Benefits
3501 - State Unemployment Insurance, certificated positions
3502 - State Unemployment Insurance, classified positions
3503 - State Unemployment Insurance
3601 - Worker Compensation Insurance, certificated positions
3602 - Worker Compensation Insurance, classified positions
3603 - Worker Compensation Insurance
3903 - Other Employee Benefits
4407 - Student Educational Computer Software

2019-20

Amount	$675,109.17

Sources

Title I	$152,916.00
Supplemental	$522,193.18

Budget Reference

Action 5

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
English Learners Low Income	LEA-Wide	All Schools

Actions/Services

Modified

Professional Development to support 100% Proficiency Goals a.EUREKA math training
b. EL Education contracted partnership services (PD days, conferences & institutes)
c.Representative attendance at workshops and conferences such as EL Education, CABE, ADTLE, CUE, NGSS, etc.

Budgeted Expenditures

2017-18

Amount	$68,000.00

Sources

Educator Effectiveness Funds	$35,000.00
Base	$13,000.00
Title II Enhancing Tech	$20,000.00

Budget Reference

5200 - Travel and Conferences
5205 - Auto Mileage
5206 - Parking
5210 - Training and Development Expense
5300 - Dues and Memberships
5310 - Educational Publications (Subscriptions)

2018-19

Amount	$110,145.00

Sources

Base	$90,000.00
Title II Enhancing Tech	$20,145.00

Budget Reference

5800 - Professional/Consulting Services and Operating Expenditures

2019-20

Amount	$81,168.00

Sources

Title II	$21,168.00
Title IV	$10,000.00
Supplemental	$50,000.00

Budget Reference

Action 6

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

Arts Instruction & Program Development a.General Arts Instruction: F/T Arts Coordinator will: 1) support Gen. Ed. teachers delivering a general arts curriculum and integrating arts into core subjects, 2) facilitate the execution of multiple performances and exhibitions, and 3) teach art classes
b.Send teacher teams to arts training in dance, theatre and visual arts
c.Specialized Arts Instruction: Hire arts specialists to teach music TK-6, and a variety of disciplines in grades 6, 7 & 8 (e.g. theater, media arts, visual arts, dance)

Budgeted Expenditures

2017-18

Amount	$116,500.00

Sources

Supplemental	$90,000.00
Base	$26,500.00

Budget Reference

1100 - Teachers' Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
5810 - Educational Consultants	

2018-19

Sources

Amount $118,000.00

Supplemental	$90,000.00
Base	$28,000.00

Budget Reference

1100 - Teachers' Salaries
3101 - State Teachers' Retirement System, certificated positions
3202 - Public Employees' Retirement System, classified positions
3301 - OASDI/Medicare/Alternative, certificated positions
3302 - OASDI/Medicare/Alternative, classified positions
3303 - OASDI/Medicare/Alternative
3313 - OASDI
3323 - Medicare
3401 - Health & Welfare Benefits, certificated positions
3402 - Health & Welfare Benefits, classified positions
3403 - Health & Welfare Benefits
3501 - State Unemployment Insurance, certificated positions
3502 - State Unemployment Insurance, classified positions
3503 - State Unemployment Insurance
3601 - Worker Compensation Insurance, certificated positions
3602 - Worker Compensation Insurance, classified positions
3603 - Worker Compensation Insurance
3903 - Other Employee Benefits
5810 - Educational Consultants

2019-20

Amount	$129,800.00

Sources

General Fund	$129,800.00

Budget Reference

Action 7

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

Students with Disabilities

Location(s):

All Schools

Actions/Services

Modified

Supports for Students with Disabilities a. Provide Mild/Moderate Special Education Services through Santa Ana Unified School District's Special Education/SELPA (Special Education Local Plan Area) - annual AB 602 contribution
b. Implement Year 2 of OCEAA's Multi Tiered Systems of Support: attend OCDE network meetings and other trainings; expand training in Universal Design for Learning; expand training in co-teaching and utilization of paraprofessionals in the gen ed classroom.

Budgeted Expenditures

2018-19

Amount $25,000.00

Sources

MTSS grant	$25,000.00

Budget Reference

5210 - Training and Development Expense

2017-18

Amount $0.00

Sources

Budget Reference

2019-20

Amount $20,000.00

Sources

MTSS	$8,000.00
Low Performing Student Block Grant	$12,000.00

Budget Reference

Modified

Goal 2

State and/or Local Priorities addressed by this goal:

State Priorities - 2,4,6,8

Identified Need

Students need equitable access to becoming proficient in a second language, thereby increasing their access to college and careers, and positioning them to engage effectively in a global society.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress	2017-18 ELPAC: 6% L1, 22% L2, 37% L3, 35% L4	Increase L 3 & 4 by 5%	Increase L 3 & 4 by 5%	Maintain 80% L3 & 4
Reclassification Rate	2017-18: Reclassification rate = 14%	Maintain 10% or higher Reclassification Rate	Maintain 10% or higher Reclassification Rate	Maintain 10% or higher Reclassification Rate
Biliteracy Awards	2017-18 Baseline = 161 students earning Pathways to Biliteracy Awards	Increass baseline by 10%	Increass baseline by 10%	Increass baseline by 10%
CA Spanish Assessment	TBD - results released in January	Based on baseline	Based on baseline	Based on baseline

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners

English Learners

Location(s):

All Schools

Actions/Services

Modified

EL Services a.Maintain a P/T EL Coordinator (.03 FTE) to
•oversee implementation of OCEAA's Title III plan
•provide services to ELs to support reclassification and biliteracy, including organizing designated ELD classes based on data, coordinating EL tutoring/interventions, and monitoring I/RFEPS
•co-coordinate ELAC to provide notifications and workshops to EL families
• coordinate the administration and reporting of ELPAC assessments

Budgeted Expenditures

2017-18

Amount	$64,822.00

Sources

Title III & LEP Programs	$28,000.00
Supplemental	$36,822.00

Budget Reference

1100 - Teachers' Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	

2018-19

Amount	$29,709.00

Sources

Title III & LEP Programs	$29,709.00

Budget Reference

1100 - Teachers' Salaries
3101 - State Teachers' Retirement System, certificated positions
3202 - Public Employees' Retirement System, classified positions
3301 - OASDI/Medicare/Alternative, certificated positions
3303 - OASDI/Medicare/Alternative
3313 - OASDI
3323 - Medicare
3401 - Health & Welfare Benefits, certificated positions
3402 - Health & Welfare Benefits, classified positions
3403 - Health & Welfare Benefits
3501 - State Unemployment Insurance, certificated positions
3502 - State Unemployment Insurance, classified positions
3503 - State Unemployment Insurance
3601 - Worker Compensation Insurance, certificated positions
3602 - Worker Compensation Insurance, classified positions
3603 - Worker Compensation Insurance
3903 - Other Employee Benefits

2019-20

Amount	$28,328.00

Sources

Title II	$28,328.00

Budget Reference

Action 2

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

English Learners

English Learners

Scope of Services:

LEA-Wide

Schoolwide

Location(s):

All Schools

Actions/Services

Modified

High quality professional development to support ELs and SLs in acquiring a second language a.Dedicated PD time for teachers to: 1) plan, teach, and analyze data for Benchhmark Adelante curriculum and the California Spanish Assessment; 2) continue refining integrated and designated ELD practices; 3) develop quality biliteracy curriculum maps
b.ELPAC training for EL Coordinator and relevant staff

Budgeted Expenditures

2017-18

Amount	$27,000.00

Sources

Effective Educator Funds	$20,000.00
Base	$7,000.00

Budget Reference

5210 - Training and Development Expense

2018-19

Amount	$4,000.00

Sources

Supplemental	$4,000.00

Budget Reference

5810 - Educational Consultants

2019-20

Amount	$4,400.00

Sources

Supplemental	$4,400.00

Budget Reference

Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
All Students English Learners	LEA-Wide	All Schools

Actions/Services

Modified

Dedicated Support Staff to Service ELs and SLs in Acquiring a Second Language a.3 F/T Instructional aides in kindergarten will provide small group and individualized instruction, as well as assist with supervision and social skills development during recreational activities.
b.1 F/T Spanish and EL intervention teacher to support late-entry Spanish Learners in the TWBI program and identified ELs not making progress on CELDT/EPLAC
c. 1 P/T Reading Specialist to support 4th grade students in becoming proficient in English language arts standards as they transition from learning to read to reading to learn.
d.1 P/T librarian to support ELs and SLs success with the Accelerated Reader program

Budgeted Expenditures

2017-18

Amount	$179,076.00

Sources

Supplemental	$179,076.00

Budget Reference

2100 - Instructional Aide Salaries

2018-19

Amount	$147,011.00

Sources

Supplemental	$147,011.00

Budget Reference

2100 - Instructional Aide Salaries

2019-20

Amount	$161,712.11

Sources

Supplemental	$161,712.11

Budget Reference

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
English Learners Low Income	LEA-Wide	All Schools

Actions/Services

Modified

Multicultural Education and Culturally Relevant Instruction a. Through partnership with EL Education, utilize key core practices in character habits, global citizenship, learning expeditions and arts instruction to integrate culturally relevant instruction into all aspects of the school program, thus meeting dual language program objectives in developing an appreciation for and an understanding of diverse cultures. Teacher leaders will attend institutes and site seminars and bring back knowledge to turn-key implementation.

Budgeted Expenditures

2017-18

Amount	$3,700.00

Sources

Educator Effectiveness Funds	$3,700.00

Budget Reference

5210 - Training and Development Expense

2018-19

Amount	$3,700.00

Sources

Supplemental	$3,700.00

Budget Reference

5810 - Educational Consultants

2019-20

Amount	$10,000.00

Sources

Supplelental	$10,000.00

Budget Reference

5200 - Travel and Conferences

Modified

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities - 1,5,8

Identified Need

All students deserve access to school facilities that are conducive to learning. Students need adults to model high expectations, fairness and consistency in the application of school operating procedures, as well as training in becoming proactive problem solvers who take responsibility for their own success and the success of their learning communities. While a strong Tier 1 PBIS system is in place, Tier 2 and 3 interventions for students with social, emotional and behavioral needs are still in initial stages of implementation.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	2017-18 Suspension Rate = 0.5% (CA Dashboard)	Maintain suspension rate below 2%	Maintain suspension rate below 2%	Maintain suspension rate below 2%
CAL-SCHLS System Survey	2017-18 Key Indicator Results	2019-20: Increase lowest scoring indicators by 3%	No administration	2021-22: Increase lowest scoring indicators by 3%
Student knowledge and application of Schoolwide Habits of Character	Metrics to be developed in Academic Year 2019-20	Based on Baseline	Based on Baseline	Based on Baseline
MDRs written	2017-18: 525 MDRs written	Reduce by 10%	Reduce by 10%	Reduce by 10%
Crew Implementation	Metrics to be developed in Academic Year 2019-20	Based on Baseline	Based on Baseline	Based on Baseline

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

Clean and Safe Facility a.Daily general cleaning by custodial staff will maintain campus cleanliness using only “green” products; Annual and monthly facility inspections will screen for safety hazards
b.Annually, all school employees will be trained on the elements of the School Emergency Response Plan and other mandatory health and safety topics. Students and staff will participate in Fire, Earthquake, and other safety drills.
c.Invest in safety-related facilities improvements as recommended during the annual safety review.

Budgeted Expenditures

2017-18

Amount	$109,985.00

Sources

Base	$109,985.00

Budget Reference

2900 - Other Classified Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
4440 - Student Events	
5800 - Professional/Consulting Services and Operating Expenditures	

2018-19

Amount $130,000.00

Sources

Base	$130,000.00

Budget Reference

2900 - Other Classified Salaries
3101 - State Teachers' Retirement System, certificated positions
3202 - Public Employees' Retirement System, classified positions
3301 - OASDI/Medicare/Alternative, certificated positions
3302 - OASDI/Medicare/Alternative, classified positions
3303 - OASDI/Medicare/Alternative
3313 - OASDI
3323 - Medicare
3401 - Health & Welfare Benefits, certificated positions
3402 - Health & Welfare Benefits, classified positions
3403 - Health & Welfare Benefits
3501 - State Unemployment Insurance, certificated positions
3502 - State Unemployment Insurance, classified positions
3503 - State Unemployment Insurance
3601 - Worker Compensation Insurance, certificated positions
3602 - Worker Compensation Insurance, classified positions
3603 - Worker Compensation Insurance
3903 - Other Employee Benefits
4440 - Student Events
5500 - Operation and Housekeeping Services

5510 - Security Services
5601 - Building Maintenance
5800 - Professional/Consulting Services and Operating Expenditures

2019-20

Amount	$143,000.00

Sources

General Fund	$143,000.00

Budget Reference

Action 2

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
All Students English Learners Low Income	Schoolwide	All Schools

Actions/Services

Modified

Physical Health and Wellness a.Maintain a Nutritional Services Supervisor to promote participation in the Federal Free and Reduced Breakfast and Lunch programs, instruct teachers, staff, students and parents in the various components of OCEAA's Wellness Policy, and work with representatives to update OCEAA's Wellness Policy, monitor policy implementation, and dialogue with stakeholders for continuous improvement.
b.Maintain a F/T Health Clerk to manage student medications, administer first aid, and coordinate screenings.
c.Maintain a PE team (1 lead teacher and up to 3 supervisors) to provide structured play recess 2x per day and weekly PE classes.
d. Research and recommend curricula/providers for expanded pre-teen & teen health education compliant with state law.
d. Provide required screenings and health education classes in partnership with UC Irvine's School of Nursing.

Budgeted Expenditures

2017-18

Amount	$209,462.00

Sources

Base	$209,462.00

Budget Reference

2100 - Instructional Aide Salaries
2220 - Classified Support After School
2300 - Classified Supervisor and Administrator Salaries

2018-19

Amount	$246,345.00

Sources

Base	$246,345.00

Budget Reference

2100 - Instructional Aide Salaries
2220 - Classified Support After School
2300 - Classified Supervisor and Administrator Salaries

2019-20

Amount	$270,979.50

Sources

Supplemental	$270,979.50

Budget Reference

Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
All Students English Learners Low Income	LEA-Wide Schoolwide	All Schools

Actions/Services

Modified

Positive and Responsive School Climate a. Hire a F/T School Culture and Character Coordinator to launch Habits of Character, improve Tiered interventions based on data as part of OCEAA's MTSS, provide parent education in SEL and other behavior related topics; and chair the PBIS/School Culture and Character committee
b. P/T Annex operations support will be provided by the Office Manager.
c. Renew SWIS data subscription to track minor and major behavior referrals
d. Professional development in PBIS/MTSS, crew, community resources, trauma, SEL, mindfulness
e. Purchase certificates, and prizes to recognize character development achievements at regularly held assemblies

Budgeted Expenditures

2017-18

Amount	$157,764.00

Sources

Supplemental	$157,764.00

Budget Reference

1200 - Certificated Pupil Support Salaries	
2400 - Clerical, Technical, and Office Staff Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
4301 - Positive Behavior Expenses	
4407 - Student Educational Computer Software	
5210 - Training and Development Expense	

2018-19

Amount	$133,764.00

Sources

Supplemental	$133,764.00

Budget Reference

1200 - Certificated Pupil Support Salaries	
2400 - Clerical, Technical, and Office Staff Salaries	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
4301 - Positive Behavior Expenses	
4407 - Student Educational Computer Software	
5210 - Training and Development Expense	

2019-20

Amount	$147,140.40

Sources

Supplemental	$147,140.40

Budget Reference

Action 4

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
English Learners Low Income	LEA-Wide	All Schools

Actions/Services

Modified

Extra-Curricular Activities and Field Work a.With financial assistance from Families Supporting OCEAA (FSO), plan at minimum 2 field trip experiences for each grade level to motivate learning and provide enriching experiences beyond school walls, with an emphasis on increasing cultural capital of low income students and English Learners. Over the next 3 years these trips should shift from isolated 1-time trips to extended study of content through case studies, field work and authentic expeditions that build character and promote students as leaders who can positively impact their communities.
b.Maintain and expand club offerings such as Safety Monitors, Student Leadership Team, Math Competition, Debate and others to build student connectedness to school.

Budgeted Expenditures

2017-18

Amount	$198,200.00

Sources

Supplemental	$198,200.00

Budget Reference

2100 - Instructional Aide Salaries
4301 - Positive Behavior Expenses
5811 - Student Transportation

2018-19

Amount	$222,763.00

Sources

Supplemental	$222,763.00

Budget Reference

2100 - Instructional Aide Salaries
2300 - Classified Supervisor and Administrator Salaries
4301 - Positive Behavior Expenses
5811 - Student Transportation

2019-20

Amount	$50,000.00

Sources

Supplemental	$50,000.00

Budget Reference

Action 5

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:	Location(s):
All Students	All Schools

Actions/Services

Unchanged

Continuous Improvement a.Administer the California Healthy Kids Survey, School Climate Survey and Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up

Budgeted Expenditures

2017-18

Amount $600.00

Sources

Base	$600.00

Budget Reference

4300 - Materials and Supplies

2018-19

Amount $600.00

Sources

Base	$600.00

Budget Reference

4300 - Materials and Supplies

2019-20

Amount $660.00

Sources

General Fund	$660.00

Budget Reference

Modified

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities - 3,5

Identified Need

Students need to be supported by meaningful and productive partnerships with parents/guardians through parent participation and education.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance Rates	2017-18: P3 ADA = 96.63%	Maintain ADA above 96%	Maintain ADA above 96%	Maintain ADA above 96%
Chronic Absenteeism	2017-18: 4.1% Chronically Absent	Decrease by 0.5%	Decrease by 0.5%	Decrease by 0.5%
Parent Leadership	Active FSO, ELAC and SSC	Maintain active organizations	Maintain active organizations	Maintain active organizations
Parent Engagement (CAL-SCHLS System Survey)	2017-18 Key Indicator Results	2019-20: Increase lowest scoring indicators by 5%	No administration	2021-22 Increase lowest scoring indicators by 3%
Parent Education	Hold at least 1 parent workshop each on math, literacy and SEL.	Hold at least 1 parent workshop each on math, literacy and SEL.	Hold at lease 2 parent workshops each on math, literacy and SEL.	Hold at least 3 parent workshops each on math, literacy and SEL.

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

Proactive Attendance Monitoring and Enrollment Communication a.OCEAA's Office Manager and 2 Office Assistants will promote OCEAA's Family Handbook Attendance Policies to make sure parents have access to regulations about absences, tardies, early dismissals, SART, and SARB, and will work with administration and School CUlture & Character Coordinator to enforce these policies based on data from PowerSchool.
c.OCEAA's Office Manager and delegates will implement parent friendly enrollment procedures, and maintain communication with families of students who dis-enroll until transfer of official documents has occurred.

Budgeted Expenditures

2017-18

Amount	$96,760.00

Sources

Base	$96,760.00

Budget Reference

2400 - Clerical, Technical, and Office Staff Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	

2018-19

Amount	$68,429.30

Sources

General Fund	$68,429.30

Budget Reference

2019-20

Amount	$147,329.60

Sources

General Fund	$147,329.60

Budget Reference

Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Unchanged

School Promotion and Recruitment Maintain a P/T Community Outreach/Recruitment position to foster positive word-of-mouth and generate parent pride in OCEAA, recruit English Learners, RFEPs and Spanish Learners who would excel in a dual language program, and orient new families to OCEAA with an emphasis on parents of English Learners and RFEPs

Budgeted Expenditures

2017-18

Amount	$18,000.00

Sources

Base	$18,000.00

Budget Reference

1900 - Other Certificated Salaries

2018-19

Amount	$18,000.00

Sources

Base	$18,000.00

Budget Reference

1900 - Other Certificated Salaries

2019-20

Amount	$0.00

Sources

Budget Reference

Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:	Scope of Services:	Location(s):
All Students English Learners Low Income	Schoolwide	All Schools

Actions/Services

Modified

Parent Organizations and Education a.OCEAA will promote and work with parent leadership organizations including but not limited to:
•Families Supporting OCEAA (FSO)
•English Learner Advisory Council (ELAC)
•School Site Council (SSC)
•Wellness Committee
b.Provide parent education in Eureka Math program and parent support resources
c.Provide parent education in social emotional learning and elements of character development at OCEAA such as student crew.
d.Provide parent education in OCEAA's Multi Tiered System of Supports (MTSS) and other topics of interest.

Budgeted Expenditures

2017-18

Amount	$4,000.00

Sources

Base	$4,000.00

Budget Reference

4300 - Materials and Supplies
5800 - Professional/Consulting Services and Operating Expenditures

2018-19

Amount	$5,500.00

Sources

Base	$4,000.00
Title I	$1,500.00

Budget Reference

4300 - Materials and Supplies
5800 - Professional/Consulting Services and Operating Expenditures

2019-20

Amount	$6,050.00

Sources

General Fund	$6,050.00

Budget Reference

Action 4

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

Parent Participation and Communication a.Invite parents to participate in school events that support their child's social, emotional and academic development, including but not limited to Student-Led Conferences, arts performances, Literacy Night, Jog-a-thon, etc.
b.Hire a social media consultant to maintain website, social media communications and other avenues of parent communication in Spanish and English.
c.Provide tech support for registering parents on PowerSchool and Class Dojo at registration, BTSNs and ongoing
d.Administer the Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up

Budgeted Expenditures

2017-18

Amount	$54,794.00

Sources

Base	$54,794.00

Budget Reference

2400 - Clerical, Technical, and Office Staff Salaries	
3101 - State Teachers' Retirement System, certificated positions	
3202 - Public Employees' Retirement System, classified positions	
3301 - OASDI/Medicare/Alternative, certificated positions	
3302 - OASDI/Medicare/Alternative, classified positions	
3303 - OASDI/Medicare/Alternative	
3313 - OASDI	
3323 - Medicare	
3401 - Health & Welfare Benefits, certificated positions	
3402 - Health & Welfare Benefits, classified positions	
3403 - Health & Welfare Benefits	
3501 - State Unemployment Insurance, certificated positions	
3502 - State Unemployment Insurance, classified positions	
3503 - State Unemployment Insurance	
3601 - Worker Compensation Insurance, certificated positions	
3602 - Worker Compensation Insurance, classified positions	
3603 - Worker Compensation Insurance	
3903 - Other Employee Benefits	
4300 - Materials and Supplies	
5300 - Dues and Memberships	

2018-19

Amount	$20,000.00

Sources

Base	$20,000.00

Budget Reference

4300 - Materials and Supplies
5800 - Professional/Consulting Services and Operating Expenditures

2019-20

Amount	$22,000.00

Sources

General Fund	$22,000.00

Budget Reference

Action 5

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

None

Location(s):

None

Actions/Services

New

New Action

Budgeted Expenditures

2017-18

Amount $0.00

Sources

Budget Reference

2018-19

Amount $0.00

Sources

Budget Reference

2019-20

Amount $0.00

Sources

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,293,212.00	94.00%

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.

Academic and social emotional programming are undergoing transformation in partnership with EL Education with the express intent of improving student outcomes for low income and English Learner populations, and strengthening parent partnerships. This is an ambitious 5 year project that is integrated into all broad LCAP goals.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEAwide use of funds

1.4 Improved Measures of Assessment and Intervention

As we refine our RtI/MTSS program, we are seeing the need for a single comprehensive data system, such as Educlimber/Hoonuit, that will allow us to best utilize data efficiently and effectively to meet student needs.

1.5 Professional Development to support 100% Proficiency Goals

Training to support the adopted Eureka Math program will allow teachers new to Eureka to start strong; we'll be receiving intensive services from EL Education as a partner/network school to advance our progress in the integration of content mastery, character development, and high quality work that is essential for EL and low income students' success.

2.2 High quality professional development to support ELs and SLs in acquiring a second language

2.3 Dedicated Support Staff to Service ELs and SLs in Acquiring a Second Language

Additional staffing for 4th grade English instruction supports both ELs and SLs in acquiring academic English.

2.4 Multicultural Education and Culturally Relevant Instruction

When students are connected positively to their language, culture, and community, they are more likely to achieve at high levels. Expenses for this action are focused on the investment in travel and conferences as part of our EL Partnership.

3.2 Physical Health and Wellness

Based on the annual ELAC Needs Assessment, parents of ELs are invested in expanded opportunities for students to receive health education, especially related to puberty and human development.

3.3 Positive and Responsive School Climate

OCEAA will be shifting its PBIS/behavior management model to the EL Education Character Development model in order to meet our high impact character goal: OCEAA graduates are ethical community members who take pride in their language, culture, and ability to face challenges with a growth mindset. They are compassionate, collaborative leaders who advocate for themselves and others.

3.4 Extra-Curricular Activities and Field Work

As part of our EL Education work plan, students should become increasingly connected to real world issues through field work and expeditions that afford them opportunities to propose solutions and make a difference. This service is related to EL Education performance benchmarks in character development and high quality work.

4.3 Parent Organizations and Education

Parents requested workshops in math and social emotional learning in the annual ELAC Needs Assessment. Focusing parent workshops on these topics should increase participation due to the identified need.

About Us

EL Education is a leading K-12 nonprofit that creates curriculum, books, and videos, and provides professional development for schools, districts, and states.

EL Education (formerly Expeditionary Learning) is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

Created over 20 years ago through the collaboration of the Harvard Graduate School of Education and Outward Bound, EL Education's research-based approach challenges and empowers teachers and students. We transform education in thousands of schools and districts across the country through a unique combination of challenge and joy in learning. Students' impressive results encompass high academic achievement and college readiness, pride in the mastery of complex, authentic work, and a passion and capacity to contribute to a better world.

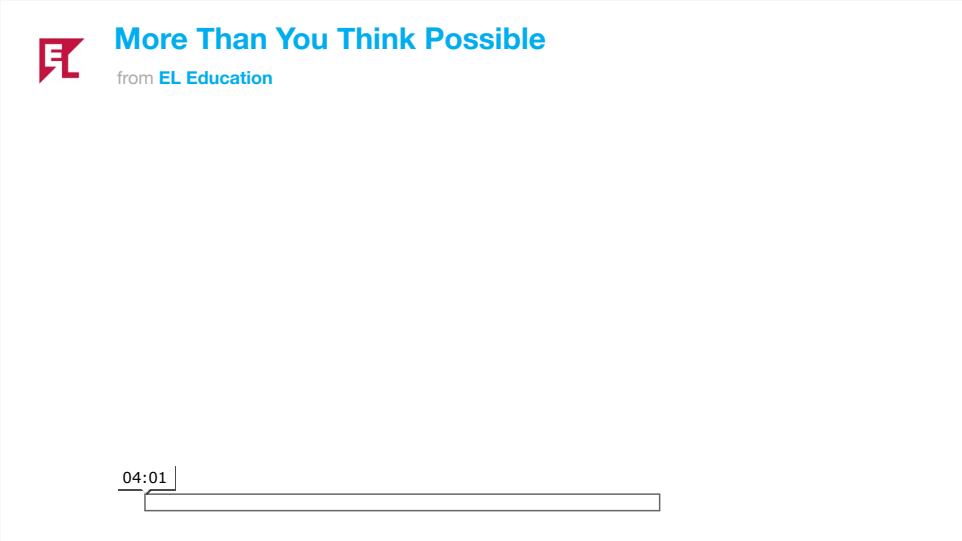
As a mission-driven, nonprofit organization, we work with all kinds of schools: district and charter, from pre-K through 12th grade, serving populations that reflect the diversity of our country. We create powerful resources--including our curriculum downloaded by teachers over eight million times--provide masterful coaching and professional development, and share a portfolio of award-winning, educator-developed materials. Our curriculum is in use in more than 600 districts across 44 states. One reason for our success: our work is informed by decades of learning in our national network of over 150 high-achieving public schools.

Redefining and Raising Student Achievement

As fellow educators, we recognize the challenge of delivering rigorous instructional experiences to students of all reading levels and needs. Our curriculum is written at a level of detail that helps teachers envision and implement key instructional routines and adopt strategies that allow all types of learners, including special education students and ELLs, to access the material. The curriculum is designed as a tool for professional learning, not as a script, and can be adapted for teachers at all stages of their practice. Veteran

teachers and coaches can use it as an exemplar, and new teachers can use it as a template for instructional success. For more information, visit the EL Education website.

EL Education in Action: Watch this video to learn more about the work we do in schools.



More Than You Think Possible from EL Education on Vimeo.

Based on 25 years of Impact

Our curriculum is informed by decades of learning in our national network of over 150 high-achieving public schools. Our network schools span a diverse range of public schools, from PreK through 12th grade, across urban and rural communities. Our partnerships with these schools promote inclusion in the classroom and transform every aspect of teaching, learning, and achievement through their work, their focus, and their people. Our network partners implement 38 core, research-based practices that make up the EL Education model. These practices address every aspect of a school's instructional program, culture, and leadership. It's a comprehensive approach that fosters cohesion, consistency, and a common vision.

For almost 25 years, EL Education has engaged teachers and students in active learning, focused on three dimensions of achievement:

- **Mastery of knowledge and skills.** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character.** Students learn and practice habits of character that enable them to work to become effective learners, ethical people, and to contribute to a better world.
- **High-quality work.** Students create complex, authentic work and demonstrate craftsmanship.

These three dimensions are the pillars of the K–5 Language Arts curriculum and our approach to professional development. To learn more about our mission and partnership opportunities visit our our Professional Service page .

The Principles Behind Our Curriculum

We designed the curriculum to meet the needs of the whole child with a focus on engaging students in meaningful work that fosters both rigor and joy in learning. We've woven ten key principles into our curriculum design that highlight our commitment to student achievement.

1. Equity matters.

All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school.

2. Substantive content is paramount to student success.

The curriculum rests on the research that the deeper the content knowledge a student has, the more she is able to understand what she reads, and the more she is able to speak and write clearly about that content. This also sets up the students to more successfully read about and understand new content on the same topic.

3. Curriculum is a system.

The sequence of skills in the lessons are carefully designed so they build upon one another to help students learn.

4. Backward design ensures quality and coherence.

Curriculum designers plan with the end in mind by considering: At the end of a sequence of instruction, what will students know and be able to do? What will proficiency look and sound like? How will we know when students are proficient? Formative and summative assessments are built in as key considerations in answering these questions.

5. Curriculum is powerful professional development.

The curriculum is designed to help teachers build on their existing expertise and continue to improve their ability to make strong instructional decisions during planning and while teaching.

6. Families and guardians are partners.

The curriculum welcomes families and guardians as partners in their student's' education. The curriculum includes sample letters teachers can send home to describe what students will learn during a given unit, how guardians can support that learning, and for grades 3-5, specific homework assignments.

7. Students own their learning.

From the earliest grades, students learn to see themselves as active learners with agency in their own education. With the teacher's guidance, they articulate specific learning targets in every lesson, set goals, assess their own learning, and use self-reflection and feedback from peers, themselves, and their teachers to make progress.

8. Protocols and Conversation Cues promote student thinking, collaboration, and respect.

Protocols are clear, simple procedures used throughout the curriculum to make student conversations collaborative, rich, and purposeful. Conversation Cues are also used throughout the curriculum and focus on encouraging productive and equitable conversation.

9. Students excel in diverse and inclusive settings.

The curriculum recognizes that students learn from one another—and learn to respect one another—when they learn together in the same classroom. To this end, the curriculum enables teachers to provide for students with disabilities, for instance, as well as students who may need academic extensions through continuous differentiation, tools, and scaffolds to support all learners.

10. English language learners and language minority students need their assets honored and their needs supported.

The curriculum presumes English language learners and language minority students are fully participating members of a diverse and heterogeneous classroom structure. At the same time, it honors the fact that language learners need targeted instruction within each lesson and additional supports if they are to be successful.

Help us improve our curriculum.
Tell us what's going well, share your concerns and feedback.

Leave feedback

Terms of use. To learn more about EL Education, visit eleducation.org

Charter School Compliance with Legal Requirements

Governing Law: "Renewals … are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed." (Education Code Section 47607(a)(2).)

Governing Law "… [A] reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed." (5 CCR 11966.4(a)(2).)

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2019	SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.	The Charter School has addressed the new requirements in its charter petition.
July 1, 2019	SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.	The Charter School affirms that it shall comply with these laws, and its charter reflects adherence.
July 1, 2019	SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.	The Charter School will print the National Suicide Prevention Lifeline phone number on pupil identification cards commencing July 1, 2019.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2019	AB 406 Education Code Section 47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.	The Charter School is operated by a California nonprofit public benefit corporation, as identified throughout the charter.
January 1, 2019	AB 1747 Education Code Sections 47605(b)(5)(F)(ii) and (iii) require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.	The Charter School shall develop a school safety plan, in compliance with all applicable requirements, and shall ensure that it is reviewed and updated by March 1 of every year.
January 1, 2018	AB 10 Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold to stock at least 50% of the school's restrooms with feminine hygiene products.	The Charter School will provide feminine hygiene products pursuant to this section, if applicable, and has included a reference in its charter indicating its compliance with this section.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2018	AB 841 Education Code Section 49431.9 prohibits charter schools that participate in the National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell.	The Charter School will not advertise any foods that it is not allowed to sell pursuant to these federal programs.
January 1, 2018	SB 138 Education Code Sections 49562, 49564, and 49564.5 require the CDE to share data with LEAs to directly certify students' eligibility for free and reduced-price meals; they also require "very high poverty schools" (including charter schools) to provide free breakfast and lunch to all students, unless exempt due to demonstrated fiscal hardship.	The Charter School will comply with these requirements through internal policies and procedures.
January 1, 2018	SB 233 Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies, and group homes the right to review pupil records.	The Charter School will comply with these requirements through internal policies and procedures.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2018	SB 250 Education Code Section 49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2018	SB 455 Education Code Section 48204.3 establishes a student's residence in a school district if the student's parent is transferred or is pending transfer on active military duty.	The Charter School will follow this definition of residency as applicable to its admission lottery, if any.
July 1, 2017	AB 2246 Education Code Section 215 requires charter schools that serve grades 7 through 12 adopt a policy on pupil suicide prevention by July 1, 2017.	The Charter School's governing board will adopt a pupil suicide prevention policy that complies with this requirement.
July 1, 2017	SB 1375 Education Code Section 221.61 requires posting information regarding Title IX on its website by July 1, 2017.	The Charter School will post the required information on its website by July 1, 2017.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2017	SB 1436 Government Code Section 54953(c)(3) requires entities to, prior to taking final action, orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive.	The Charter School will follow this mandate when approving its education executive's contract.
January 1, 2017	AB 2845 Education Code Section 234.1 requires local educational agencies serving grades 7 through 12 to provide certificated employees information on school site and community resources related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.	The Charter School will provide this information to certificated employees during professional development.
January 1, 2017	AB 1639 Education Code Section 33479 et seq. requires providing information to athletes regarding sudden cardiac arrest and removing an athlete from participation under certain circumstances.	If the Charter School offers an athletic program, it will comply with these requirements through internal policies.
January 1, 2017	SB 1072 Education Code Section 39831.3 requires adoption of a transportation safety plan if a charter school provides transportation to or from school or a school activity.	If the Charter School provides transportation, it will develop a transportation safety plan to comply with this requirement.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2017	AB 2536 Expands the definition of "bullying by electronic act" in Education Code Section 48900 to include "cyber sexual bullying."	The Charter School's suspension and expulsion policy reflects this updated definition.
January 1, 2017	AB 2212 Expands the definition of "bullying by electronic act" in Education Code Section 48900 to include "video."	The Charter School's suspension and expulsion policy reflects this updated definition.
January 1, 2016	Education Code Section 313.1 contains new definitions for "long-term English learner" and "English learner at risk of becoming a long-term English learner."	The Charter School will utilize these definitions in internal procedures regarding English Learners.
January 1, 2016	SB 445 Education Code Section 48852.7 requires various services for homeless and foster children.	The Charter School will comply with this requirement through internal policies and procedures.
January 1, 2016	SB 416 Education Code Section 41422: charter schools that operate for fewer than 175 days must prove to the superintendent that the reason for falling short is fire, flood, earthquake, or epidemic. Upon such showing the charter school shall receive the same apportionment of funding.	The Charter School will comply with this requirement by direct communication to the Superintendent, if necessary.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	SB 359 Education Code Section 51224.7, governing boards or bodies of local educational agencies, including charter schools, that serve entering 9th graders who have not adopted a mathematics placement policy must develop and adopt in a regularly scheduled public hearing a mathematics policy placement policy for students entering 9th grade.	Not applicable as the Charter School serves students in grades TK-8.
January 1, 2016	SB 277 The Health and Safety Code removes an exemption from immunization requirements based upon personal beliefs, but exempts students enrolled in an independent study program who do not receive classroom-based instruction. Pupils who, prior to January 1, 2016, have an affidavit on file with the school stating beliefs opposed the immunization may remain enrolled until the pupil enrolled in the next grade-span.	The Charter School will comply with this requirement through internal procedures. The charter petition includes a statement of compliance with the Health and Safety Code Sections revised by SB 277.
January 1, 2016	SB 172 Education Code Section 60851.5 suspends the high school exit examination for the 2015–16, 2016–17, and 2017–18 school years.	Not applicable as the Charter School serves students in grades TK-8.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	AB 1452 Education Code Section 44939.5 contains requirements for charter schools regarding the reporting of egregious misconduct, expunging an employee's personnel file, disclosure of egregious misconduct reports, and false reports.	The Charter School complies with this requirement through its employment handbook and/or internal procedures.
January 1, 2016	AB 1091 Education Code Section 69432.9 states charter schools must submit grade point averages for Cal Grant applicants electronically on a standardized form.	Not applicable as the Charter School serves students in grades TK-8.
January 1, 2016	AB 1058 Education Code Section 44691 states charter schools must provide annual training to employees and other persons working on their behalf who are mandated reporters. Charter Schools also must develop a process for providing proof of completing training within the first six weeks of each school year or beginning employment.	The Charter School's renewal petition provides for mandated reporter training in accordance with State mandated training.
January 1, 2016	AB 827 Education Code Section 234.1 requires local educational agencies serving grades 7 – 12 to provide certificated employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils.	The Charter School provides this information to certificated employees during professional development.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2016	AB 302 Education Code Section 222 requires charter schools to provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding.	The Charter School complies with this requirement through internal policies.
August 2015	SB 725 Education Code Section 60851.1 removes the high school exit examination as a condition for graduation from high school for a pupil completing grade 12 in 2015.	Not applicable as the Charter School serves students in grades TK-8.
August 2015 **January 2017**	Education Code Section 49452.9, requires information regarding the Affordable Care Act to be included on enrollment forms for public schools, including charter schools, from 2015-2018. AB 2308 The repeal date for the above referenced Education Code Section 49452.9 has been extended to January 1, 2021.	The Charter School's enrollment forms include ACA information.
August 2015	Charter Schools that offer competitive athletics must make specific data publicly available at the end of the school year.	If the Charter School offers competitive athletics, it will comply with this requirement through internal policies.
July 1, 2015	Education Code Section 51747 et seq., charter schools may offer "course based" independent study options.	If the Charter School offers the applicable program, it will revise its governing board policy as appropriate.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2015	AB 2160 Education Code Section 69432.9 requires charter schools to submit grade point averages for all Cal Grant applicants and to notify in writing each grade 12 pupil and his or her parent that the pupil is a Cal Grant applicant.	Not applicable as the Charter School serves students in grades TK-8.
January 1, 2015	Education Code Section 49414 requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors ("Epi Pen") to nurses and trained personnel to aid students having an anaphylactic reaction.	The Charter School provides Epi Pen(s) to authorized personnel.
January 1, 2015	Education Code Sections 35179.5 and 49475, limitations on public school athletic programs, including charter schools, regarding number and length of practices and concussions.	If the Charter School offers an athletic program, it will comply with these requirements through internal policies.
January 1, 2015	Education Code Section 44691, requires public schools, including charter schools, to provide annual mandated reporter training via the training module provided by the State Department of Social Services, and provide proof of training within 6 weeks of each school year or 6 weeks of person's employment.	The Charter School's renewal petition and policies commit to complying with Education Code Section 44691.
January 1, 2015	Education Code Section 49406, allows the option of a person submitting to a TB risk assessment.	The Charter School's renewal petition and policies commit to complying with Education Code Section 49406.

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
January 1, 2015	Education Code Section 49073.6, requires charter schools considering a program to gather or maintain records obtained from social media to comply with notification and other requirements.	This program is voluntary. If the Charter School adopts a program for social media it will comply with the requirements of this statute.
January 1, 2015	Education Code Section 48900 et seq., limits authority for school district administrators to suspend or expel students for "willful defiance."	Not applicable as this is not a requirement of charter schools.

Education

Core Practices

A Vision for Improving Schools

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EL Education
247 West 35th St., 8th Floor
New York, NY 10001
212-239-4455

Design by Mike Kelly

Special thanks to the students of ANSER Charter School, Genesee Community Charter School, Palouse Prairie Charter School, Santa Fe School for the Arts & Sciences, and Venture Academy, whose art work is featured throughout this book.

To view these and other examples of high-quality student work, please visit modelsofexcellence.ELeducation.org.

A Different Approach to Teaching and Learning

EL Education creates classrooms where ...

Learning is challenging.
Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.

Learning is active.
Students are scientists, urban planners, historians, artists, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.

Learning is meaningful.
Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose—getting smart to do good—and see that their education is in service of building a better world.

Learning is collaborative.
School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.

Learning is public.
Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

EL Education Core Practices

Our Core Practices address five key domains of life in school.

Curriculum	EL Education's approach to curriculum promotes both challenge and joy in learning. We encourage educators to use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. We believe curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing character; and should empower students to contribute to a more just and equitable world.
Instruction	EL Education promotes instruction that is alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk and think more. Lessons challenge, engage, and empower students with complex issues, text, and problems. They lift up big disciplinary ideas and give students practice with the tools and skills professionals use in the real world as they create high-quality work. Teachers differentiate instruction and empower all students to be self-directed, independent learners.
Culture and Character	The EL Education model fosters and celebrates students' character development by building a culture in which students and staff work together to become effective learners and ethical people who contribute to a better world. Schools establish Habits of Character—qualities like respect, responsibility, courage, and kindness—and model and discuss them every day. The school is suffused by a spirit of crew: students and staff work together as a team to sustain a learning community where everyone belongs and can succeed.
Student-Engaged Assessment	EL Education believes that assessment practices should motivate students to become leaders of their own learning. Students track their progress toward standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning.
Leadership	EL Education supports school leaders to build a cohesive school vision focused on EL Education's Dimensions of Student Achievement, continuous improvement, and shared leadership. Leaders align resources and activities to the school's vision and lead a professional culture with a growth mindset. Leaders shape school structures to provide equitable education to all students, celebrate joy in learning, and build a schoolwide learning community of trust and collaboration. Leaders work collaboratively with families, staff, and students to make evidence-based decisions that enable all students to achieve.

EL Education Dimensions of Student Achievement

Our definition of student achievement combines academic achievement, character, and high-quality work. We believe that academic success is built on strong character qualities of collaboration, perseverance, responsibility, and compassion, and that character is shaped through engaging and challenging academic work.

Dimension of Achievement	Students	Teachers and Leaders
Mastery of Knowledge and Skills	• Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline • Apply their learning: transfer knowledge and skills to novel, meaningful tasks • Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives • Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines	• Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards • Use assessment practices that position students as leaders of their own learning • Use meaningful data for both teachers and students to track progress toward learning goals • Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
Character	• Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration) • Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion) • Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)	• Elevate student voice and leadership in classrooms and across the school • Make Habits of Scholarship visible across the school and in daily instruction • Model a schoolwide culture of respect and compassion • Prioritize social and emotional learning, along with academic learning, across the school
High-Quality Student Work	• Create complex work: demonstrate higher-order thinking, multiple perspectives, and transfer of understanding • Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution • Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and, when possible, create work that is meaningful to the community beyond the school	• Design tasks that ask students to apply, analyze, evaluate, and create as part of their work • Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality • Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

EL Education

EL Education Credentialing Overview

EL Education partners with schools in our national network to raise student achievement through the strategic implementation of our Core Practices. All of our network school partners embrace EL's expanded definition of achievement, which contains three dimensions:

- Mastery of Knowledge and Skills
- Character
- High-Quality Work

The EL Credentialing Process is designed to support each school in tracking progress toward ambitious goals for student achievement and teacher practice and recognize the accomplishment of these goals.

Three Dimensions of Student Achievement

All schools in the EL Education network set goals, track progress and build a body of evidence related to student achievement gains across three interrelated dimensions: **Mastery of Knowledge and Skills, Character and High Quality Work**. EL Education and our school partners share accountability for producing results in each of these dimensions and work collaboratively to implement annual Work Plans that focus on these goals.

Specifically schools set goals, track progress and build a body of evidence in order to demonstrate the following:

1. Students develop an increasingly sophisticated **Mastery of Knowledge and Skills** aligned with grade level standards and assessed through state/national tests. EL Education partners strive to achieve EL's *Academic Standard* (see below) while also going beyond this standard to demonstrate success with specific student subgroups as well as the development of critical thinking, problem solving and college readiness.
2. Students measurably develop and routinely display the Habits of Scholarship aligned with EL Education's framework for teaching and assessing **Character**. Despite the challenges of quantifying this dimension of achievement, schools collect student evidence showing the ways in which students are becoming effective learners, ethical people and contributors in their communities.
3. Students develop the capacities required to create **High Quality Work** that demonstrates the attributes of complexity, authenticity and craftsmanship. Schools document this progress by conducting periodic Quality Work Protocols, noting trends across grade levels and archiving student work.

Partnership Phases

Schools should strive to earn their EL Education Credential within five years of initiating a partnership. Our network partnerships evolve over three phases - each with a distinct purpose and set of outcomes. Schools pursue their initial EL Education Credential during the first and second of these phases.

Phase 1 - Partnership Development and Launch (1 Year): During this phase, EL Education carefully assesses whether essential partnership conditions are present in the school and builds teacher and leadership readiness to embark on the change process. Once a partnership has been established, we work with the school to develop a set of Performance Benchmarks aligned with EL's Dimensions of Student Achievement and the corresponding set of Credentialing outcomes. Performance Benchmarks outline ambitious 4-year growth goals for the school and are the basis for annual Work Plans. A school moves from Phase 1 to Phase 2 when Performance Benchmarks have been established and the school is ready to begin implementation.

Phase 2 - Schoolwide Implementation (4 Years): The Partnership Development and Launch phase is followed by four years of intense professional development, job-embedded coaching, progress monitoring and investment in building school structures to support high achievement for all students. Each year, the school develops a detailed Work Plan with support of EL Education coaches. The Work Plan guides the change process and also outlines evidence of

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student achievement to be collected related to the school's Performance Benchmarks. Over time, the school collects a multi-year body of evidence that shows how student achievement is improving across each dimension of achievement. This body of evidence serves as the basis for the school's EL Education Credentialing Portfolio, which is finalized and presented when a school has met the following eligibility requirements. The process of creating and presenting a portfolio of evidence has been intentionally designed to mirror the Passage Portfolio process used by many EL Education schools.

A school moves from Phase 2 to Phase 3 when it has successfully become an EL Education Credentialed School. Schools compile and present a portfolio that lays out a set of evidence-based claims documenting attainment of the school's Performance Benchmarks. The Credentialing Portfolio primarily focuses on evidence of student achievement and makes a series of evidence-based claims regarding the ways in which student achievement has improved as a result of the school's implementation of EL Core Practices.

Credentialing Eligibility Requirements: To be eligible to formally apply to be recognized as an EL Education Credentialed School, the following minimum requirements must be met:

1. The school has earned a score of 98 or higher on the annual EL Implementation Review, *and*;
2. The school has met or exceeded their Performance Benchmarks across all three Dimensions of Achievement including EL's *Academic Standard* for Mastery of Knowledge and Skills though one of the following metrics for student growth or proficiency in both reading/ELA and math.

Overall Student Proficiency	Schools may use state test data to show they are outperforming their district* and state in total overall proficiency for at least two of the previous three years for the entire tested population in the school and for low-income students.
-or-	
School or Grade-Level Cohort Growth	Schools may use state test data showing that the student proficiency has grown at a rate at least **two times** the state average over a three-year period.
-or-	
Student Growth - NWEA MAP	Schools using the NWEA MAP assessment can meet the academic standard by demonstrating that 60% or more of their students have met their annual growth target for at least two of the previous three years.

* Charter schools will be compared to the district in which the school is physically located.

Schools may present data from different categories for reading and math. For example, a school might use NWEA MAP data to demonstrate meeting the standard in ELA while relying on overall student proficiency on their state assessment for math.

Phase 3 - Sustainable Continuous Improvement (Ongoing): After a school has become credentialed, EL Education provides differentiated support in order to deepen implementation, ensure ongoing professional development and continue additional data collection. A school's credentialed status is valid for five years. Therefore, every five years the school updates its body of evidence to demonstrate continued growth in student achievement.

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A Proposal to Provide Comprehensive Special Education Services for Orange County Educational Arts Academy

September 2019

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ORANGE COUNTY
CEAA
Educational Arts Academy

SECTION 1: COVER LETTER: ACKOWLEDGEMENT AND INTENT

September 19, 2019

Mr. Mike Limon, Executive Director
Orange County Educational Arts Academy
825 North Broadway Street
Santa Ana, CA 92701

Dear Mr. Limon,

This correspondence is meant to serve as a *Letter of Intent* affirming Futures Education's (Futures) intention to provide an array of special education services for students with disabilities and other struggling learners in partnership with the leadership of Orange County Educational Arts Academy (OCEAA). We are pleased to be considered for this opportunity to become a "sole source provider" in order to support OCEAA including its students, staff, and parents and will devote our best efforts to ensure programmatic and fiscal fidelity relative to special education delivery within the OCEAA community. If you have any questions regarding this proposal, please contact me.

Sincerely,

Brian Edwards, Ed.D.
Chief Executive Officer

Futures Education / Futures HealthCore
136 William Street
Springfield, MA 01105
C: 413.687.2541
O: 800.218.9280
bedwards@futureshealth.com

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SECTION 2: FUTURES PROFILE AND EXPERIENCE

FUTURES PROFILE

Company Name: Futures Education, LLC / Futures HealthCore, LLC

Brief Company History: Future Education, LLC (Futures) is a national leader in the field of special education, with deep expertise in the design and delivery of programs and services for students with disabilities and other struggling learners. Futures has been in existence for 21 years, and currently employs over 500 staff members who are all either therapists, clinicians, or educators by background and training.

Years in Business: 21 years

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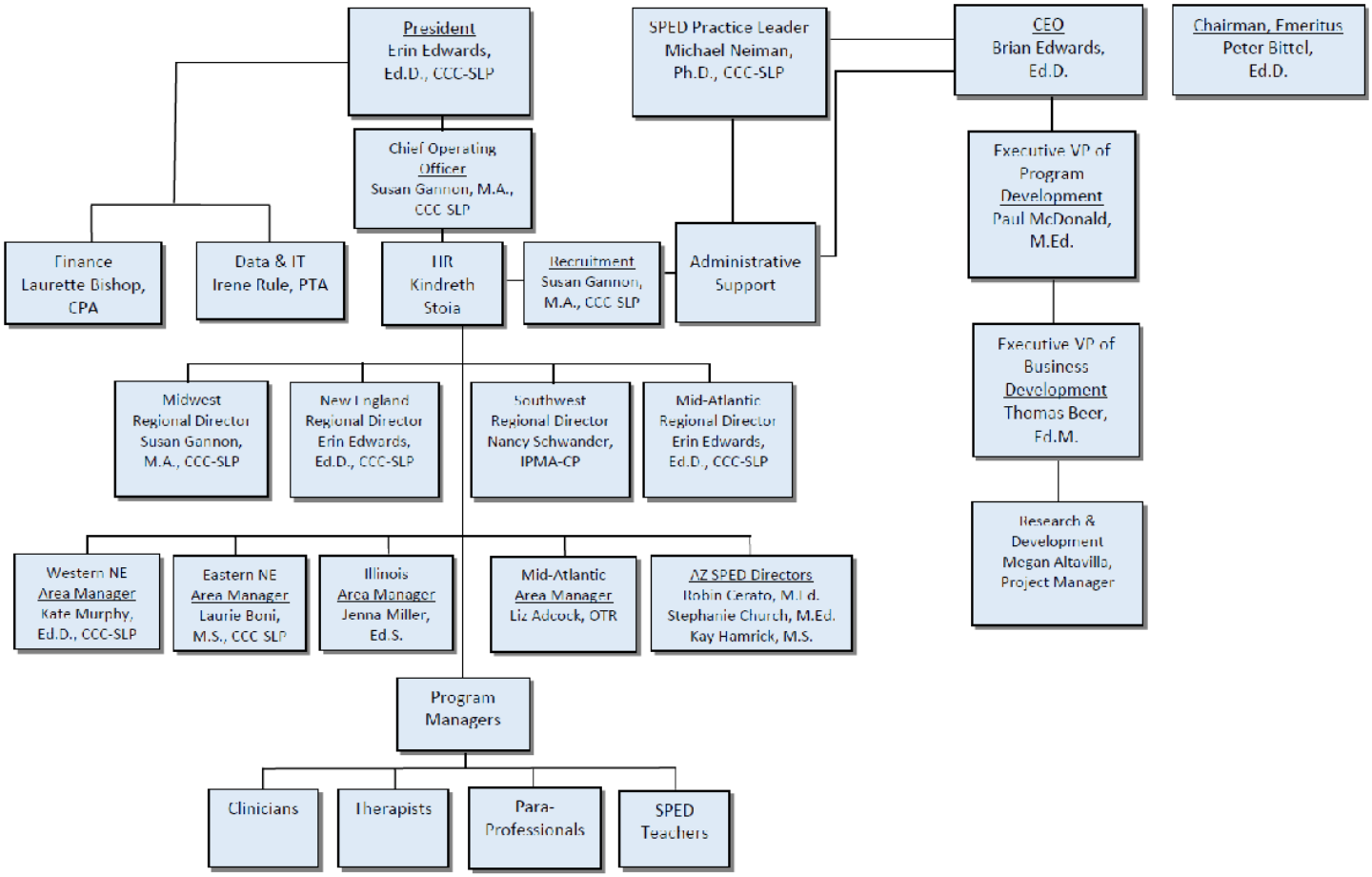
Futures Education/Futures HealthCore Senior Management Team



PERTINENT EXPERIENCE

Overview

Futures Education, LLC (Futures) is a school partner that provides a vast continuum of clinical, educational, and consultative services in the realm of special education delivery. All of Futures' professional endeavors serve to promote special education effectiveness and accountability, providing special education and clinical services to approximately 30,000 students and individuals in California, Arizona, Nevada, Illinois, Ohio, Michigan, Indiana, Louisiana, Massachusetts, Rhode Island, Connecticut, North Carolina, and the District of Columbia. Additionally, Futures has consulted with more than 350 charter schools and districts spanning 36 states in enhancing school system efforts to improve delivery of special education services both programmatically and financially.

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It is notable that all team members are therapists, clinicians, or educators by background and training and possess the corresponding experience as educators, administrators, and practitioners, and actively practice in their respective disciplines. In this manner, Futures has established a practitioner-researcher model, assuring that our professional staff are able to provide school systems with content-validated instructional practices that optimize the efficiency and effectiveness of the services under review vis-à-vis: current research-based interventions, best practices, and other "state of the art" programmatic initiatives.

Although our partnerships are robust and are catered to meet the specific needs of all school systems, the following menu options typify the common areas that charter schools and school systems have sought our support with:

- Contracted related and clinical services, and teacher and administrator recruitment (Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Special Education Teachers, Psychologists, BCBAs, School Nurses, Social Workers and Para-professionals) and on-boarding;
- Management, accountability, and oversight of all special education services and staff;
- Curriculum development and alignment;
- Executive coaching;
- Professional development;
- Support of non-traditional instruction;
- Mental health and behavioral services;
- Regulatory and compliance issues; and
- Student outcomes and metrics.

From a programmatic perspective, these deliverables have helped our school partners re-engineer the delivery system of special education services with the institution of exit and entrance criteria, early-intervening services, and other innovative pedagogical interventions in order to maximize student growth. The work of Futures has been featured in articles in the American Association of School Administrators Journal, Education Week, and the Association of School Business Officials. In addition, Futures' staff has collaborated on and produced two (2) recently published books specific to the appropriate re-engineering of special education delivery systems across the country.

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SECTION 3: PROPOSED SPECIAL EDUCATION SERVICES

ORANGE COUNTY EDUCATIONAL ARTS ACADEMY PROPOSED PROGRAM DELIVERY MODEL

The following special education program delivery model serves as a simple description based upon preliminary discussions with OCEAA leadership. The design of the program is to achieve maximum efficiencies and effectiveness in serving the needs of students with disabilities at Orange County Educational Arts Academy.

SPECIAL EDUCATION SERVICE DELIVERY MODEL STRUCTURE (bios can be found on pages 12 – 14)

1. Futures Education would be the exclusive provider of special education and related services. Futures would have responsibility for the recruitment, on-boarding, and oversight of all special education and related services staff, both Futures staff and any sub-contracted staff, as well as payroll, benefits, HR, and insurances. All services will be organized to meet the requirements of IEPs, referrals, and OCEAA reporting requirements. Futures will work collaboratively with, and take direction from, OCEAA leadership.
2. Working in conjunction with OCEAA leadership, Futures will provide oversight in managing special education and related services for:
   (a) Efficiency and effectiveness of the instructional and clinical delivery systems;
   (b) Development of inclusion models, consult, and carryover interventions to improve educational outcomes and reduce cost;
   (c) Provision of weekly/monthly reports to designated OCEAA leadership and staff; and
   (d) Program entrance and exit guidelines, rooted in best practices and national research, to ensure consistency of service eligibility and equitable access.

DELIVERY CONSIDERATIONS

Special Education is Not a Silo

Futures believes strongly that special education is a service and not a "place" and, therefore, related services should not last any longer than is required for the student to access their general curricula. Our staff set goals and objectives that are functional, outcome oriented, and that include specific, individualized discharge criteria. This emphasis reinforces the fact that related services should be time limited and that successful programs are designed to achieve goals in the shortest appropriate time. Active attention to discharge planning not only ensures that students receive services only for a period that is educationally appropriate, but it "frees up" valuable time for teachers, related services staff, and administrators that should be committed to meeting the needs of a greater number of students.

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Sharing of Best Practices

In addition, and in reference to eligibility determinations, Futures is pleased to share any future modifications of our entry and exit guidelines that have been used by school leadership from across the country as a useful framework for equitable service delivery. These guidelines, rooted in best practices and national research, ensure consistency of service eligibility and frequency, and attenuate variables (e.g., parental pressure) that may lead to inequitable services.

Futures has created a guide for our staff entitled *Principles in the Writing of Operationally Valid and Reliable Individualized Education Programs: A Policy and Procedural Framework* and Co-Teaching Models. Because these documents will be part of the employee training manual (as approved by OCEAA leadership), OCEAA leadership is assured that all Futures employees will adhere to these standards of quantifying goals, embedding services in the classroom when possible, and ensuring generalization of skills within the child's least restrictive environment.

Professional Development

Collectively, as school practitioners, administrators, and educators, Futures has experiential and empirical evidence (Darling-Hammond, Wei, Andre, Richardson, & Orphonos, 2009) supporting the theory that intensive professional development that is authentically and purposely embedded into a delivery system will have a transformational effect on a school and the educational processes.

The faculty at Futures Education have developed and delivered a broad range of professional development opportunities to Charter School and District staff, designed to increase staff knowledge and to expand capacity through a variant of activities. These professional learning experiences are focused on special education and related services to enable recipients to transform delivery of services in a manner that increases effectiveness and efficiency.

Addressing the Needs of All Students Through Multi-Tiered Systems of Support (MTSS)

In addition to providing supports for students with IEPs, special educators and related service providers are becoming increasingly involved in general education initiatives, most notably as part of Multi-Tiered Systems of Support (MTSS) for academics and behavior (e.g. RTI & PBIS). In this regard, we commit to providing student supports across behavioral, communication, and motor domains. Although the staff of Futures Education defer to OCEAA leadership regarding specific methodologies, we have extensive national experience in supporting PBIS and inclusionary models for related services.

DATA CONSIDERATIONS

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Our commitment to OCEAA is not only to provide high-quality special education and related services and management, but to customize and deliver the management tools needed to maximize special education and related services and management within tight budget confines, including:

- ✓ Uniform entry and exit criteria;
- ✓ Monthly caseload management reports, including discharge data review;
- ✓ Statistical analysis of the special education and related services providers' time utilization;
- ✓ Integration with OCEAA special and regular education staff; and
- ✓ Clinical and educational schedule management.

Accountability

Futures' utilization of its proprietary *"TASL"* special education staff tracking system will allow for actual and intuitive progress and data specific to Futures special education staff work product and to be shared with OCEAA senior leadership. With Futures' oversight, this data will be available to OCEAA leadership to review, reflect, and provide feedback throughout the entire academic year. In this regard, the sharing of data will be more proactive in nature and will allow for more meaningful discussion during designated monthly or quarterly leadership meetings. This important data will give campus and senior OCEAA leadership powerful information that allows for strategic and tactical data-driven decision-making.

The exhibits below illustrate the *TASL* system and sample *TASL* management reports. Effective monitoring and accountability begins, of course, with data collection, and ***Exhibit 1*** shows a simplified view of our data collection process. From the data collected, metrics for both the student and for the special education staff are analyzed and evaluated. The statistical analysis and reporting provides OCEAA leadership the management tools necessary to make decisions based on real data.

Exhibit 1: *TASL* System: Metrics and Accountability Reporting

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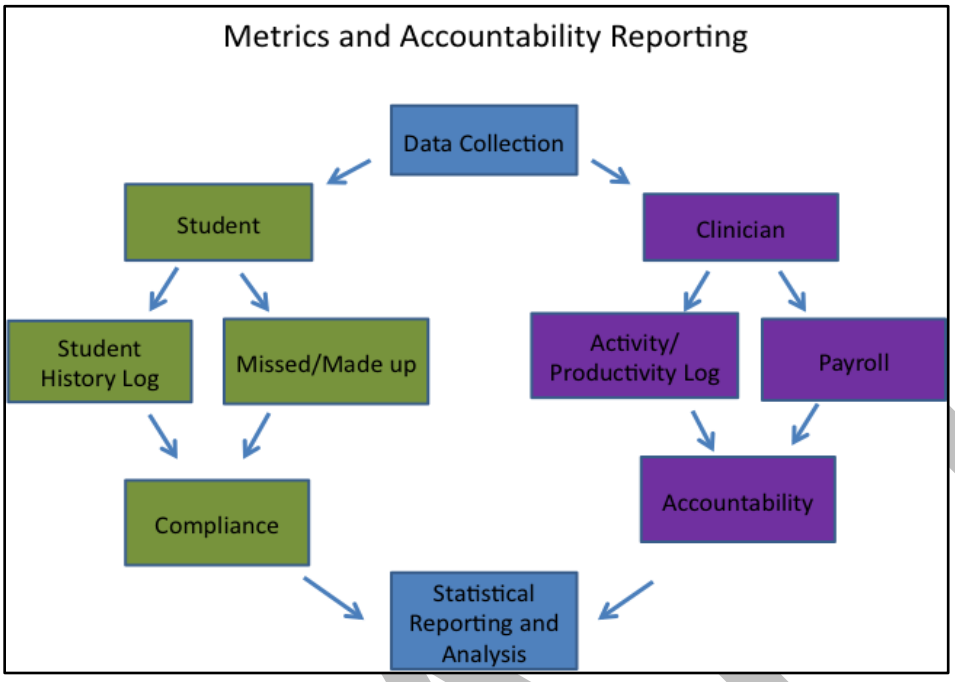

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FUTURES EDUCATION EXECUTIVE LEADERSHIP TEAM

Among other factors leading to a successful partnership, the team is paramount. The following executive leadership team from Futures Education will:

- Be experienced in the provision of special education services;
- Be completely committed to the programmatic and fiscal delivery of services and keeping all special education stakeholders in mind: students, parents, administration, and school staff;
- Have in-depth knowledge of the structure and operations of OCEAA;
- Be thoroughly familiar with state of California regulations and requirements; and
- Provide a high level of customer service and communication to all stakeholders.

The Futures Education executive leadership team members bring exemplary credentials and experience to this partnership.

Paul McDonald, M.Ed., ABD
Executive Vice President and Director of California Charter School Programming

Paul McDonald has over 22 years of experience in the field of education as a superintendent, assistant superintendent, special education director, behavior specialist, special education teacher, and as an elementary and middle school teacher. Through his experiences Paul has implemented professional learning communities, response to intervention, and positive behavior intervention supports. With his knowledge and expertise in special education, Paul has analyzed and restructured special education programming to improve student achievement with measurable outcomes. He was a member of the Arizona Department of Education Solutions Team where he reviewed underperforming schools and recommended best practice to enhance teaching and learning. Mr. McDonald will bring his unique and deep experience across all lines of education practice to this partnership with OCEAA and will be the acting Program Manager.

Stephanie F. Church, M.Ed.
Director of Special Education, California Practice

Stephanie Church has 15 years' experience in the field of education, both general education and special education. She began her teaching career as a general education teacher and taught 9th – 12th grades. Upon receiving her Master's degree in Special Education, Stephanie taught K-8th and 7th – 9th grades in a cross-categorical setting where she practiced both resource pull-out services and inclusionary services. During her teaching career, Stephanie has received two outstanding awards, Rookie Teacher of the Year and Westside Impact Teacher of the Year. Next, Stephanie moved into a leadership role as an Instructional Coach where she coached and mentored special education providers. Over the course of Stephanie's career, she has developed and delivered professional development in all aspects of special education and best practice teaching strategies. Stephanie has a strong knowledge base in Special Education, Disabilities, Teaching Strategies, Co-Teaching, Data

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Collection, and How to Write Effective IEP's. As Director of Special Education, Stephanie will bring this depth and breadth of knowledge and experience to the OCEAA partnership.

Michael Neiman, Ph.D., CCC/SLP
Executive Vice President for Special Education Programs

Dr. Michael Neiman is the chief author of over 350 Special Education Services Analyses for an array of charter school and District programs serving urban, suburban, and rural school populations including 3 in the state of California. Dr. Neiman has an extensive background in teaching, educational consulting and leadership, and more than 23 years' experience as a speech and language pathologist in addition to his clinical and practical research activities. Michael will bring this depth of knowledge to the OCEAA project.

Brian Edwards, Ed.D.
Chief Executive Officer

For over 15 years, Dr. Brian Edwards has been integral in the re-engineering of the delivery systems of charter school and district special education systems that have resulted in better outcomes for students, promotion of best pedagogical and clinical practices, and greater fiscal resources for Futures' partners. Dr. Edwards has participated in numerous special education reviews nation-wide and will bring this background and expertise to the leadership team serving on the OCEAA engagement.

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SECTION 4: PROPOSED FEE SCHEDULE

Futures has a demonstrated capacity to provide high quality special education services while managing and controlling costs in close collaboration with charter school leadership. This collaboration is most successful when Futures has the responsibility for managing the entire special education delivery system. This fee proposal pertains to the delivery of all special education and related services for the Orange County Educational Arts Academy with Futures Education becoming a "sole source" provider of these described services. The annualized fee would be divided into a ten (10) month school calendar year equaling consistent monthly payments. Futures commits to working within the mutually agreed upon special education budget.

As part of this pricing model, the annual fee is all-inclusive. Futures Education would provide the following Special Education delivery services and supports for OCEAA:

- Management and Oversight of Programming & Service Delivery, including Staff Management;
- Staff Recruitment, On-boarding, Payroll, Benefits, and Insurances;
- Integration of Special Education and General Education Initiatives;
- Accountability Metrics & Reporting (Futures Education "TASL" System);
- All Special Education Programming Development, Implementation, and Oversight;
- Staff Orientation/On-going Training throughout the year, including support for RTI/MTSS processes (Futures & OCEAA Staff);
- Fifty (50) hours of embedded Professional Development for all Special Education Stakeholders throughout the year at no cost to OCEAA; and
- Complimentary access to Futures' marketing division to assist in developing increased student enrollment.

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POSITION DESCRIPTION

Job Title:	School-Based Speech/Language Pathology Assistant	**Reports to:**	SLP Supervisor/Clinical Manager
Status:	Non-Exempt or Exempt	**Job Code:**	Full Time/Part Time

BASIC PURPOSE

School-Based Speech/Language Pathology Assistants (SLPA) are support personnel who, following academic and/or on-the-job training, perform tasks prescribed, directed, and supervised by ASHA-certified Speech/Language Pathologists.

ESSENTIAL JOB FUNCTIONS

1. Assist speech-language pathologists in the conduct of client screenings or assessments of language, voice, fluency, articulation, or hearing.
2. Assist with informal documentation as directed by the speech-language pathologist.
3. Implement documented treatment plans or protocols developed by the supervising speech-language pathologist.
4. Assist speech-language pathologists in the remediation or development of speech and language skills.
5. Document student performance (e.g., tallying data for the speech-language pathologist to use; preparing charts, records, and graphs) and report this information to the supervising speech-language pathologist.
6. Select or prepare speech-language instructional materials.
7. Assist with clerical duties such as preparing materials and scheduling activities as directed by the speech-language pathologist.
8. Test and maintain equipment to ensure correct performance.
9. Support the supervising speech-language pathologist in research projects, in-service training, and public relations programs
10. Assist with Futures Education and School District operations (scheduling, record keeping, safety/maintenance of supplies and equipment).
11. Collect data for monitoring quality improvement.
12. Select or prepare speech-language instructional materials.
13. Exhibit compliance with regulations, reimbursement requirements, and speech-language pathology assistant's job responsibilities.

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SAFETY REQUIREMENTS

Futures Education takes safety and health issues very seriously. All staff must remain vigilant to all safety and health issues pertaining to clients and ensure the safety and health standards prescribed by regulations, company policy, and job training.

QUALIFICATIONS

- Graduate of an approved program for Speech Language Pathology Assistant as required by the State(s) in which services are rendered.
- Possesses a valid state license for Speech/Language Pathology Assistant, as well as any additional certifications/clearances as required by the State(s) in which services are rendered.

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POSITION DESCRIPTION

Job Title:	Speech/Language Pathologist	**Reports to:**	Clinical Lead/Manager
Status:	Non-Exempt or Exempt	**Job Code:**	Full Time/Part Time

BASIC PURPOSE

The school-based Speech/Language Pathologist provides speech pathology intervention to students in a school/educational setting. Services provided may include screening, evaluation, planning individual treatment programs, providing direct treatment and consultation, and participating as a member of the IEP team. The speech/language pathologist performs other related duties as required.

ESSENTIAL JOB FUNCTIONS

1. On referral, provides a wide range of screening and diagnostic tests relative to communicative function specific to the areas of receptive language, expressive language, articulation, fluency, voice, and dysphagia.

2. Develops an intervention program based upon the initial evaluation, including appropriate goals and objectives, and makes appropriate ongoing modifications in the program based upon the student's performance.

3. Schedules and provides direct student treatment, utilizing evidence-based therapeutic techniques.

4. Instructs student, team members and family in effective carry over techniques to enhance generalization of newly acquired skills. Provides ongoing in-servicing and monitoring of therapeutic programs designed to develop and maintain speech and language skills, to improve language and speech functions, or to manage risks associated with dysphagia.

5. Evaluates and facilitates the procurement of any needed equipment or supplies related to the student's treatment plan.

6. Maintains clinical records pertinent to individual student intervention; completes required documentation in support of the clinical services provided, as required by the District and Futures Education, in accordance with applicable special education law.

7. Coordinates the intervention with all team members and collaborates relative changes or modifications in the intervention plan, including plans for dismissal from services.

8. Participates in student-specific conferences, and meetings involving a variety of support team members as necessary regarding problems, progress, and ongoing needs of the student.

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9. By mutual agreement with school administrator and Futures Education management staff, provides supervision for Clinical Fellows and/or speech/language therapy assistants in accordance with applicable state laws and ASHA guidelines.

10. Assists with the orientation of new personnel as directly by his/her supervisor

11. Provides and participates in in-services as requested.

12. Assists with Quality Assurance activities.

13. Performs other duties and responsibilities appropriate to a Speech/Language Pathologist as assigned.

SAFETY REQUIREMENTS

The Futures Education takes safety and health issues very seriously. All staff must remain vigilant to all safety and health issues pertaining to clients, and ensure the safety and health standards prescribed by regulations, company policy, and job training.

QUALIFICATIONS

- Graduate of an approved program in Communication Disorders, culminating in the receipt of a Master's or Doctoral Degree.
- Possesses a Certificate of Clinical Competence from the American Speech, Language, and Hearing Association; or
- Has completed the equivalent educational requirements and work experience necessary for the Certificate, or is in the application process; or
- Has completed the academic program and is acquiring supervised work experience to qualify for the Certificate.
- Possesses a valid state license and/or additional certification/clearance in Speech/Language Pathology as required by the State(s) in which services are rendered.

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POSITION DESCRIPTION

Job Title:	School Psychologist	**Reports to:**	Clinical Manager
Status:	Non-Exempt or Exempt	**Job Code:**	Full Time/Part Time

BASIC PURPOSE

The School Psychologist facilitates learning and promotes the cognitive, social, and personal development of all students by collaborating with educators, administrators, families, and other mental health professionals to create safe, healthy, and supportive learning environments for all students and strengthen connections between home and school.

ESSENTIAL JOB FUNCTIONS

1. **Assessment and Interpretation:** Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.
    a. Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.
    b. Collaborate with others to develop, based upon assessment data, appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs, and develop interventions to achieve these goals.
    c. Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data.

2. **Direct Interventions for Students:** Provides interventions to students to support the teaching process and to maximize learning and adjustment.
    a. Participate in designing prevention and intervention methods to address programs that influence student learning.
    b. Participate in planning and implementing prevention programs to address the social and affective needs of students (e.g., programs to address bullying, school violence, and school safety).
    c. Have knowledge of universal screening, as well as early reading and math literacy.
    d. Recognize issues of diversity. Demonstrate sensitivity and skills needed to work with families, students, and staff from diverse cultures and backgrounds.

3. **Consultation and Training:** Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.
    a. Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting.

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b. Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate.

4. **Program Development:** Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
    a. Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.
    b. Collect, analyze, and interpret program evaluation data in applied settings.
    c. Evaluate the effectiveness of school-based intervention plans.

5. **Professional Practice and Development:** Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.
    a. Practice in ways that meet all appropriate ethical, professional, and legal standards.
    b. Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
    c. Maintain confidentiality of student records and information.
    d. Use technology in ways that are consistent with ethical and responsible professional practice.

6. **Communication and Relationship Skills:** Communicates effectively with students, parents and school staff.
    a. Consult and confer with teachers, staff and families about strategies to facilitate the social and affective adjustment of students.
    b. Identify resources and coordinate services with other professionals and/or agencies to address students' behavioral, affective, or social needs.

SAFETY REQUIREMENTS

The Futures Education takes safety and health issues very seriously. All staff must remain vigilant to all safety and health issues pertaining to clients, and ensure the safety and health standards prescribed by regulations, company policy, and job training.

QUALIFICATIONS

- Graduate of an approved program in Psychology, culminating in the receipt of a Master's or Doctoral Degree.
- Has completed the academic program and is acquiring supervised work experience to qualify for Licensure; or
- Possesses a valid state license in Psychology as required by the State(s) in which services are rendered.

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JOB DESCRIPTION

Job Title:	Paraprofessional	Status:	Non-Exempt
Reports To:	Assigned Teacher and Designated Supervisor		

JOB SUMMARY

The Paraprofessional will assist one or more teachers in the implementation of the instructional program and shall perform all the tasks, responsibilities, and duties as assigned by the teacher(s). This position may involve physical restraints (using Therapeutic Crisis Intervention) if a young person is attempting to hurt her/himself or others, or cause severe property destruction. The Paraprofessional will assist in delivering instruction and training based on Guidelines for Potty Training for students with developmental disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following: Employees in this position must perform some or all of the following tasks. Other duties may be assigned by the Teacher or Program Supervisor.

- Assists the teacher and the student with the instructional program.
- Assists the teacher to assess student performance.
- Maintains records and data on student performance as assigned by the teacher.
- Monitors student behavior and assists students to engage in appropriate classroom behavior.
- Changing/lifting involved with students who need that service.

MARGINAL DUTIES AND RESPONSIBILITES

Marginal duties of this position include the following. Employees in this position must be able to perform the following tasks. Other duties may be assigned.

1. Attend staff meetings.
2. Attend in-service meetings.
3. Perform other related duties as assigned by the teacher, program supervisor or director, for the purpose of ensuring the efficient and effective functioning of the work unit.

SUPERVISORY RESPONSIBILITIES

- All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily with minimum supervision. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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- ***Education and/or Experience:*** Bachelor's degree preferred, but not required. An Associates degree in a Human Services related field or minimum of 60 college credits preferred. Candidates must have a high school diploma/GED equivalent. Candidates with two or more years of experience as a child support personnel in a school setting are preferred. School Paraprofessional Certification may be required upon hire.

- ***Abilities:*** Ability to relate to and work with children. Sensitivity to special needs students. Ability to maintain order among students in the classroom. Ability to complete various forms and records, including time sheets, incident and accident reports, etc. Must be self-reliant and dependable.

- ***Interpersonal Skills:*** Must be sensitive to the feelings and needs of others, be able to relate will to children, parents, school personnel and employees, and be willing to fulfill responsibilities in accordance with the Futures philosophy. Works well with others from diverse backgrounds. Must have excellent character references. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control, remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to remain calm and professional in an environment with frequent interruptions. Display positive attitude toward students, parents, school personnel, co-workers, and members of the community.

- ***Language Skills:*** Ability to communicate fluently verbally and in writing in English. Ability to communicate to direct supervisor regarding common inquiries or complaints from students, parents, staff or members of the community. Ability to read and interpret documents such as safety rules and procedure manuals.

- ***Mathematical Skills:*** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals.

- ***Reasoning Ability:*** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

- ***Computer Skills:*** Knowledge of computer usage and ability to use email, Word documents, Excel spreadsheets, and other programs used in the classroom.

- ***Other Skills and Abilities:*** Ability to be sensitive to special needs students. Ability to appropriately communicate with students, teachers, parents, staff and members of the community. Ability to effectively prioritize work tasks and train others in completing work tasks. Ability to perform multiple, non-technical tasks with a potential need to upgrade skills to meet changing job conditions.

- ***Certificates, Licenses, Registrations:*** Must be First Aid/CPR certified or have ability to obtain a valid First Aid/CPR certification. Must be considered Highly Qualified or willing to become Highly Qualified in accordance with Massachusetts Department of Elementary and Secondary Education (DESE).

- ***Knowledge and Skills:*** Have a basic knowledge and understanding of educational methods, the interdisciplinary team approach to education and some knowledge of Chapter 766.

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PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, walk, talk and hear. The employee must be able to be awake, alert and able to stand for up to 3 hours at a time. The employee must be able to assist in the evacuation of students. The employee is frequently required to use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch or crawl and climb stairs. The employee must regularly lift and/or move up to 25 pounds and frequently up to 50 pounds. Specific vision requirements include the ability to see at close range.

Must be able to maintain emotional control.

TIME REQUIREMENT

School-year position (Based on school calendar). Hours dependent on the need of the assigned student and as determined by the student's IEP.

Attendance at work is a requirement of this position; all absences must be approved by the immediate supervisor.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is low to moderate loud. The employee is occasionally exposed to outdoor weather conditions. Employee may be exposed to blood borne pathogens.

SAFETY REQUIREMENTS

Futures Education takes safety and health issues very seriously. All staff must remain vigilant to all safety and health issues pertaining to clients, and ensure the safety and health standards prescribed by regulations, company policy, and job training.

OTHER

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. Futures may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

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The job descriptions are intended to be an outline and summary of the duties to be performed by personnel. In each instance, it is expected that employees will perform whatever duties are necessary to carry out the appropriate educational functions.

I have read and understand this job description. I am willing and able to perform the duties of this job:

_____ _____

(Signature) (Date)

Print Name Here: _____

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POSITION DESCRIPTION

Job Title:	School-Based Occupational Therapist	**Reports to:**	OT Lead Clinician/Clinical Manager
Status:	Non-Exempt or Exempt	**Job Code:**	Full Time/Part Time

BASIC PURPOSE

The Occupational Therapist provides occupational therapy services to students in a school-based and/or educational environment. Services provided may include screening, evaluation, planning individualized student treatment plans, providing direct treatment, and attending associated meetings, and collaborating will all team members to enhance student access to the general education. The Occupational Therapist performs other related duties as required.

ESSENTIAL JOB FUNCTIONS

1. On referral, provides a wide range of screening and diagnostic tests in order to determine a student's current level of function and eligibility for OT support services.

2. Develops a therapy plan based upon the initial evaluation, including appropriate goals and objectives, and makes appropriate modifications in the program based upon the student's performance over time.

3. Schedules and provides direct client treatment, utilizing evidence-based therapeutic techniques.

4. Instructs the student, general education staff and family members in appropriate carry-over activities.

5. Evaluates and facilitates the procurement of any needed equipment or supplies related to the student's therapy plan.

6. Maintains clinical records pertinent to students' intervention plans; completes required documentation in support of the clinical services provided, to ensure compliance with school/District requirements and special education law.

7. Coordinates the intervention plan with all the IEP team members, to maximize the students' developing skill set; communicates information regarding changes or modifications in the intervention plan, or changes in student status.

8. By mutual agreement with Futures Education and school/District, provides supervision for Assistants or Aides in accordance with applicable state laws and AOTA guidelines.

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9. Assists with the orientation of new personnel as directed by his/her supervisor.

10. Provides and participates in in-services as requested.

11. Assists with Quality Assurance activities.

12. Performs other duties and responsibilities appropriate to an Occupational Therapist as assigned.

SAFETY REQUIREMENTS

Futures Education takes safety and health issues very seriously. All staff must remain vigilant to all safety and health issues pertaining to clients, and ensure the safety and health standards prescribed by regulations, company policy, and job training.

QUALIFICATIONS

- Graduate of an approved Occupational Therapy program, culminating in the receipt of a Bachelors, Masters or Doctoral Degree.

- Is eligible for or is certified by the National Certification Board of the American Occupational Therapy Association.

- Current state licensure or eligibility for licensure in the state(s) where services will be rendered.

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POSITION DESCRIPTION

JOB TITLE: Educational Specialist

Qualification Requirements:

- Bachelor's Degree in special education with one of the following:
  - a Temporary Credential, or
  - an Intern Certificate, or
  - a Short-Term Staff Permit
- Education Specialist Instruction Credential (Preferred)

Job Duties:

Student Achievement & Character Development:

- Set and hold students to extremely high academic and behavioral standards
- Demonstrate and embody the schools core values and ensure that students are academically and developmentally challenged.
- Believe in measurable student academic growth to increase individual student's achievement

Core Instructional Excellence:

- Teaches basic academic and living skills to students.
- Coordinates strong, language based curriculum with academic and behavior needs.
- Prepares lessons and other instructional materials according to achievement levels of students and the goals established by the Individual Education Plan.
- Confers with parents, administrators, school psychologist, and others to develop individual educational program for students.
- Instructs students in academic subjects, utilizing various teaching techniques
- Teaches socially acceptable behavior employing techniques such as behavior modification and positive reinforcement.
- Instructs students in social interaction skills and daily living skills.
- Observes, evaluates, and prepares reports on progress for IEPs of students.
- Maintains daily observation notes, discrete trial data and graphs of learning progression.

Classroom Culture:

- Create Provide close supervision and classroom behavior management to ensure safe, caring, and optimal learning environment.

- Implement effective classroom management
- Create positive, engaging, achievement-oriented and structured learning environment where students are excited about and invested in their academics;
- Set and reinforce clear expectations and routines that are aligned with the school's overall vision

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- Discuss, teach, and reinforce character skills.

Planning and Data Analysis:

- Set measurable, ambitious yet attainable goals for the year and for each interim assessment cycle; Use data from interim assessments, quizzes and informal assessments to inform and guide instruction
- Understands and knows standards and how standards are assessed

Objectives based lessons; develop and implement specific strategies to ensure that each student achieves gains.

Perform other related tasks as may be assigned by the building principal and/or director of Pupil Services.

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ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUN 0 1 2005

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Orange County Elementary Arts Academy, a California nonprofit public benefit corporation.

2. Article I of the Articles of Incorporation is amended to read:

   The name of the Corporation shall be Orange County Educational Arts Academy.

3. Article II of the Articles of Incorporation is amended to read:

   This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct, and promote the Orange County Educational Arts Academy.

4. Article VII of the Articles of Incorporation is amended to read:

   The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

5. The foregoing amendments of the Articles of Incorporation have been duly approved by the Board of Directors.

6. The foregoing amendments of the Articles of Incorporation have been duly approved by the required vote of the members.

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

Date: April 9, 2005

Jane Ross Laguna

Jane Ross Laguna, President

Date: 4-9-05

Cynthia Criollos

Cynthia Criollos, Secretary

OFFICE OF THE SECRETARY OF STATE

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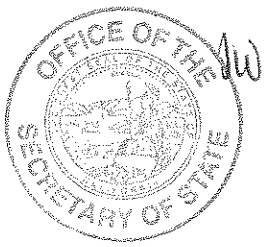
State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 01 2005

BRUCE McPHERSON
Secretary of State

BYLAWS
OF
ORANGE COUNTY EDUCATIONAL ARTS ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Orange County Educational Arts Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 825 N. Broadway, Santa Ana, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Orange County Educational Arts Academy ("Charter School") (a California public charter school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or to another governmental entity.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board") The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be at a minimum five and no more than seven, unless changed by amendments to these bylaws. At least five directors shall be appointed by the existing Board of Directors. The District Board of Education may appoint a maximum of two individuals to serve on the Charter School's Board of Directors. All directors are to be appointed at the corporation's annual meeting of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for 2 years and until a successor director has been appointed and qualified. Terms for the initial Board of Directors shall be 5 seats for a term of 2 years. The initial Board of Directors shall be as follows:

NAME	EXPIRATION OF TERM
Cynthia Criollos	June 2006
Jane Ross Laguna	June 2006
Angel Martinez	June 2006
Jose Montaño, Jr.	June 2006
Norman Rogers	June 2006

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or

otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. RESTRICTION ON DIRECTORS AS EMPLOYEES. All directors who will be employed by the Charter School shall resign from the Board of Directors so that no board members are employed by the Orange County Educational Arts Academy.

Section 6. DIRECTORS' TERM. Each director shall hold office for 2 years and until a successor director has been appointed and qualified.

Section 7. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the president may appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment for Board consideration of nominees or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) removal of any director.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president or the secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 12. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 19. Any vacancy caused by the removal of a director shall be filled as provided in Section 13.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (3) a sole remaining director.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at 7:00 pm on the first Wednesday of each month unless it should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the chairman of the Board or a majority of the directors.

Section 19. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special or emergency meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the Orange County Educational Arts Academy.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 20. ACTION WITHOUT MEETING. Any action that the board is required or permitted to take may be taken without a meeting if all board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such

action by written consent shall have the same force and effect as any other validly approved action of the board. All such consents shall be filed with the minutes of the proceedings of the board.

Section 21. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 24. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, to serve at the pleasure of the Board. Committees may be structured so that they report to the Charter School Executive Director. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the Board of Directors or any committee of the Board;

(c) Fix compensation of the directors for serving on the Board of Directors or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

(f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a president, a secretary, and a chief financial officer. The corporation, at the Board's direction, may also have a chairman of the Board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either the president or the chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may

appoint and authorize the chairman of the Board, the president, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no president, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the president of the corporation set forth in these bylaws. If a chairman of the Board of Directors is elected, there shall also be a vice-chairman of the Board of Directors. In the absence of the chairman, the vice-chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the Board, if any, and subject to the control of the Board, and subject to president's contract of employment, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The president shall preside at all members meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors' meetings. The president shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a vice-president designated by the Board, shall perform all duties of the president. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

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

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

Section 12. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The chief financial officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the president, chairman of the Board, if any, and the Board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

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

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial

interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its members, Board, and committees of the Board; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director or member, if any, may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of

incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has no business office in California, the secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Chairman of the Board or President shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all director and members, if any, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member, if any, and furnish to each director a statement of any transaction or indemnification of the following kind:

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

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its

parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI
BYLAW AMENDMENTS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Orange County Educational Arts Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of the Orange County Educational Arts Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on May 7, 2005; and that these bylaws have not been amended or modified since that date.

Executed on May 7, 2005 at SANTA ANA, California.

Cynthia Criollos, Secretary

Cynthia Criollos, Secretary

BYLAWS
OF
ORANGE COUNTY EDUCATIONAL ARTS ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Orange County Educational Arts Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 825 N. Broadway, Santa Ana, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Orange County Educational Arts Academy ("Charter School") (a California public charter school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall be obligated to comply with the provisions of the Charter that created the Charter School and any attachments, exhibits, and/or appendices thereto, without regard to whether the corporation, the Charter School, or both entities is referenced or specifically listed or identified therein.

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

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or in part with public funds will be distributed to the Santa Ana Unified School District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the

Board of Directors ("Board") The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised wider the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. APPOINTED DIRECTORS. The number of directors shall be at a minimum seven and no more than nine, including any director appointed by the District Board of Education (the "District"), unless changed by amendments to these bylaws. At least seven directors shall be appointed by the existing Board of Directors. The District may appoint a maximum of two individuals to serve on the Charter School's Board of Directors. No requirements for or restrictions on the appointment, service, or terms for removal of other members of the Charter School's Board of Directors shall apply to any District representative and such representative shall serve at the pleasure of and be removed only by the action of the District or the District's designee.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother- in-law, or filth.er-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. RESTRICTION ON DIRECTORS AS EMPLOYEES. All directors who will be employed by the Charter School, except those appointed by the District, shall resign from the Board of Directors so that no board members are employed by the Orange County Educational Arts Academy.

Section 6. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the president may appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment for Board consideration of nominees or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director, (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director, other than a director appointed by the District, who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) removal of any director.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president or the secretary of the Board. The resignation shall be effective when the notice is given less the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, other than a director appointed by the District, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 18. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (3) a sole remaining director.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. Electronic copies of all Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees to which the Brown Act applies, shall be provided to the District Superintendent or designee on or before the date required for posting of such agendas in compliance with the Brown Act.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

    (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

    (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at 7:00 pm on the first Wednesday of each month unless it should muon a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting

for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the chairman of the Board or a majority of the directors.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special or emergency meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et seq.., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the Orange County Educational Arts Academy.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et as said chapter may be modified by subsequent legislation.

Section 18. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, to serve at the pleasure of the Board. Committees may be structured so that they report to the Charter School Executive Director. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of an members;

(b) Fill vacancies on the Board of Directors or any committee of the Board;

(c) Fix compensation of the directors for serving on the Board of Directors or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

(f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than am be elected; or

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. Electronic copies of all Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees to which the Brown Act applies, shall be

provided to the District Superintendent or designee on or before the date required for posting of such agendas in compliance with the Brown Act.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 25. TRAINING OF DIRECTORS. All Board members shall at least annually, and all new Board members shall within one month of their appointment to the Board of Directors, receive professional training from an outside individual or entity (such as a law firm or other expert) on at least the following laws and requirements: the Ralph M. Brown Act, the Political Reform Act of 1974, Government Code Section 1090 et seq., and the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and the California Code of Regulations, Title 5, Section 350 (including the procedures and requirements for investigating and responding to allegations of unlawful pupil fees). The Charter School shall maintain a permanent, public record of all such trainings, including a log of who attended each training, the date and length of the training, the identity of the person providing the training and his/her qualifications, and a copy of all written materials provided as part of the training. All such trainings shall be conducted in accordance with the Brown Act, as applicable.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a president, a secretary, and a chief financial officer. The corporation, at the Board's direction, may also have a chairman of the Board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either the president or the chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the Board, the president, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no president, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the president of the corporation set forth in these bylaws. If a chairman of the Board of Directors is elected, there shall also be a vice-chairman of the Board of Directors. In the absence of the chairman, the vice-chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the Board, if any, and subject to the control of the Board, and subject to president's contract of employment, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The president shall preside at all members meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors' meetings. The president shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a vice-president designated by the Board, shall perform all duties of the president. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall

have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

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

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

Section 12. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The chief financial officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation' s funds as the Board of Directors may order; (iii) render to the president, chairman of the Board, if any, and the Board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

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

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, the contract or transaction, unless (a) the material facts regarding that

director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors;(c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified mvoriti.sm and (b) results in a benefit to one or more directors or their &mill.es because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "'proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the met that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its members, Board, and committees of the Board; and

(c) Such reports and records as required by Jaw.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal Jaw. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal Jaw. This right to inspect may be circumscribed instances where the right to inspect conflicts with California or federal Jaw (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director or member, if any, may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the

members at all reasonable times during office hours. If the corporation has no business office in California, the secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Chairman of the Board or President shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all director and members, if any, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member, if any, and furnish to each director a statement of any transaction or indemnification of the following kind:

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

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the

corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI
CONFLICTS

Section 1. COMPLIANCE WITH CONFLICTING LAWS. The Board of Directors may initiate and carry on any program or 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. Notwithstanding any conflict in the corporation's Articles of Incorporation or these Bylaws or the law controlling non-profit corporations, all business of the corporation and its Board of Directors shall comply with all laws controlling charter schools. The corporation shall comply with Government Code Section 1090 et sq., the Political Reform Act of 1974 (Government Code Section 81000 et seq.), and any attendant regulations as they may be amended from time to time, (including but not limited to, the adoption of a conflict of interest code and designation of officials and reporting categories as required by the Political Reform Act) and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. The corporation shall comply with the requirements of Government Code Section 1090 et seq. and the Political Reform Act of 1974 to the same extent as if the Charter School were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 et seq. and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by other conflict of interest statutes' laws/rules/provisions, the most restrictive laws/rules/provisions shall control.

Section 2. CONFLICTS OF INTEREST TRAINING. The Board of Directors shall annually attend in service-training for the purpose of training individual Board members on their responsibilities. Topics shall include at a minimum Conflicts of Interest and the Brown Act.

Section 3. CONFLICTS IN OPERATING POLICIES. In the event of a conflict between the requirements of the Charter that created the Orange County Educational Arts Academy and provisions of the corporation's Articles of Incorporation or these Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter. In the event of such a conflict, the Board of Directors shall take prompt action to revise the Articles of Incorporation or these Bylaws to make them consistent with the requirements of the Charter or seek a material revision to the Charter to make the Articles of Incorporation, Bylaws, and Charter consistent. The corporation shall provide written notice to the District Superintendent or designee of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the corporate Board of Directors. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be material revisions to the Charter School's governance structure and/or Charter, the corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter. Should

the corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

ARTICLE XVII
BYLAW AMENDMENTS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Orange County Educational Arts Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of the Orange County Educational Arts Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages are the bylaws of this corporation as adopted by the Board of Directors on 18 Sept. 2015; and that these bylaws have not been amended or modified since that date.

Executed on 18 SEPTEMBER 2015 at SANTA ANA, California.

Bobbie Kraus, Secretary

BYLAWS
OF
ORANGE COUNTY EDUCATIONAL ARTS ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Orange County Educational Arts Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 825 N. Broadway, Santa Ana, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Orange County Educational Arts Academy ("Charter School") (a California public charter school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall be obligated to comply with the provisions of the Charter that created the Charter School and any attachments, exhibits, and/or appendices thereto, without regard to whether the corporation, the Charter School, or both entities is referenced or specifically listed or identified therein.

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

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

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or in part with public funds will be distributed to the Santa Ana Unified School District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the

Board of Directors ("Board") The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised wider the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. APPOINTED DIRECTORS. The number of directors shall be at a minimum seven and no more than nine, including any director appointed by the District Board of Education (the "District"), unless changed by amendments to these bylaws. At least seven directors shall be appointed by the existing Board of Directors. The District may appoint a maximum of two individuals to serve on the Charter School's Board of Directors. No requirements for or restrictions on the appointment, service, or terms for removal of other members of the Charter School's Board of Directors shall apply to any District representative and such representative shall serve at the pleasure of and be removed only by the action of the District or the District's designee.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother- in-law, or filth.er-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. RESTRICTION ON DIRECTORS AS EMPLOYEES. All directors who will be employed by the Charter School, except those appointed by the District, shall resign from the Board of Directors so that no board members are employed by the Orange County Educational Arts Academy.

Section 6. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the president may appoint a committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment for Board consideration of nominees or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director, (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director, other than a director appointed by the District, who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) removal of any director.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president or the secretary of the Board. The resignation shall be effective when the notice is given less the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, other than a director appointed by the District, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 18. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (3) a sole remaining director.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. Electronic copies of all Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees to which the Brown Act applies, shall be provided to the District Superintendent or designee on or before the date required for posting of such agendas in compliance with the Brown Act.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

    (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

    (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at 7:00 pm on the first Wednesday of each month unless it should muon a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting

for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the chairman of the Board or a majority of the directors.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special or emergency meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et seq.., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the Orange County Educational Arts Academy.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M Brown Act, California Government Code Sections 54950, et as said chapter may be modified by subsequent legislation.

Section 18. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, to serve at the pleasure of the Board. Committees may be structured so that they report to the Charter School Executive Director. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of an members;

(b) Fill vacancies on the Board of Directors or any committee of the Board;

(c) Fix compensation of the directors for serving on the Board of Directors or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

(f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than am be elected; or

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. Electronic copies of all Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees to which the Brown Act applies, shall be

provided to the District Superintendent or designee on or before the date required for posting of such agendas in compliance with the Brown Act.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 25. TRAINING OF DIRECTORS. All Board members shall at least annually, and all new Board members shall within one month of their appointment to the Board of Directors, receive professional training from an outside individual or entity (such as a law firm or other expert) on at least the following laws and requirements: the Ralph M. Brown Act, the Political Reform Act of 1974, Government Code Section 1090 et seq., and the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and the California Code of Regulations, Title 5, Section 350 (including the procedures and requirements for investigating and responding to allegations of unlawful pupil fees). The Charter School shall maintain a permanent, public record of all such trainings, including a log of who attended each training, the date and length of the training, the identity of the person providing the training and his/her qualifications, and a copy of all written materials provided as part of the training. All such trainings shall be conducted in accordance with the Brown Act, as applicable.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a president, a secretary, and a chief financial officer. The corporation, at the Board's direction, may also have a chairman of the Board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either the president or the chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the Board, the president, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no president, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the president of the corporation set forth in these bylaws. If a chairman of the Board of Directors is elected, there shall also be a vice-chairman of the Board of Directors. In the absence of the chairman, the vice-chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the Board, if any, and subject to the control of the Board, and subject to president's contract of employment, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The president shall preside at all members meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors' meetings. The president shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a vice-president designated by the Board, shall perform all duties of the president. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall

have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

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

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

Section 12. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The chief financial officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation' s funds as the Board of Directors may order; (iii) render to the president, chairman of the Board, if any, and the Board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

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

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, the contract or transaction, unless (a) the material facts regarding that

director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors;(c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified mvoriti.sm and (b) results in a benefit to one or more directors or their &mill.es because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "'proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the met that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its members, Board, and committees of the Board; and

(c) Such reports and records as required by Jaw.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal Jaw. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal Jaw. This right to inspect may be circumscribed instances where the right to inspect conflicts with California or federal Jaw (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director or member, if any, may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the

members at all reasonable times during office hours. If the corporation has no business office in California, the secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Chairman of the Board or President shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all director and members, if any, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member, if any, and furnish to each director a statement of any transaction or indemnification of the following kind:

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

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the

corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI
CONFLICTS

Section 1. COMPLIANCE WITH CONFLICTING LAWS. The Board of Directors may initiate and carry on any program or 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. Notwithstanding any conflict in the corporation's Articles of Incorporation or these Bylaws or the law controlling non-profit corporations, all business of the corporation and its Board of Directors shall comply with all laws controlling charter schools. The corporation shall comply with Government Code Section 1090 et sq., the Political Reform Act of 1974 (Government Code Section 81000 et seq.), and any attendant regulations as they may be amended from time to time, (including but not limited to, the adoption of a conflict of interest code and designation of officials and reporting categories as required by the Political Reform Act) and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. The corporation shall comply with the requirements of Government Code Section 1090 et seq. and the Political Reform Act of 1974 to the same extent as if the Charter School were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 et seq. and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by other conflict of interest statutes' laws/rules/provisions, the most restrictive laws/rules/provisions shall control.

Section 2. CONFLICTS OF INTEREST TRAINING. The Board of Directors shall annually attend in service-training for the purpose of training individual Board members on their responsibilities. Topics shall include at a minimum Conflicts of Interest and the Brown Act.

Section 3. CONFLICTS IN OPERATING POLICIES. In the event of a conflict between the requirements of the Charter that created the Orange County Educational Arts Academy and provisions of the corporation's Articles of Incorporation or these Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter. In the event of such a conflict, the Board of Directors shall take prompt action to revise the Articles of Incorporation or these Bylaws to make them consistent with the requirements of the Charter or seek a material revision to the Charter to make the Articles of Incorporation, Bylaws, and Charter consistent. The corporation shall provide written notice to the District Superintendent or designee of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the corporate Board of Directors. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be material revisions to the Charter School's governance structure and/or Charter, the corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter. Should

the corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

ARTICLE XVII
BYLAW AMENDMENTS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Orange County Educational Arts Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of the Orange County Educational Arts Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages are the bylaws of this corporation as adopted by the Board of Directors on 18 Sept. 2015; and that these bylaws have not been amended or modified since that date.

Executed on 18 SEPTEMBER 2015 at SANTA ANA, California.

Bobbie Kraus, Secretary

BYLAWS
OF
ORANGE COUNTY EDUCATIONAL ARTS ACADEMY

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Orange County Educational Arts Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 825 N. Broadway, Santa Ana, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Orange County Educational Arts Academy ("Charter School") (a California public charter school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall be obligated to comply with the provisions of the Charter that created the Charter School and any attachments, exhibits, and/or appendices thereto, without regard to whether the corporation, the Charter School, or both entities is referenced or specifically listed or identified therein.

The Corporation shall not carry on any other activities not permitted to be carried on by: a corporation exempt from federal income tax under section 50l(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or in part with public funds will be distributed to the Santa Ana Unified School District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 50l(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board") The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised wider the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the

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power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS. The number of directors shall be at a minimum five (5) and no more than nine (9), including any director appointed by the District Board of Education (the "District"), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(c). All directors, except for the representative(s) designated by the District, shall be appointed by the existing Board of Directors. No requirements for or restrictions on the appointment, service, or terms for removal of other members of the Charter School's Board of Directors shall apply to any District representative and such representative shall serve at the pleasure of and be removed only by the action of the District or the District's designee.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother- in-law, or filth.er-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. RESTRICTION ON DIRECTORS AS EMPLOYEES. All directors who will be employed by the Charter School, except those appointed by the District, shall resign from the Board of Directors so that no board members are employed by the Orange County Educational Arts Academy.

Section 6. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the president may appoint a committee to designate qualified candidates for appointment

to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of the appointment for Board consideration of nominees or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director, (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director, other than a director appointed by the District, who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president or the secretary of the Board. The resignation shall be effective when the notice is given less the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, other than a director appointed by the District, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the District may be removed without cause by the District or with the written consent of the District. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the District, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director. A vacancy in the seat of the representative of the District shall be filled by the District.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of the county in which the Charter School is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite. Electronic copies of all Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees to which the Brown Act applies, shall be provided to the District Superintendent or designee on or before the date required for posting of such agendas in compliance with the Brown Act.

Section 14. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the Charter School is located;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

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

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

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Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

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Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

(a) Fill vacancies on the Board of Directors or any committee of the Board;

(b) Amend or repeal bylaws or adopt new bylaws;

(c) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or

(d) Create any other committees of the Board of Directors or' appoint the members of committees of the Board;

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

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. Electronic copies of all Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees to which the Brown Act applies, shall be provided to the District Superintendent or designee on or before the date required for posting of such agendas in compliance with the Brown Act.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

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

Section 25. TRAINING OF DIRECTORS. All Board members shall at least annually, and all new Board members shall within one month of their appointment to the Board of Directors, receive professional training from an outside individual or entity (such as a law firm or other expert) on at least the following laws and requirements: the Ralph M. Brown Act, the Political Reform Act of 1974, Government Code Section 1090 *et seq.*, and the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and the California Code of Regulations, Title 5, Section 350 (including the procedures and requirements for investigating and responding to allegations of unlawful pupil fees). The Charter School shall maintain a permanent, public record of all such trainings, including a log of who attended each training, the date and length of the training, the identity of the person providing the training and his/her qualifications, and a copy of all written materials provided as part of the training. All such trainings shall be conducted in accordance with the Brown Act, as applicable.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a president, a secretary, and a chief financial officer. The corporation, at the Board's direction, may also have a chairman of the Board and a vice-chair. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either the president or the chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the mam1er prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be

filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a chairman of the Board of Directors is elected, there shall also be a vice-chairman of the Board of Directors. In the absence of the chairman, the vice-chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The president shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken..

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

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

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The chief financial officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the president, chairman of the Board, if any, and the Board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers,

money, and other property of every kind in the possession or under the control of the chief financial officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any '"proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the met that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

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

ARTICLE XIII
INSURANCE

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Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of the Board and committees of the Board; and

(c) Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular

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purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVI
CONFLICTS

Section 1. COMPLIANCE WITH CONFLICTING LAWS. The Board of Directors may initiate and carry on any program or 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. Notwithstanding any conflict in the corporation's Articles of Incorporation or these Bylaws or the law controlling non-profit corporations, all business of the corporation and its Board of Directors shall comply with all laws controlling charter schools. The corporation shall comply with Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, the Political Reform Act of 1974 (Government Code Section 81000 et seq.), and any attendant regulations as they may be amended from time to time, (including but not limited to, the adoption of a conflict of interest code and designation of officials and reporting categories as required by the Political Reform Act) and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. In the event that the laws/rules/provisions of Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by other conflict of interest statutes' laws/rules/provisions, the most restrictive laws/rules/provisions shall control.

Section 2. CONFLICTS OF INTEREST TRAINING. The Board of Directors shall annually attend in service-training for the purpose of training individual Board members on their responsibilities. Topics shall include at a minimum Conflicts of Interest and the Brown Act.

Section 3. CONFLICTS IN OPERATING POLICIES. In the event of a conflict between the requirements of the Charter that created the Orange County Educational Arts Academy and provisions of the corporation's Articles of Incorporation or these Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter. In the event of such a conflict, the Board of Directors shall take prompt action to revise the Articles of Incorporation or these Bylaws to make them consistent with the requirements of the Charter or seek a material revision to the Charter to make the Articles of Incorporation, Bylaws, and Charter consistent. The corporation shall provide written notice to the District Superintendent or designee of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the corporate Board of Directors. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be material revisions to the Charter

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School's governance structure and/or Charter, the corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter. Should the corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three business days of the adoption of such revision(s).

ARTICLE XVII
BYLAW AMENDMENTS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Orange County Educational Arts Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section I. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Orange County Educational Arts Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of ___ pages, are the bylaws of this corporation as adopted by the Board of Directors on _____, 2019; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____
Ben Stanphill, Secretary

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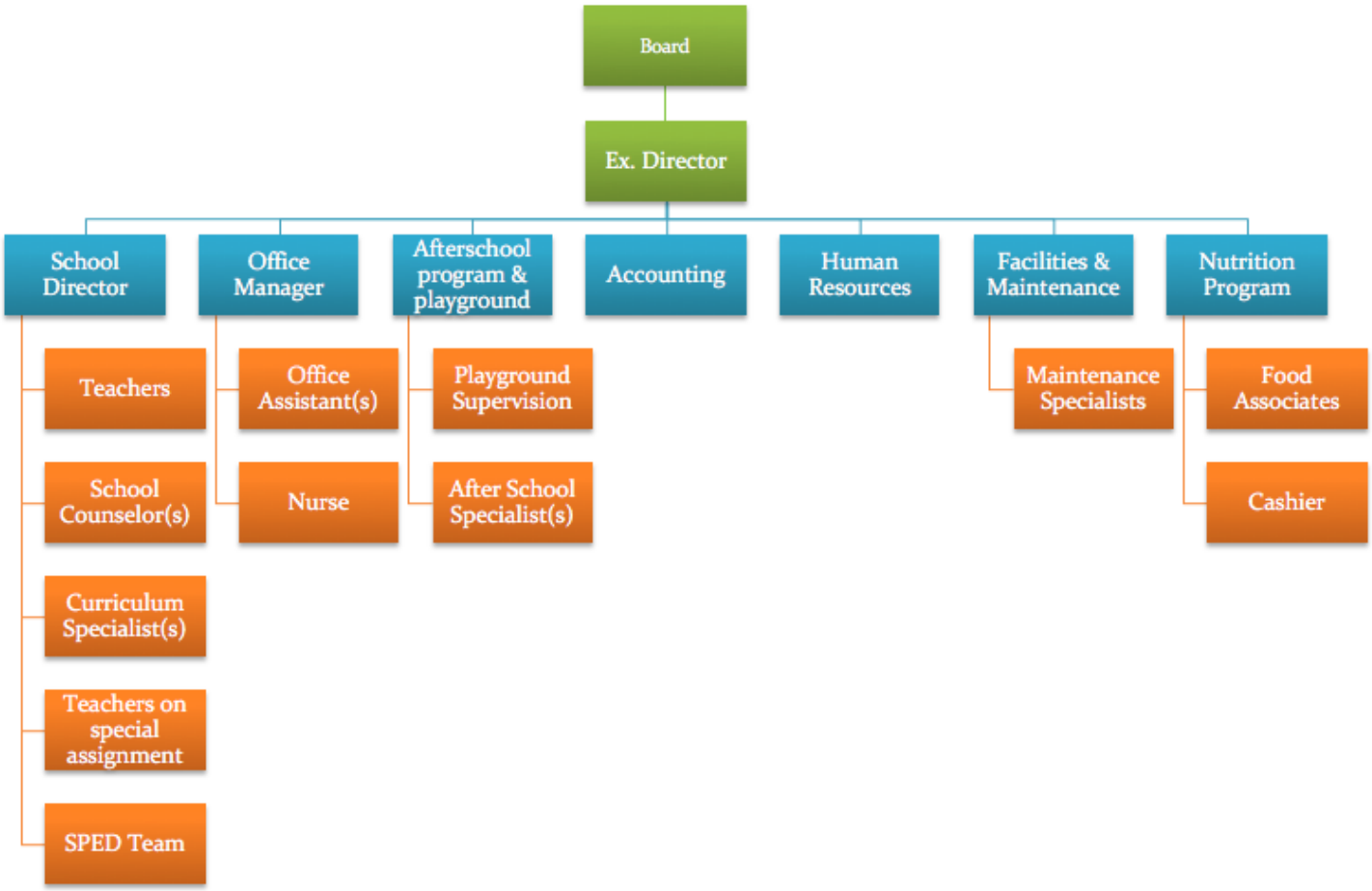
Orange County Educational Arts Academy (OCEAA)
Organizational Chart



As of October 14, 2019

825 N. Broadway, Santa Ana, CA 92701 714-558-2787 receptionist@oceaa.org

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.10 Acknowledgement of Receipt of Orange County School of the Arts Renewal Charter Petition**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Recommended Action	Acknowledge the receipt of the Orange County School of the Arts renewal charter petition.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07029 Charter Oversight

AGENDA ITEM BACKUP SHEET

TITLE: Acknowledgement of Receipt of Orange County School of the Arts Renewal Charter Petition

ITEM: Consent

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- Receipt of the Orange County School of the Arts renewal charter petition.

BACKGROUND INFORMATION:

The existing charter for the Orange County School of the Arts (OCSA) charter school expires June 30, 2020. The petition delivered to the District seeks renewal of the charter for a five (5) year term from July 1, 2020, through June 30, 2025. The purpose of this agenda item is for the Board to receive OCSA's renewal charter petition to commence renewal timelines.

RATIONALE:

Pursuant to Education Code Section 47607, renewal petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

On or about October 15, 2019, the petition was delivered to the District seeking renewal of the OCSA's charter for a five-year term commencing July 1, 2020. The Governing Board's receipt of OCSA's renewal charter petition at this meeting will commence the renewal petition process timelines.

The public hearing regarding the renewal petition will take place at the Governing Board meeting on November 19, 2019, and it is anticipated that the Board will take action on OCSA's renewal charter petition at a special Board meeting on December 10, 2019, which is within the 60-day timeline for the Board to take action on the renewal charter petition.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Acknowledge the receipt of the Orange County School of the Arts renewal charter petition.

File Attachments
OCSA Charter Renewal 2020-25.pdf (86,390 KB)

ORANGE COUNTY SCHOOL OF THE ARTS

CHARTER RENEWAL

2020-2025

Presented to

The Board of Education
Santa Ana Unified School District

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I. Orange County School of the Arts Charter

A. About OCSA

Founded in 1987 by visionary educator Dr. Ralph Opacic, the Orange County School of the Arts has grown from a small after-school arts program located on the campus of Los Alamitos High School into a successful, independent public charter arts school that embraces and encourages artistic creativity and academic excellence. At the beginning, dance, music, and arts instructors were issued certificates of clearance by the California Commission on Teacher Credentialing.

This Charter was initially approved by the Board of Trustees of the Santa Ana Unified School District ("District" or "SAUSD") at a special meeting on January 28, 2000. Since that time, the Charter has been approved for renewal several times. The Charter School when initially approved by the District Board of Trustees was named Orange County High School of the Arts ("OCHSA"), but has since changed its name to Orange County School of the Arts (hereinafter "OCSA" or "School").

OCSA's renewal petition is presented to the District Board of Trustees for a term of five years, from July 1, 2020 to June 30, 2025.

B. Affirmations

As President and Executive Director of OCSA, I, Ralph Opacic, Ed.D., hereby certify the information in this renewal petition for OCSA, to be located within the boundaries of SAUSD, is true to the best of my knowledge and belief. I understand if OCSA's renewal is granted OCSA will follow any federal, state, and regulations that apply to charter schools, including but not limited to:

- OCSA shall meet all statewide standards and conduct the student assessments required pursuant to Education Code section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Education Code section 47605(c)(1).)

- OCSA shall be nonsectarian in its programs, admissions policies, employment practices and operations. (Education Code section 47605(d)(1).)

- OCSA shall not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics. (Education Code sections 220, 47605(d)(1).) OCSA will not discriminate on the basis of ancestry, pregnancy or parental status, age, medical condition, fluency in English, parent income/education level, or any other basis prohibited by law.

- OCSA shall not charge tuition. (Education Code section 47605(d)(1).)

- OCSA shall admit all students who wish to attend OCSA unless the number of students interested in enrolling in OCSA exceed the available open spaces for students, in which

case OCSA will hold a public random drawing to determine admission (see provisions of Section III.H. of this Charter). Except as required by Education Code section 47605(d)(2) and Education Code section 51747.3, admission to OCSA will not be determined according to the place of residence of the student or his/her parent or legal guardian, within California. Preference in the public random drawing shall be given as required by Education Code section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the OCSA in accordance with Education Code section 47605(d)(2)(C). (Education Code section 47605(d)(2).)

- OCSA shall adhere to provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004.

- OCSA shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. (Education Code section 47605(l).)

- OCSA shall comply with "[a]ll laws establishing minimum age for public school attendance," pursuant to Education Code section 47610(c), and maximum age for public school enrollment pursuant to Education Code section 47612(b).

- OCSA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level. (Education Code section 47612.5(a)(1)(A)-(D).)

- If a pupil subject to compulsory full-time education pursuant to Education Code section 48200 is expelled or leaves OCSA without graduating or completing the school year for any reason, OCSA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Education Code section 47605(d)(3).)

- OCSA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. (Education Code section 47612.5(a).)

- OCSA will, on a regular basis, consult with its parents and teachers regarding OCSA's educational programs. (Education Code section 47605(c).)

- OCSA 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. (Education Code section 47605(n).)

- OCSA shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. section 1232g.

- OCSA shall comply with the Public Records Act, Government Code section 6250 *et seq*.

- OCSA shall comply with the Ralph M. Brown Act.
- OCSA shall comply with Government Code section 1090 *et seq*.
- OCSA shall comply with the Political Reform Act of 1974 (Government Code section 87100 *et seq.*).

_____ _____

Ralph Opacic, Ed.D. Date
President and Executive Director
Orange County School of the Arts

C. <u>Interpretation of Terms</u>

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to OCSA shall apply with full force and effect to the school itself and the School's governing non-profit 501(c)(3) corporate entity Orange County School of the Arts.

D. <u>Location of Charter School</u>

The primary OCSA school facility shall be located at 1010 North Main Street, Santa Ana, California (the "OCSA Property"). OCSA shall not expand beyond or move from the OCSA Property, nor shall it open a "satellite", "sister", or similarly affiliated school, away from the OCSA Property, except as provided below, without the express approval of the District Board as a material revision to this Charter. The chartering authority recognizes and approves OCSA's additions to its downtown Santa Ana campus, including 1104 North Main Street, 1110 North Main Street and 801 N. Main Street, which are presently operating OCSA's program.

The OCSA Property is optimally designed to house academic and arts education programs for up to 2,200 students attending grades 7 through 12. As student enrollment grows beyond these levels and as programs are added to further enrich the academic and arts education of the students expanded and/or new facilities ("Satellites") may be added to properly support said successes. Satellites may include, but are not limited to, theaters, performance halls, academic and arts classrooms, practice facilities, technology centers, and sister campuses. Satellite properties may only be added through the process for a material revision to the Charter in accordance with Education Code sections 47605, 47605.1, and 47607.

Student enrollment at Satellites will not exceed OCSA Property campus enrollments, nor will they result in a direct loss of enrollment on the OCSA Property campus, whereby a direct loss is measured as dropping below 90% of the preceding three years' average enrollment on the OCSA Property campus. Further, Satellite campuses will not diminish program content at the OCSA Property. Satellites shall not be located on property which the District intends to acquire.

Satellites will be designed to house natural extensions to the OCSA Property programs and activities. Students at the OCSA Property campus shall have an equal opportunity to enroll at any campus of their choice based on academic and arts performance criterion. Satellites shall, as much as reasonably possible, accommodate transportation needs of District students.

OCSA will select a Satellite site based on financial and operation feasibility, with a clear preference by OCSA Board of Trustees to place these facilities within walking distance of the OCSA Property. In the event financial feasibility and/or operational efficiencies require sitting Satellites, OCSA will formally notify the District of OCSA's Intent to Operate a Satellite. If the District and OCSA administrations do not agree upon an alternative plan to the operation of a satellite, OCSA may submit a request for a material revision to this Charter to open and operate a Satellite in accordance with Education Code sections 47605, 47605.1, and 47607.

E. Charter Success

OCSA has received top honors and recognition for excellence in both arts and academic education.

OCSA has been named one of the top ten charter schools in California by the University of Southern California, a California Distinguished School three times, and a National Blue Ribbon School, and has received recognition as a model arts education program by the Kennedy Center, the National Endowment for the Arts, and the U.S. Department of Education.

Niche recently ranked OCSA the #1 Best Charter High School in California for 2020. OCSA's additional academic highlights include: Best High Schools in America (U.S. News & World Report, 2008-2019); California Gold Ribbon School (California Department of Education, 2017); Recognized ASCA Model Program (American School Counselor Association, 2017-2021); and Exceptional Charter School in Special Education (National Association of Special Education Teachers, 2017-2020). OCSA's additional arts highlights include: Arts Schools Network Exemplary School (Arts Schools Network, 2013-2022) and GRAMMY Signature School (GRAMMY Foundation, 2016).

Students enrolled in OCSA's tuition-free, donation-dependent arts conservatory programs have had the opportunity to study with an inspiring caliber of guest artists and master teachers, including OCSA alumna and Tony Award-winning Broadway star Lindsay Mendez; Grammy Award-winning violinist Joshua Bell; OCSA alumnus and Glee actor Matthew Morrison; master jazz musician and composer Wynton Marsalis; acclaimed opera soprano Deborah Voigt; international violin star Ray Chen; Artistic Director of the Los Angeles Master Chorale Grant Gershon; dancers/choreographers Debbie Allen and Jodie Gates; director and filmmaker Francis Ford Coppola; cellist Yo-Yo Ma; and many more. The School is renowned for its creative, challenging and nurturing environment, and currently serves up to 2,200 students in grades 7-12 from over 100 cities throughout Southern California.

II. EVIDENCE OCSA MET CHARTER RENEWAL CRITERIA

Education Code section 47607 requires that a charter school must meet at least one criterion of academic success prior to receiving a charter renewal.

As shown and discussed below, OCSA fulfilled this requirement by demonstrating that OCSA's "academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school." (Education Code section 47607(b)(4)(A).) This determination is based upon all of the following "(i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Education Code section 47607(b)(4)(B).)

The following shall serve as documentation confirming OCSA met the criteria required for renewal:

The Standardized Testing and Reporting Program is no longer an existing program administered by the CDE. OCSA uses California Assessment of Student Performance and Progress (CAASPP) data for Smarter Balanced Assessments (SBAC). The SBAC are in English Language Arts/Literacy (ELA) and Mathematics (Math) for grades 7, 8, and 11.

Table 1 shows OCSA's student achievement data on the 2017-2019 SBAC assessments for ELA and Math by grade level.

Table 1: OCSA's SBAC Data for ELA & Math

ELA Scores												
	Not Met			Nearly Met			Met			Exceeded		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
7th Grade ELA	2%	2%	1%	9%	8%	8%	45%	40%	35%	45%	50%	56%
8th Grade ELA	1%	4%	2%	7%	12%	7%	40%	45%	38%	52%	40%	52%
11th Grade ELA	1%	2%	3%	5%	6%	8%	24%	31%	23%	70%	61%	65%
Math Scores												
	Not Met			Nearly Met			Met			Exceeded		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
7th Grade Math	2%	2%	1%	10%	10%	8%	29%	30%	27%	59%	59%	64%
8th Grade Math	4%	6%	4%	16%	15%	12%	31%	29%	31%	50%	50%	53%
11th Grade Math	12%	8%	11%	21%	22%	16%	35%	38%	32%	32%	32%	41%

Sources: CAASSP, Test Results for ELA and Math, 2017, 2018;
Unreleased Results for 2019 (data is internal and unconfirmed)

OCSA's performance on CAASPP from 2017-2018 to 2018-2019 reflects:

- One percentage point *increase* of seventh grade students who met or exceeded state standards in ELA.
- Five percentage point *increase* of eighth grade students who met or exceeded state standards in ELA.
- Four percentage point decrease of eleventh grade students who met or exceeded state standards in ELA.
- Two percentage point *increase* of seventh grade students who met or exceeded state standards in Math.
- Four percentage point *increase* of eighth grade students who met or exceeded state standards in Math.
- Three percentage point *increase* of eleventh grade students who met or exceeded state standards in Math.

For 2019, averaging together all three grade levels, 89% of OCSA students met or exceeded standards in ELA and 81% of OCSA students met or exceeded standards in Math.

For the first group of comparison schools, OCSA reviewed pupil populations enrolled at public schools in the District that charter school pupils would otherwise have been required to attend including Segerstrom High School, Saddleback High School, Godinez High School, Santa Ana High School, McFadden Intermediate, Mendez Fundamental, and Santiago Elementary.

Tables 2-7 below reflect CAASPP data by grade level for percent meeting and exceeding standards from 2016–17, and 2017–18 in ELA and Math for OCSA and comparison schools where pupils would otherwise be required to attend. The tables demonstrate all of OCSA's student achievement data in ELA and Math continues to be *significantly higher* than comparison schools where OCSA pupils would otherwise attend. OCSA's academic performance meets the renewal criteria standard. The tables also show OCSA students outperform students statewide in both subjects.

Table 2: % Meeting and Exceed Standards ELA (7th) OCSA, Comparison Schools, & Statewide		
School	2017	2018
OCSA	89.25%	90.15%
McFadden	16.63%	20.20%
Mendez Fundamental	33.19%	41.59%
Santiago Elementary	39.80%	34.48%
Saddleback High	64.28%	48.65%
Statewide	49.40%	50.15%

Table 3: % Meeting and Exceed Standards Math (7th) OCSA, Comparison Schools, & Statewide		
School	2017	2018
OCSA	87.55%	88.58%
McFadden	23.04%	30.54%
Mendez Fundamental	32.77%	35.18%
Santiago Elementary	27.19%	20.47%
Saddleback High	25.00%	43.25%
Statewide	36.91%	37.30%

Table 4: % Meeting and Exceed Standards ELA (8th) OCSA, Comparison Schools, & Statewide		
School	2017	2018
OCSA	91.88%	84.39%
McFadden	20.47%	23.84%
Mendez Fundamental	42.48%	39.38%
Santiago Elementary	48.00%	45.00%
Saddleback High	68.75%	46.67%
Statewide	48.61%	49.12%

Table 5: % Meeting and Exceed Standards Math (8th) OCSA, Comparison Schools, & Statewide		
School	2017	2018
OCSA	80.81%	79.56%
McFadden	23.60%	25.80%
Mendez Fundamental	53.63%	46.90%
Santiago Elementary	24.00%	23.00%
Saddleback High	25.00%	33.33%
Statewide	36.30%	36.88%

Table 6: % Meeting and Exceed Standards ELA (11th) OCSA, Comparison Schools, & Statewide		
School	2017	2018
OCSA	66.99%	70.68%
Century High	9.07%	13.39%
Godinez High	37.87%	33.38%
Santa Ana High	8.83%	12.42%
Saddleback High	14.24%	18.58%
Segerstrom High	28.82%	29.47%
Statewide	59.76%	55.96%

Table 7: % Meeting and Exceed Standards Math (11th) OCSA, Comparison Schools, & Statewide		
School	2017	2018
OCSA	94.15%	89.05%
Century High	25.55%	31.87%
Godinez High	59.49%	46.72%
Santa Ana High	29.11%	27.39%
Saddleback High	34.09%	32.97%
Segerstrom High	59.04%	55.26%
Statewide	32.14%	31.37%

For the second comparison group, OCSA reviewed 2017-18 and 2018-19 demographics data to identify schools within the District that serve demographically similar student populations as OCSA. OCSA considered the following demographic student information – socioeconomic status, race and ethnicity, English Learner population, special education population, foster youth population, homeless youth population – when determining schools that have demographically similar student populations with numerically significant subgroups (30 or more students). Tables 8-9 indicate those demographically similar schools.

Table 8: Demographics Data – OCSA and Comparison Schools (2017-18)										
Schools	Grade Level	# of students	% SPED	% ELs	% Foster Youth	% Homeless Youth	% Socio-Economically Disadvantaged	% Asian	% Hispanic /Latino	% Black/ African American
OCSA	7 - 12	2,166	4.3%	0.6%	0.0%	0.0%	13.3%	18.9%	21.7%	0.9%
K-12, K-8, Middle Schools										
Mendez Fundamental Intermediate	6 - 8	1,407	7.0%	18.6%	0.2%	12.3%	88.3%	0.9%	98.4%	0.1%
MacArthur Fundamental Intermediate	6 - 8	1,210	6.8%	6.0%	0.0%	4.8%	65.8%	7.2%	88.3%	0.6%
High Schools										
Godinez HS	9 - 12	2,540	5.9%	9.9%	0.2%	12.8%	89.0%	1.2%	97.8%	0.1%
Segerstrom HS	9 - 12	2,452	7.0%	7.5%	0.1%	8.5%	70.3%	6.6%	89.5%	0.7%

Source: CDE, DataQuest, http://dq.cde.ca.gov/dataquest/.

Table 9: Demographics Data – OCSA and Comparison Schools (2018-19)										
Schools	Grade Level	# of students	% SPED	% ELs	% Foster Youth	% Homeless Youth	% Socio-Economically Disadvantaged	% Asian	% Hispanic/ Latino	% Black/ African American
OCSA	7 - 12	2,177	4.9%	1.1%	0.0%	0.0%	12.1%	20.2%	20.6%	1.1%
K-12, K-8, Middle Schools										
Mendez Fundamental Intermediate	6 - 8	1,392	6.5%	16.3 %	0.2%	12.6%	89.3%	0.7%	98.9%	0.0%
MacArthur Fundamental Intermediate	6 - 8	1,210	6.8%	5.6%	0.1%	4.7%	66.8%	7.0%	88.9%	0.3%
High Schools										
Godinez HS	9 - 12	2,449	6.7%	10.0 %	0.2%	12.4%	89.9%	1.0%	98.2%	0.1%
Segerstrom HS	9 - 12	2,435	7.1%	6.6%	0.1%	7.7%	72.1%	6.5%	89.7%	0.4%

Source: CDE, DataQuest, http://dq.cde.ca.gov/dataquest/.

CAASPP data for the 2018-19 school year has not been publicly released. Therefore, Tables 10-13 reflect CAASPP data schoolwide of numerically significant student subgroups percent meeting and exceeding standards from 2016-17 and 2017-18 in ELA and Math for OCSA and schools within the District that serve demographically similar student populations as OCSA.

Table 10: CAASPP Data - OCSA and Demographically Similar Schools (2017-2018)						
% Met/Exceeded 2017-18	SPED		Socio-economically Disadvantaged		English Learners	
	ELA	Math	ELA	Math	ELA	Math
OCSA	61.54%	61.54%	78.38%	55.88%	*	*
Mendez Fundamental Intermediate	7.06%	11.77%	36.43%	36.69%	1.65%	1.65%
MacArthur Fundamental Intermediate	15.00%	11.25%	40.25%	30.38%	1.43%	1.43%
Godinez HS	8.34%	2.63%	46.88%	33.45%	0.00%	0.00%
Segerstrom HS	19.35%	6.67%	48.63%	24.83%	11.54%	4.00%

Source: CAASPP, https://caaspp.cde.ca.gov/sb2018/default. [Note: In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.]

Table 11: CAASPP Data - OCSA and Demographically Similar Schools (2016-2017)						
% Met/Exceeded 2016-17	SPED		Socio-economically Disadvantaged		English Learners	
	ELA	Math	ELA	Math	ELA	Math
OCSA	60.53%	43.25%	86.92%	61.32%	92.45%	75.46%
Mendez Fundamental Intermediate	5.81%	9.31%	34.44%	36.12%	1.51%	2.01%
MacArthur Fundamental Intermediate	7.96%	9.09%	41.02%	32.90%	0.00%	1.82%
Godinez HS	14.29%	0.00%	58.96%	36.41%	0.00%	0.00%
Segerstrom HS	20.59%	2.94%	57.46%	27.22%	0.00%	0.00%

Source: CAASPP, https://caaspp.cde.ca.gov/sb2018/default.

Table 12: CAASPP Data - OCSA and Demographically Similar Schools (2017-2018)						
% Met/Exceeded 2017-18	% Asian		% Hispanic/Latino		% Black/African American	
	ELA	Math	ELA	Math	ELA	Math
OCSA	91.26%	90.01%	81.82%	62.82%	72.72%	*
MacArthur Fundamental Intermediate	79.07%	77.90%	41.74%	31.07%	*	*
Saddleback HS	*	*	33.83%	19.80%	*	*
Segerstrom HS	86.85%	83.79%	51.38%	23.19%	*	*

Source: CAASPP, https://caaspp.cde.ca.gov/sb2018/default. [Note: In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.]

Table 13: CAASPP Data - OCSA and Demographically Similar Schools (2016-2017)						
% Met/Exceeded 2016-17	% Asian		% Hispanic/Latino		% Black/African American	
	ELA	Math	ELA	Math	ELA	Math
OCSA	95.40%	91.38%	87.33%	60.69%	*	*
MacArthur Fundamental Intermediate	78.31%	77.36%	39.66%	31.26%	*	*
Saddleback HS	60.00%	40.00%	37.08%	13.97%	*	*
Segerstrom HS	80.43%	63.04%	56.66%	25.76%	*	*

Source: CAASPP, https://caaspp.cde.ca.gov/sb2018/default. [Note: In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.]

Tables 10-13 demonstrate for two years, the academic performance of OCSA's special education students, socioeconomically disadvantaged students, English learners, Asian students, Hispanic/Latino students is better than the academic performance of students at demographically similar schools to OCSA. For the 2016-17 school year, OCSA's English learners outperformed English learners at demographically similar schools. OCSA notes that due to student privacy, the percentages of Black/African American students at OCSA and comparison schools meeting and exceeding standards in ELA and Math is unknown, and the percentage of Asian students meeting and exceeding standards in ELA and Math at Saddleback High School is unknown.

Based on the above information, OCSA has met the renewal criteria regarding academic performance of its students.

Student Subgroups

Under Education Code section 47607(a)(1)(3)(A), "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school *as the most important factor* in determining whether to grant a charter renewal." (Emphasis added.) "All groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school. (Education Code section 47607(a)(1)(3)(B).) Numerically significant pupil subgroups are subgroups of 30 or more students.

Tables 14 and 15 shows the percent of students that met or exceeded standards on the 2017-2019 SBAC assessments for ELA and Math for numerically significant subgroups:

TABLE 14
% of Students Meeting or Exceeding Standards
ELA

	2016-2017	2017-2018	2018-2019
Schoolwide	92%	88%	89%
English Learners	N/A	20%	67%
IEP	71%	68%	54%
504	90%	90%	82%
Socioeconomically Disadvantaged	89%	68%	85%

TABLE 15
% of Students Meeting or Exceeding Standards
Math

	2016-2017	2017-2018	2018-2019
Schoolwide	77%	78%	81%
English Learners	N/A	60%	67%
IEP	43%	54%	43%
504	58%	67%	59%
Socioeconomically Disadvantaged	61%	63%	65%

Tables 14 and 15 demonstrate increases in academic achievement for the following student subgroups in ELA and Math: English learners and socioeconomically disadvantaged.

English Learners performance on CAASPP from 2017-2018 to 2018-2019 reflects:

- Forty seven percentage point *increase* of English Learner students who met or exceeded state standards in ELA.
- Seven percentage point *increase* of English Learner students who met or exceeded state standards in Math.

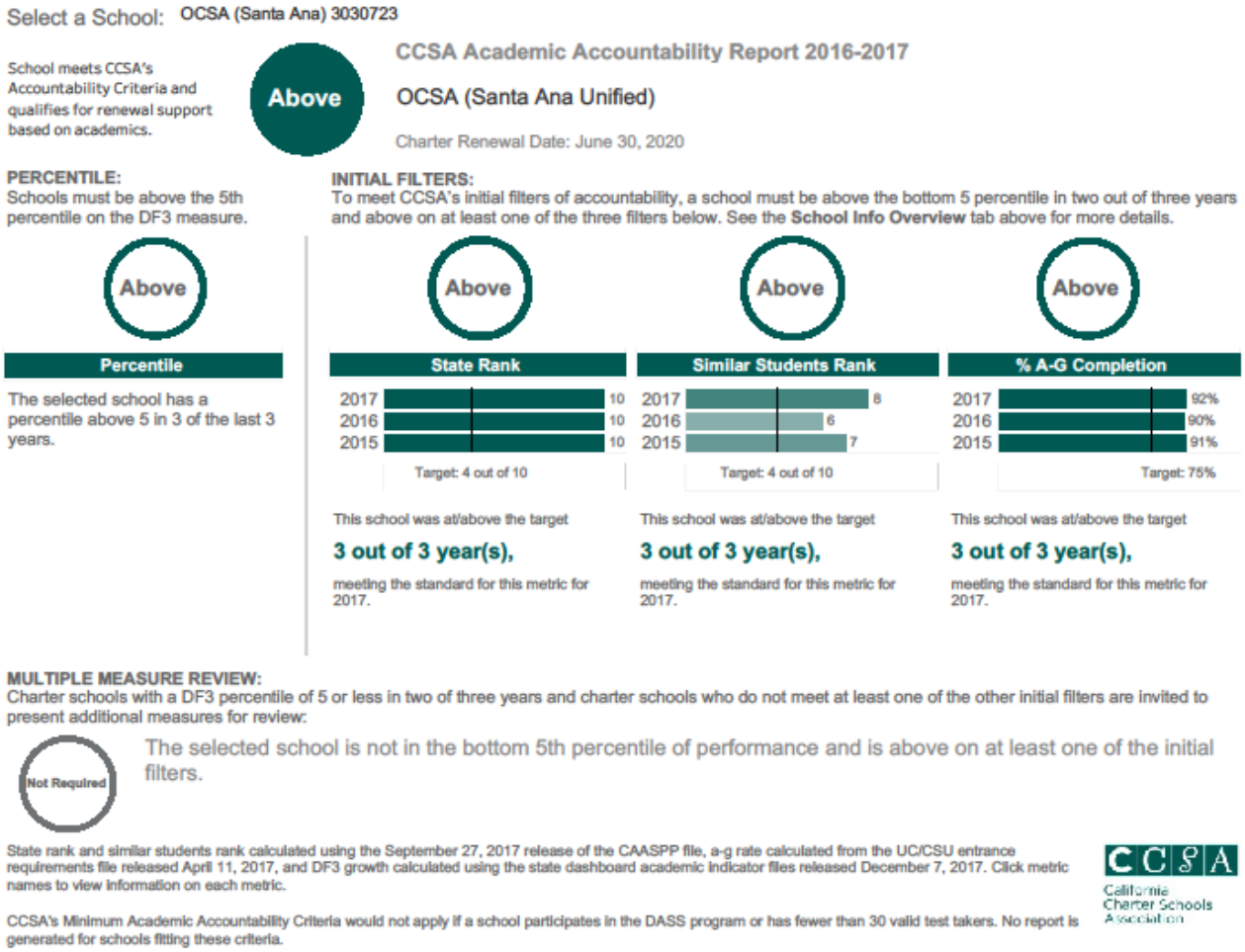
Socioeconomically Disadvantaged Student performance on CAASPP from 2017-2018 to 2018-2019 reflects:

- Seventeen percentage point *increase* of Socioeconomically Disadvantaged students who met or exceeded state standards in ELA.
- Two percentage point *increase* of Socioeconomically Disadvantaged students who met or exceeded state standards in Math.

OCSA will continue to provide supports for special education students (IEP and 504) to maintain and increase academic achievement for these students.

California Charter Schools Association Accountability Framework

The California Charter Schools Association (CCSA) developed an accountability framework, which is made up of two parts - an initial review of publicly available test score and postsecondary readiness data and then, for the subset of schools underperforming on all initial criteria, a Multiple Measures Review based on public and non-public data that is tailored to a school's mission and outcomes. The Academic Accountability Report for OCSA below is an evaluation of our school according to CCSA's framework.



CCSA's accountability framework shows OCSA is *above* CCSA's minimum academic criteria. Therefore, this petition is supported by CCSA for renewal based on CCSA's Academic Accountability Report for OCSA.

English Learners and Reclassification Rates

In 2016-2017, OCSA reclassified 50% of English Learners, in 2017-2018, OCSA reclassified 66.7% of English Learners, and in 2018-2019, OCSA reclassified 21.4% of English Learners. OCSA will continue to provide supports to English Learners (thoroughly discussed in OCSA's English Learner Plan below).

Success and Accomplishments of the Prior Charter Term (2015-2020)

From 2015 to 2020, OCSA has increased its enrollment by 214 students. The school has added administrative, certificated, and support staff positions to accommodate this growth, including but not limited to a Director of Special Services, which then became a Dean of Special Services, a Learning Specialist for Special Services, a Testing and Intervention Coordinator, a fifth high school Counselor, and numerous Special Services Aides.

OCSA community engagement and partnerships are as diverse as the communities and organizations that span the Orange County area, and these partnerships have expanded significantly in the prior charter term. We make every effort to explore new and innovative ways to connect with the communities and organizations around us. Some highlights are engaging local students through free arts programing in partnership with Santa Ana Police Athletic & Activity League, local civic engagement with Downtown Santa Ana's art walks, community events and festivals, our resident community organization, Relampago del Cielo Grupo Folkorico de Santa Ana, our partnership with Segerstrom Center for the Arts Musical Theatre Matters, serving children with special needs, collaborations with Cal State Fullerton's Grand Central Arts and Chapman University's Visual and Performing Arts departments and Dodge College of Film and Media Arts, as well as our grass roots involvement with the Dragon Kim Foundation providing high school students around Orange County a means to develop leadership skills and engage their communities in projects designed to have lasting positive impacts.

OCSA's financial and operational plan continues to be successful. OCSA's EBITDA (Earnings Before Interest, Tax, Depreciation, and Amortization) for the current year budget (19-20) projection, and for the past four years actual, have been positive.

As OCSA continues to grow, student demographics may change. OCSA has developed a plan to achieve a racial and ethnic balance of the territorial jurisdiction of the District (see Element 7: Racial/Ethnic Balance).

III. SIXTEEN REQUIRED CHARTER ELEMENTS

A. ELEMENT ONE - Educational Program (Education Code Section 47605(b)(5)(A))

Mission

The primary mission of the Orange County School of the Arts is to provide an educational program that assists talented young people in understanding themselves as artists and prepares them for placement in higher education institutions and employment in the professional arts industry. OCSA is committed to provide a nurturing and challenging environment that fosters democratic values, appreciation for cultural diversity and desire for life-long-learning. Through a diversified and balanced academic program complimented by a pre-professional arts curriculum, students will be prepared for future educational, career and personal success.

State Priorities

Pursuant to Education Code sections 47605 and 52060, OCSA incorporates the following eight state education priorities into its educational mission and plans:

1. Appropriate teacher credentialing and student access to standards-aligned instructional materials, and school facilities in good repair;
2. Implementation of state board-adopted academic content and performances standards, including content to enable English learners to access the Common Core academic content standards to gain academic content knowledge and English language proficiency;
3. Parental involvement and input in making decisions for the school;
4. Pupil Achievement as measured by the criteria in Education Code section 52060(d)(4);
5. Pupil Engagement as measured by the criteria in Education Code section 52060(d)(5);
6. School Climate as measured by the criteria in Education Code section 52060(d)(6);
7. Enrollment and access to a broad course of study;
8. Pupil Outcomes.

Target Student Population

OCSA serves students in grades 7-12, residing in Orange County and neighboring counties. OCSA students demonstrate passion, commitment and interest in the arts.

As has been evident by past enrollment profiles, OCSA is a regional program, serving students from throughout Orange County.

Student Demographics

OCSA reviewed student enrollment demographics of Orange County and population demographics of Orange County from the U.S. Census Bureau.

The table below compares OCSA's student enrollment demographics for the 2018-2019 school year, Orange County's student enrollment demographics for the 2018-2019 school year, and the overall population demographics in Orange County as reported by the U.S. Census Bureau in 2018.

Table: Comparison of OCSA's Student Demographics by Ethnicity, Orange County's Student and Overall Population Demographics by Ethnicity (2018-19)								
Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian/ Pacific Islander	White Alone, not Hispanic/Latino	Two or more races	Not reported
OCSA Student Enrollment Percentages								
1.1%	0.1%	20.2%	2.4%	20.6%	0.0%	40.8%	10.6%	4%
Orange County Student Enrollment Percentages								
1.3%	0.2%	16.6%	2.1%	49.1%	0.3%	25.7%	4.0%	0.7%
Orange County Population Percentages								
2.1%	1.0%	21.4%	N/A	34.2%	0.4%	40.1%	3.5%	N/A

Source: CDE, DataQuest, 2018-19 Enrollment by Ethnicity, https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=30666703030723&agglevel=school&year=2018-19; Source: U.S. Census Bureau, QuickFacts Orange County, CA, (https://www.census.gov/quickfacts/orangecountycalifornia).

Special Student Populations

The following table compares OCSA's and SAUSD's percentages of special student populations for the 2018-2019 school year:

Table: Comparison of OCSA's Subgroup Demographics with SAUSD's Subgroup Demographics (2018-19)							
All Students	English Language Learners	Socio-economically Disadvantaged	Students with Disabilities	Foster Youth	Homeless Youth	Migrant Education	Eligible to Receive Free and Reduced-Price Meals (2017-18 only) [1]
OCSA Student Enrollment Percentages							
2,177	1.1%	12.1%	4.8%	0%	0%	0%	12.8%
SAUSD Student Enrollment Percentages							
51,482	33.9%	84.0%	12.0%	0.4%	11.9%	1.0%	80.4%

Source: CDE, DataQuest, *2018-19 Enrollment by Subgroup for Charter and Non-Charter Schools, Santa Ana Unified Report* https://dq.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=3066670&agglevel=district&year=2018-19

OCSA will seek a diverse student population that is representative of the SAUSD and Orange County student community, bringing students together from multiple ethnicities and backgrounds (socioeconomically disadvantaged students, English learners, special education students, foster youth, homeless youth, and migrant education). OCSA will work to achieve and maintain a racial and ethnic balance reflective of the general population residing within SAUSD boundaries. (Education Code section 47605(b)(5)(G).)

Enrollment

The following tables show the current school enrollment for the 2019-2020 school year and the anticipated enrollment per grade for the next charter term, 2020-2025:

CURRENT SCHOOL ENROLLMENT (2019-20)							
Enrollment	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Total enrollment	228	288	409	448	434	416	2,223

[1] Source: CDE, DataQuest, *Selected District Level Data – Santa Ana Unified for the year 2017-18*, https://data1.cde.ca.gov/dataquest/Cbeds3.asp?FreeLunch=on&cSelect=3066670--Santa+Ana+Unified&cChoice=DstProf2&cYear=2017-18&cLevel=District&cTopic=Profile&myTimeFrame=S&submit1=Submit.

ANNUAL TARGET SCHOOL ENROLLMENT (2020-25)							
Enrollment	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Total enrollment	245	245	425	425	425	425	2,200

Instructional Design

The teachers at OCSA have collaboratively created the Principles of Learning that they follow in their classroom. These include:

1. A key goal of school learning is fluent and flexible transfer – successful use of one's knowledge and skill, on worthy tasks.

2. Students must perceive tasks to be worthy and feel increasingly competent so as to value their work effort.

3. Success depends on connecting small details and facts to big ideas, so students can understand new concepts and meet new challenges.

4. A true understanding must come from within, "the aha moment", teachers cannot give students understanding. We can provide students with the tools and opportunities to reach their "Aha" moment.

5. Students need clear directions and guidelines and an understanding of the consequences of sub-par work or achieving/exceeding their goals.

6. Students need to know how they are performing on a regular basis in a meaningful way in order to help increase their skill level.

7. Understanding of content can be attained by regular reflection, self-assessment, and self-adjustment in using present knowledge to meet new challenges.

8. In order to deeply understand one must be open to new ideas, perspectives, and approaches to learning. Any new insight requires expansion of earlier ideas to include how things/information are/is interrelated. To do the following, learning is enhanced by a safe and supportive environment.

9. Students need a supportive environment to be able to take risks to facilitate deeper understanding.

10. Learning is enhanced when curriculum design integrates the learners' interests, preferences, strengths, contributions, and prior knowledge.

OCSA's educational program will enable pupils to become self-motivated, competent, and lifelong learners.

Educated Person in the 21st Century/Student Learning Outcomes

OCSA believes that to be an educated person of the twenty-first century, OCSA graduates will be able to:

- Communicate effectively through reading, writing, speaking, and listening
- Understand and apply higher-order thinking skills: critical thinking, creative thinking, problem solving, decision making

- Demonstrate a strong work ethic and self-motivation in school in order to be good citizens and responsible, contributing members of society
- Apply the skills necessary to work effectively alone and in cooperative settings
- Demonstrate a positive attitude toward learning both now and in the future
- Use technology in order to access information, apply research skills, and solve problems in preparation for higher education and the worlds of work
- Demonstrate a sense of self-worth and knowledge of achieve realistic goals
- Respect, appreciate, and understand diverse culture
- Be aware of major events and their geographical location, understand the complexities of a global society
- Demonstrate the knowledge of, and the desire for, physical fitness, healthy living, and mental well-being

These outcomes occur through an instructional program and common assessments which incorporate learning modalities and allow students to learn in their preferred style.

How Learning Best Occurs

Personal interpretation allows students to create meaning in their learning. Applied practices and real life examples give relevancy to the curriculum. The variety of assessments and projects give students the opportunity to show these strengths. Collaboration helps motivate students to work with their peers. Activities ranging from acquiring knowledge to creating original pieces of work exemplifies the importance of Bloom's taxonomy and reinforce previously learned concepts. The integration of technology prepares students for the future and facilitate information gathering. In essence, teachers employ strategies that turn classrooms into communities of learners where participants are fully engaged in acquiring knowledge, skills, attitudes and processes appropriate for each academic and content area.

OCSA students will continue to meet all District academic standards and all academic standards as adopted by the State Board of Education. Students will graduate with an OCSA diploma in addition to any other credential, diploma, or recognition OCSA may choose to award its graduates.

OCSA's student/teacher ratio and average class size shall be no greater than those of the District in comparable grades and subject matters.

Curriculum, Academic Program, and Learning Environment

The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the subject areas of language arts, mathematics, science, social studies, visual and performing arts, health, physical education and world languages and cultures. OCSA's academic program consists of a 7th – 12th grade curriculum aligned to the California Content Standards implemented by Common Core instruction. OCSA uses the California standards for its courses to meet accreditation standards as established by the governing board of the Western Association of Schools and Colleges ("WASC"). OCSA's courses accredited by WASC may be considered to be transferable to other public high schools. OCSA intends to maintain its WASC accreditation.

OCSA maintains (and will provide to the District annually if requested) a description of each course offered including content of any course pre-requisites, required demonstration of proficiency, and textbooks.

Please see the following pages for the "Orange County School of the Arts Academic Profile" for an overview of the academic instructional program, and the conservatory overview sheets for each conservatory.

OrangeCountySchoolofTheArts

ACADEMIC PROFILE

1010 North Main Street, Santa Ana, CA 92701 | 714.560.0900 | www.ocsarts.net | CEEB Code 053266

Dean of Student Services
Becca Freeland

Dean of Instruction
Sally Lopez

Dean of Facilities and Supervision
Michael Ciecek

Dean of Arts
Dr. Maria Lazarova

Dean of Special Services
Dr. Greg Endelman

Learning Specialist, Special Services
Leon Metoyer

School Counselors
Alyx Braun
Daniel Hulse
Kara McCann
Vanessa Musso
Ashley Talbert
Rebecca Vance-Freeland

ACCREDITATION

- Western Association of Schools and Colleges
- Recognized ASCA Model RAMP Program

RECOGNITIONS

- #1 Best Charter High School in California (Niche, 2020)
- Exemplary School (Arts Schools Network, 2006, 2010-2011, 2013-2022)
- Exceptional Charter School in Special Education (National Association of Special Education Teachers, 2017-2020)
- Best High Schools in America (U.S. News & World Report, 2008-2019)
- California Gold Ribbon School (California Department of Education, 2017)
- GRAMMY Signature School (GRAMMY Foundation, 2016)
- America's Top Public High Schools (Newsweek, 2007-2010, 2013-2014)
- Top 10 Charter School (University of Southern California, 2013)

MEMBERSHIPS

- International NETWORK of Schools for the Advancement of Arts Education
- National Association of Special Education Teachers

FACULTY

- All academic faculty are fully credentialed.
- The majority of the 300 arts and academic teachers hold advanced degrees.
- Guest artists and industry leaders share their expertise and creativity with students through lectures, presentations, and hands-on training.

SCHOOL PROFILE

2019-2020

Orange County School of the Arts (OCSA), a public charter school located in the heart of Santa Ana, California, provides a six-year comprehensive academic and conservatory arts program to students in grades 7 through 12. Established in 1987, OCSA is one of the premier arts schools in the nation, where aspiring young artists have the opportunity to refine their skills and flourish in one of 16 pre-professional arts conservatories.

OCSA serves a culturally diverse student body of more than 2,200 students from 100 cities throughout Southern California. Based on the belief that creative artistry is fueled by intellectual insight, OCSA provides a rigorous college-preparatory academic program that produces high-achieving, motivated scholars. Students attend five hours of academic classes in addition to three hours of daily arts instruction. Enrollment at OCSA is determined by the completion of an application and participation in a placement activity. OCSA admits all applicants on a space-available basis to the appropriate level of the conservatory of choice. When applicants exceed spaces, a lottery is conducted to determine which students are admitted.

ENROLLMENT

2,223 students (grades 7 through 12)

Seniors: 416
Juniors: 434
Sophomores: 448
Freshmen: 409
8th Grade: 288
7th Grade: 228

ETHNICITY

Hispanic: 20%
Non-Hispanic: 80%

DEMOGRAPHICS

American Indian: 1%
Asian-American: 21%
Pacific Islander: 1%
Filipino: 2%
African American: 1%
White: 47%
Multi-Ethnic: 23%
Undeclared: 5%

CURRICULUM

- The **Academic** program is organized on an alternating block schedule that meets every other day. Students take three 90-minute block classes daily.
- The **Art Conservatory** program consists of two 70-minute blocks, four days a week. Middle school students attend one block each day while high school students attend two blocks. These pre-professional arts courses vary in content, day, and block based on the conservatory.

HIGH SCHOOL GRADUATION REQUIREMENTS

Course	Length	Credits
Literature & Composition	8 Semesters	40
Mathematics (Integrated I and II)	4 Semesters	20
Life Science	2 Semesters	10
Physical Science	2 Semesters	10
Health	1 Semester	5
Global Studies (Required for freshmen only)	1 Semester	5
World History	2 Semesters	10
US History	2 Semesters	10
Government	1 Semester	5
Economics	1 Semester	5
World Language	4 Semesters	20
Fine Arts	2 Semesters	10
Physical Education	4 Semesters	20
Required Course Credits		***170***
Electives		***70***
Total Credits Required to Graduate:		**240**

Thirty-two credits of **conservatory** courses are required **each year** of all 9th through 12th grade students from one of the following conservatories: *Acting, Ballet Folklórico Dance, Ballroom Dance, Classical Voice, Classical & Contemporary Dance, Commercial Dance, Creative Writing, Culinary Arts & Hospitality, Digital Media, Film & Television, Instrumental Music, Integrated Arts, Musical Theatre, Popular Music, Production & Design, or Visual Arts.*

TESTING INFORMATION

SAT Reasoning Test – Mean Scores

Class of 2018 # of students taking exam	OCSA 272	2018 State SAT Data 262,228
Reading & Writing	633	540
Math	615	536
Total Mean Scores	**1248**	**1076**

ACT Test – Mean Scores

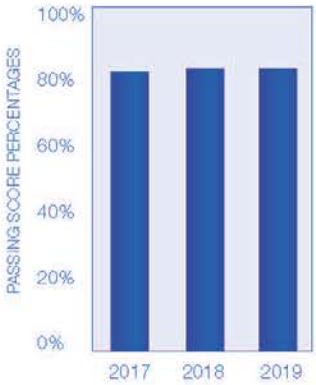
Class of 2018 # of students taking exam	OCSA 228	2018 State ACT Data 118,521
Composite Score	27.6	22.7
English	29.0	22.5
Math	25.6	22.5
Reading	28.9	23.0
Science	26.1	22.1

Advanced Placement Exams

- May **2019**, 714 students took AP exams
- A total of 1,617 exams were taken in 20 AP subjects
- 84% of the AP exams received passing scores

- May **2018**, 726 students took AP exams
- A total of 1,360 exams were taken in 19 AP subjects
- 84% of the AP exams received passing scores

- May **2017**, 854 students took AP exams
- A total of 1,258 exams were taken in 19 AP subjects
- 83% of the AP exams received passing scores



STUDENT ACHIEVEMENT

National Merit Scholarship Awards	Class of 2016	Class of 2017	Class of 2018	Class of 2019
National Merit Finalists	2	5	7	6
National Merit Semi-Finalists	2	5	7	6
National Merit Commended Scholars	13	13	20	15
National Hispanic Recognition Scholars	4	4	12	3

Advanced Placement Awards	2016	2017	2018	2019
National Honors	9	16	22	28
Scholar with Distinction	82	96	114	139
Scholar with Honors	82	66	62	67
Scholar	111	120	96	109

Grade and GPA Scale

OCSA utilizes a four-point scale to calculate students' grade point averages, but does not rank students by GPA.

Grade Scale: A = 4.0 B = 3.0
C = 2.0 D = 1.0

Advanced Placement/Honors courses (+) are weighted with an additional value of one point for each course semester.

Average Cumulative Academic GPA: 3.3

Advanced Placement Classes

AP Art and Design
AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Economics
AP Environmental Science
AP French
AP Government
AP Language and Composition
AP Literature and Composition
AP Music Theory
AP Physics 1
AP Physics 2
AP Psychology
AP Research
AP Seminar
AP Spanish
AP Statistics
AP U.S. History
AP World History

Honors Classes

Literature and Composition I Honors
Literature and Composition II Honors (+)
Integrated III Enhanced (+)
Pre-Calculus (+)
Chemistry Honors (+)
Spanish IV Honors (+)
French III Honors (+)

Extra Curricular Opportunities

- Student Body Leadership
- National Honor Society
- California Scholarship Federation
- Camp OCSA Counselor
- Over 100 student-led clubs and organizations

TUITION

OCSA is tuition free, donation dependent. No student is offered or denied enrollment based on financial capacity.

COLLEGE PREPARATORY (CP) COURSE OFFERINGS BY SUBJECT AREA

OCSA offers seven year-long Honors courses and 22 Advanced Placement courses. Courses indicated with an asterisk * receive an extra point in the grade point average calculation.

English
- Literature and Composition I
- Literature and Composition IH
- Literature and Composition II
- ***Literature and Composition IIH**
- Literature and Composition III
- ***AP English Language**
- ***AP English Literature and Composition**
- 19th Century Literature/Science Fiction Composition
- Popular Culture/Film LiteratureComposition
- Media Analysis/Modern Plays
- Mythology/Science Fiction Composition

Science
- Anatomy
- ***AP Biology**
- ***AP Chemistry**
- ***AP Environmental Science**
- ***AP Physics 1**
- ***AP Physics 2**
- Biology of the Living Earth
- Chemistry
- ***Chemistry Honors**
- Environmental Science
- Food and Nutrition Science
- Physics
- Zoology

Mathematics
- ***AP Calculus AB**
- ***AP Calculus BC**
- ***AP Statistics**
- Financial Algebra
- Integrated Math I
- Integrated Math II
- Integrated Math III
- ***Integrated Math III/Enhanced**
- ***Pre-Calculus**

Social Science
- ***AP Government and Politics**
- United States
- ***AP United States History**
- ***AP World History**
- Government
- U.S. History
- World History

World Languages
- ***AP French Language and Culture**
- ***AP Spanish Language and Culture**
- French I
- French II
- French III
- ***French IIIH**
- French IV
- Mandarin I
- Mandarin II
- Mandarin III
- Mandarin IV
- Spanish for Native Speakers A
- Spanish for Native Speakers B
- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- ***Spanish IVH**

Visual and Performing Arts
- 3-D Design
- Acting Technique
- Advanced Painting
- Animation
- ***AP Art and Design**
- ***AP Art History**
- ***AP Music Theory**
- Art History
- Ballet Dance
- Ballet Technique
- Ballroom Dance
- Brass Ensemble
- Ceramics
- Chamber Orchestra
- Choreography
- Clarinet Ensemble
- Commercial Music Theory
- Conducting
- Dance Conditioning
- Dance History
- Directing
- Digital Printing
- Drawing
- Elements of Music Theory
- Fashion and Costume Design
- Flute Masterclass
- Folklórico Repertory
- Graphic Design
- Illustration
- Improvisation
- Jazz Combos
- Jazz Dance
- Jazz Orchestra
- Jewelry
- Landscape Painting
- Modern Dance Technique
- Music History
- Music Theory
- Painting
- Percussion Ensemble
- Photography
- Piano
- Piano Masterclass
- Playreading and Analysis
- Saxophone Ensemble
- Standard Ballroom Dance
- String Orchestra
- Strings Chamber Music
- Tap Dance
- Theatre History
- Vocal Ensemble
- Voice
- Watercolor
- Winds Ensemble
- Woodwind Quintet
- Yearbook

Electives
- ***AP Macro Economics**
- ***AP Psychology**
- ***AP Research**
- ***AP Seminar**
- CW Core Short Story
- CW Inkblot
- Economics
- Emergency Medical Technician
- CA Food History
- Introduction to Computer Science
- Journalism
- Screenwriting
- Senior Project

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following conservatories:

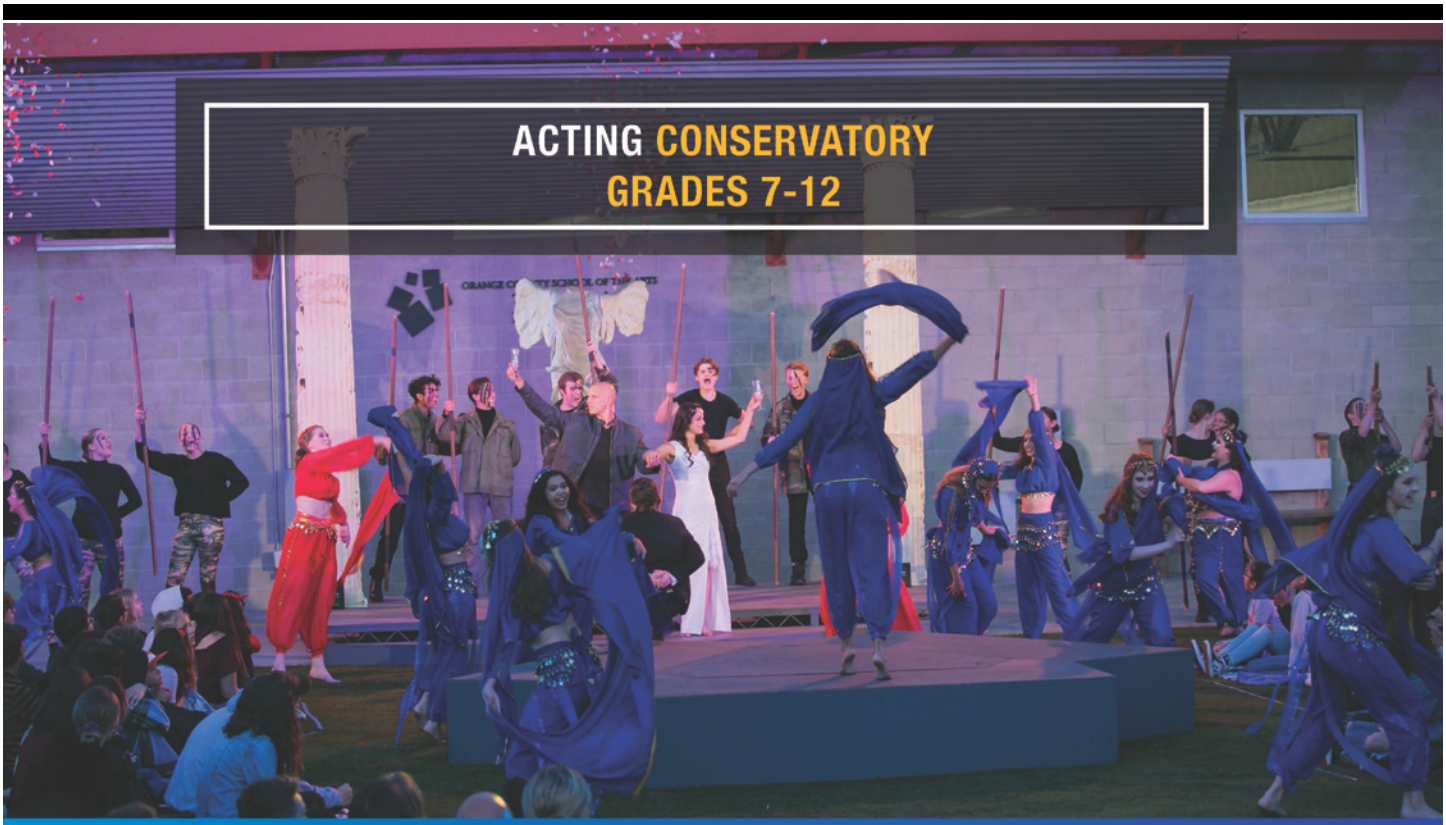
SCHOOL	CONSERVATORY	STUDENTS ENROLLED
School of Applied Arts	The Mekjian Family Culinary Arts & Hospitality	88
School of Dance	Ballet Folklórico Dance	68
	Ballroom Dance	65
	Classical & Contemporary Dance	60
	Commercial Dance	128
School of Fine & Media Arts	Creative Writing	161
	Digital Media	81
	Film & Television	82
	Integrated Arts	243
	Visual Arts	198
School of Music	Classical Voice	117
	Instrumental Music	
	Frederick Fennell Wind Studies Program	71
	The Garn Family Jazz Studies Program	39
	Guitar Program	26
	Pianist Program	44
	Strings & Orchestra Program	87
	Popular Music	87
School of Theatre	Acting	207
	Musical Theatre	238
	Production & Design	129

MATRICULATION

Ninety-nine percent of the Class of 2019 was accepted into institutions of higher education and 84% are attending a four-year college program. Additionally, 13% are attending a two-year college or conservatory program and 3% are going directly into the workplace or taking a gap year.

OCSA students apply to and enroll at schools that reflect each student's individual interests and strengths. The following post-secondary campus acceptances and matriculation (in parenthesis) data was reported by the class of 2019.

Abilene Christian University	1
Adelphi University	1
Allegheny College	1
American Academy of the Dramatic Arts	1
American Musical and Dramatic Academy	1
American University	9 (1)
The American University of Paris	1
Amherst College	1
Arizona State University	10 (1)
Art Center College of Design	12 (5)
Arts University Bournemouth	1
Azusa Pacifica University	4
Babson College	1
Baldwin Wallace University	3
Bard College	2
Barnard College	1
Baylor University	2
Belmont University	6 (2)
Beloit College	2
Berklee College of Music	5
Berklee Online College of Music	1 (1)
Biola University	8 (3)
Boise State University	1
Boston College	4 (2)
Boston Conservatory at Berklee	2
Boston University	13 (1)
Brandeis University	3 (2)
Brigham Young University	1 (1)
California Baptist University	3
California College of the Arts (San Franc)	4
California Institute of Technology	1 (1)
California Institute of the Arts	5 (3)
California Lutheran University	5
California State Universities	
Bakersfield	1
Channel Islands	2
Chico	5 (1)
Dominguez Hills	1 (1)
East Bay	2
Fresno	1
Fullerton	59 (18)
Humboldt	2
Long Beach	53 (6)
Los Angeles	6
Monterey Bay	2
Northridge	12 (1)
Polytechnic, Pomona	15 (2)
Polytechnic, SLO	13 (2)
Sacramento	2 (1)
San Diego	9 (2)
San Marcos	2
San Francisco	15 (3)
San Jose	4 (1)
Sonoma	1
Stanislaus	2
Carleton College	1
Carnegie Mellon University	6 (1)
Carroll College, Montana	1
Case Western Reserve University	4 (1)
Cerritos College	2 (1)
Chaminade University of Honolulu	1
Chapman University	42 (13)
City College of San Francisco	1 (1)
Clemson University	1
Cleveland Institute of Music	1 (1)
Coastal Carolina University	1
College for Creative Studies	1
Colorado College	1
Colorado School of Mines	2 (1)
Colorado State University	7 (1)
Columbia College Chicago	13 (5)
Columbia College Hollywood	2
Columbia University	2 (1)
Columbus College of Art & Design	2
Concordia University-Irvine	2
Cornell College	1
Cornell University	3 (1)
Cornish College of the Arts	2 (1)
Creighton University	1
Cypress College	3 (3)
Dean College	1
DePaul University	13 (1)
DePauw University	1
Dixie State University	1
Dominican University of California	1
Drew University	1
Drexel University	6
Duke University	2
Eastman School of Music-U of Rochester	2 (1)
Eckerd College	1 (1)
El Camino College	1 (1)
Elon University	4
Embry-Riddle Aeronautical University	1 (1)
Emerson College	21 (3)
Emory University	2 (1)
Evergreen State College	2
Fairfield University	1
Fashion Institute of Technology	1
Florida State University	2 (1)
Fordham University	11
Fort Lewis College	1
Franklin University, Switzerland	5 (1)
Fullerton College	12 (10)
George Mason University	1
George Washington University	4 (1)
Georgia Institute of Technology	4
Golden West College	2 (1)
Gonzaga University	2
Guildford School of Acting	1 (1)
Guildford College	1
Gustavus Adolphus College	1
Harvard College	1 (1)
Harvey Mudd College	2
Hawaii Pacific University	2
Hobart and William Smith Colleges	1
Hofstra University	4
Hollins University	1
Howard University	2 (2)
Imperial College London	1
Indiana University at Bloomington	4
Irvine Valley College	8 (8)
Ithaca College	6 (1)
James Madison University	1
John Hopkins University	1 (1)
Johnson and Wales University (Denver)	2 (1)
Johnson and Wales University (Miami)	1
Johnson and Wales University (Providence)	3
Kenyon College	2
King's College London	1
La Sienna University	1 (1)
Laguna College of Art and Design	12 (5)
Lawrence University	1
Lewis and Clark College	5 (1)
LIM College (Laboratory Inst. of Merchandising)	1
Long Island University, Brooklyn	1
Long Island University, Post	5
Long Beach City College	1 (1)
Loyola Marymount University	17 (2)
Loyola University Chicago	3 (2)
Loyola University New Orleans	1 (1)
Lynn University	1
Manhattan School of Music	3
Maryland Institute College of Art	8
Marymount Manhattan College	5 (1)
Massachusetts College of Art and Design	2 (1)
MA College of Pharmacy and Health Sci.	1
McGill University	2 (2)
Met Film School (London)	1 (1)
Michigan State University	2
Millikin University	2
Milwaukee School of Engineering	1
Minneapolis College of Art and Design	2
Missouri State University	2
Montana State University, Bozeman	4 (1)
Montclair State University	3
Morningside College	1
Mount Holyoke College	1
Muhlenberg College	2
Musicians Institute	1 (1)
New England College	1
New England Conservatory of Music	2 (1)
New Mexico Institute of Mining & Technology	1
New Mexico State University	1
New York Film Academy	1
New York University	23 (7)
Northeastern University	5 (2)
Northern Arizona University	12 (4)
Northwestern University	3 (2)
Norwich School of Art and Design	1
Oberlin College of Arts and Sciences	3
Oberlin Conservatory of Music	2
Occidental College	4
Oglethorpe University	1
Ohio State University	1
Ohio University	2
Orange Coast College	11 (11)
Oregon State University	2
Otis College of Art and Design	14 (3)
Otterbein University	3 (1)
Oxford Brookes University	1
Pace University, NYC	28 (6)
Pacific Northwest College of Art	2
Pacific Union College	1
Pacific University	1
Pasadena City College	1 (1)
Peabody Institute of The John Hopkins Univ.	4 (1)
Pennsylvania State University	8 (2)
Pennsylvania State University, Abington	1
Pepperdine University	6
Pitzer College	1 (1)
Point Loma Nazarene University	4
Point Park University	3
Pomona College	4 (3)
Portland State University	5
Pratt Institute	9 (1)
Purchase College, SUNY	5
Purdue University	3 (1)
Reed College	7 (1)
Rensselaer Polytechnic Institute	4 (1)
Rhode Island School of Design	7 (1)
Rider University	3 (1)
Ringling College of Art and Design	4
Rochester Institute of Technology	3
Rocky Mountain College of Art & Design	1
Roosevelt University	3
Royal Conservatoire of Scotland	1
Sacred Heart University	1
Saddleback College	7 (6)
Saint Joseph's University	1
Saint Mary's College of California	1
Saint Xavier University	1
San Francisco Art Institute	1
San Francisco Conservatory of Music	2 (1)
Santa Ana College	4 (4)
Santa Clara University	4
Santiago Canyon College	1
Sarah Lawrence College	3 (1)
Savannah College of Art & Design	9 (1)
Savannah College of Art & Design, Hong Kong	1
School of the Art Institute of Chicago	13 (2)
School of Visual Arts	9 (1)
Scripps College	7 (3)
Seattle University	2 (1)
Shenandoah University	1
Skidmore College	1
Smith College	3
SOKA University	1
Southern Methodist University	1
St. John's University	1
St. Lawrence University	1
St. Olaf College	1
Stanford University	5 (3)
Studio School Los Angeles	1
SUNY Albany	1
Syracuse University	4 (1)
Texas Christian University	3
Texas State University	4
The College of Wooster	1
The Culinary Institute of America-NY	1
The New School-All Divisions	13 (3)
The University of the Arts	1 (1)
Towson University	1
Tufts University	5
United States Military Academy-Army	2 (1)
United States Naval Academy	1 (1)
University College of London	2
University of Alabama in Huntsville	1
University of Arizona	26 (3)
University of Auckland	1
University of British Columbia	1 (1)
University of California	
Berkeley	22 (8)
Davis	21 (1)
Irvine	54 (7)
Los Angeles	40 (16)
Merced	7
Riverside	17 (2)
San Diego	35 (7)
Santa Barbara	31 (6)
Santa Cruz	24 (4)
University of Central Florida	1
University of Chicago	1
University of Cincinnati	1
University of Colorado at Boulder	13 (3)
University of Colorado at Denver	1
University of Connecticut	1
University of Delaware	1
University of Denver	4
University of Edinburgh	2
University of Florida	1 (1)
University of Hawaii at Manoa	11
University of Illinois at Chicago	3
University of Illinois at Urbana-Champaign	3
University of Iowa	6 (1)
University of La Verne	1
University of Manchester	1
University of Maryland, College Park	1 (1)
University of Massachusetts, Amherst	1
University of Massachusetts, Boston	2
University of Miami	1
University of Michigan	10 (2)
University of Minnesota, Twin Cities	4
University of Missouri, Columbia	1
University of Nevada, Las Vegas	4 (1)
University of North Carolina at Chapel Hill	2 (1)
University of North Carolina School of the Arts	3 (2)
University of Oregon	10 (1)
University of the Pacific	4
University of Pennsylvania	4 (4)
University of Portland	8 (1)
University of Puget Sound	1
University of Redlands	6 (2)
University of Richmond	1
University of San Diego	4
University of San Francisco	15 (1)
University of Southern California	21 (9)
University of Southern California, School of Music	2
University of Tennessee, Knoxville	1
University of the Arts, London	1 (1)
University of Utah	6 (1)
University of Vermont	4 (1)
University of Washington	13 (1)
University of Wisconsin, Madison	2 (1)
Vanderbilt University	3 (1)
Vanguard University of Southern California	3 (1)
Vassar College	1
Wagner College	8 (2)
Warren Wilson College	1
Washington University, St. Louis	1
Webb Institute	1 (1)
Webster University	1
Wellesley College	1
Western New England University	1
Western Washington University	1
Westminster College	1
Westmont College	1
Whitman College	1
Whittier College	8
Willamette University	2
William and Mary University	1
Williams College	2 (1)
Woodbury University	1
Worcester Polytechnic Institute	1
Yale University	2 (2)
Yavapai College	1 (1)



ACTING CONSERVATORY
GRADES 7-12

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CONSERVATORY OVERVIEW

The Acting Conservatory offers comprehensive acting, voice, and movement training to students interested in pursuing careers on stage or in film and television. A large majority of jobs within the acting industry come from one of two fields: on-camera work and Shakespeare. As a result, the Acting Conservatory places emphasis on these two areas of study, preparing students for entry into top universities/ conservatory programs and/or the professional industry.

Throughout their time in the Acting Conservatory, students learn all aspects of the craft, are exposed to a variety of acting techniques and styles, and participate in performances both on campus and within the community. Additionally, the conservatory has cultivated a partnership with the professional company Shakespeare Orange County, which provides students with unique educational opportunities each year. Acting Conservatory students also participate in workshops and master classes with renowned guest artists and practitioners.

The conservatory faculty is comprised of working professionals, career educators, and specialists who are dedicated to educating and nurturing the next generation of world-class artists and scholars.

CONTACT INFORMATION

JOHN WALCUTT
Director, Acting
714.560.0900 Ext. 6201 | john.walcutt@ocsarts.net

John Walcutt earned an MFA from the University of Southern California Professional Actor Training Program; he also studied at The Royal Academy of Dramatic Art in London and The Lee Strasberg School in Los Angeles. He has more than 35 years of experience as a professional actor and director on stage and screen, a film and theatre producer, and a screenwriter.

Mr. Walcutt is a Screen Actor's Guild award winner, and he also received Best Actor awards from multiple film festivals, as well as Best Director: Feature awards at the Indie Fest and the Las Vegas Film Festival. He has worked on nearly 200 film and TV projects with more than 100 guest-starring roles in film and television, including *Titanic, Mulan, Little Miss Sunshine, Lost, Criminal Minds,* and *It's Always Sunny in Philadelphia*. On stage, he has played all the great roles in Shakespeare and much more. He is also currently the artistic director of Shakespeare Orange County, a professional summer company. He was named by *The Orange County Register* as one of the Most Influential People in the Arts for 2014.

STEPHANIE DORIAN SMITH
Assistant Director, Acting
714.560.0900 Ext. 5533 |
stephanie.doriansmith@ocsarts.net

CURRICULUM

College-preparatory courses
UC-approved course content
Comprehensive foundation in the performing arts
Performance-oriented classes

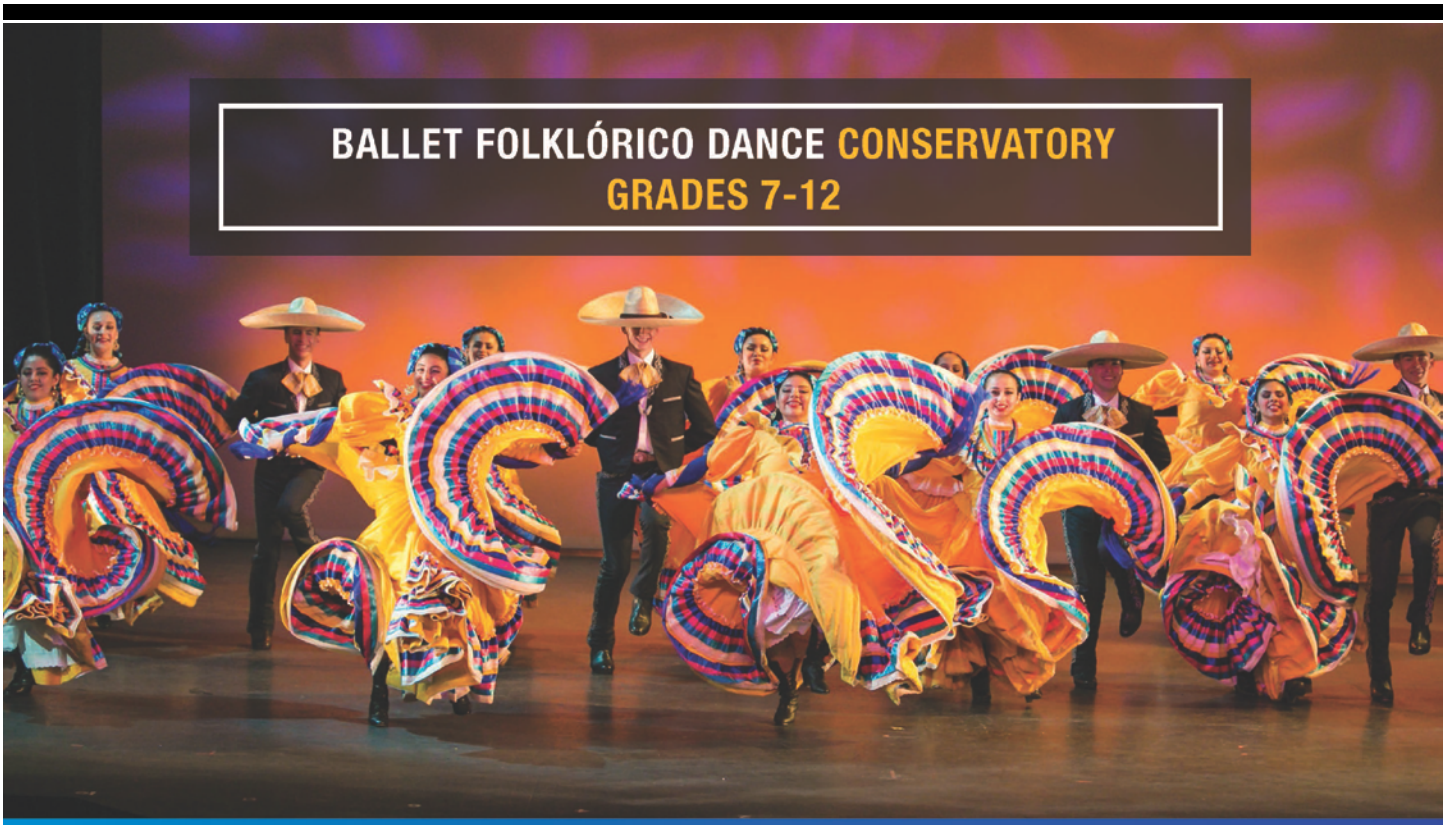
Class topics include:
Classical theatre with emphasis on Shakespeare; acting for the camera; voice and speech; improvisation; theatre history; stage combat; singing and dance for actors; the business of "the business;" an introduction to Fitzmaurice Voicework; audition techniques; and more.

PERFORMANCE OPPORTUNITIES

The Acting Conservatory presents unique, "out of the box" productions, enabling students to put their training into practice and learn and grow in performance.

GUEST ARTISTS/MASTER TEACHERS

Debbie Allen
Jason Robert Brown
Susan Egan
Eden Espinosa
Harry Groener
Marvin Hamlisch
Ed Harris
Jerry Herman
Michelle Krusiec
Amy Madigan
Christopher McDonald
Jamie McShane
Matthew Morrison
Alice Ripley
Krysta Rodriguez
Anna Deavere Smith
Nikki SooHoo
Jeffrey Tambor
Trieu Tran



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CONSERVATORY OVERVIEW

The Ballet Folklórico Dance Conservatory offers intensive and specialized training in the art of Mexican folk dance, emphasizing technique, body alignment, control, strength, and style. This 7th through 12th grade program is designed to develop well-rounded dancers with a curriculum that includes folklórico technique and repertoire, classical ballet, modern, contemporary, flamenco, and Spanish folk dance. Students receive professional training from ballet folklórico maestros, guest master artists, and university faculty.

Ballet Folklórico students expand their understanding of choreography by learning repertoire from the various states and regions of Mexico and Spain, thereby developing technical strength and artistry, along with historical and cultural values. Through performances, students are provided the opportunity to develop their creative abilities and express themselves as dancers and artists. Each year culminates in a main stage production highlighting the material learned throughout the year. The Ballet Folklórico Dance Conservatory's widely recognized audition-only group, Las Estrellas, performs at charitable events throughout the community. Upon graduating, students possess the skills and experience needed to audition for professional dance opportunities and/or attend a four-year university.

CONTACT INFORMATION

MARLENE PEÑA-MARIN
Director, Ballet Folklórico Dance
714.560.0900 Ext. 6860 | marlene.penamarin@ocsarts.net

As an artistic director, choreographer, and dancer, Marlene Peña-Marin's talent is recognized throughout the Mexican folk dance community. She studied at La Escuela Nacional de Danza Folklórica del Instituto Nacional de Bellas Artes (National School of Folkloric Dance in the National School of Fine Arts) in Mexico City. Since 2002, Ms. Peña-Marin has served as director of the Ballet Folklórico Dance Conservatory, and in 2003, she was officially appointed as the artistic and general director of Relámpago del Cielo Grupo Folklórico. She has been an instructor for Relámpago del Cielo Grupo Juvenil since 1987.

Since her first professional performance at the age of 9, Ms. Peña-Marin has been featured at renowned events and performance venues, including the International Folk Dance Festival at the Dorothy Chandler Pavilion in Los Angeles, Mariachi USA Festival at the Hollywood Bowl, the L.A. Fiesta Broadway hosted by Univisión TV, and El Grito festivities for the City of Los Angeles. She studied Mexican folk dance under various renowned directors from the U.S. and Mexico, including: Carlos Ochoa, Rosie Peña, and Emilio Rivas. She has participated in many dance conferences sponsored by the Asociación Nacional de Grupos Folklóricos (National Association of Folkloric Groups, ANGF) and in the annual Seminario Transnacional de Danza in the United States and Mexico. In 2013, she choreographed the holiday parade, *Disney ¡Viva Navidad!*, at Disney California Adventure Park, and continues to remount the production every holiday season. Ms. Peña-Marin's dedication to ensuring the historical and cultural accuracy of the regions she presents is crucial to the success of the groups under her direction.

CURRICULUM

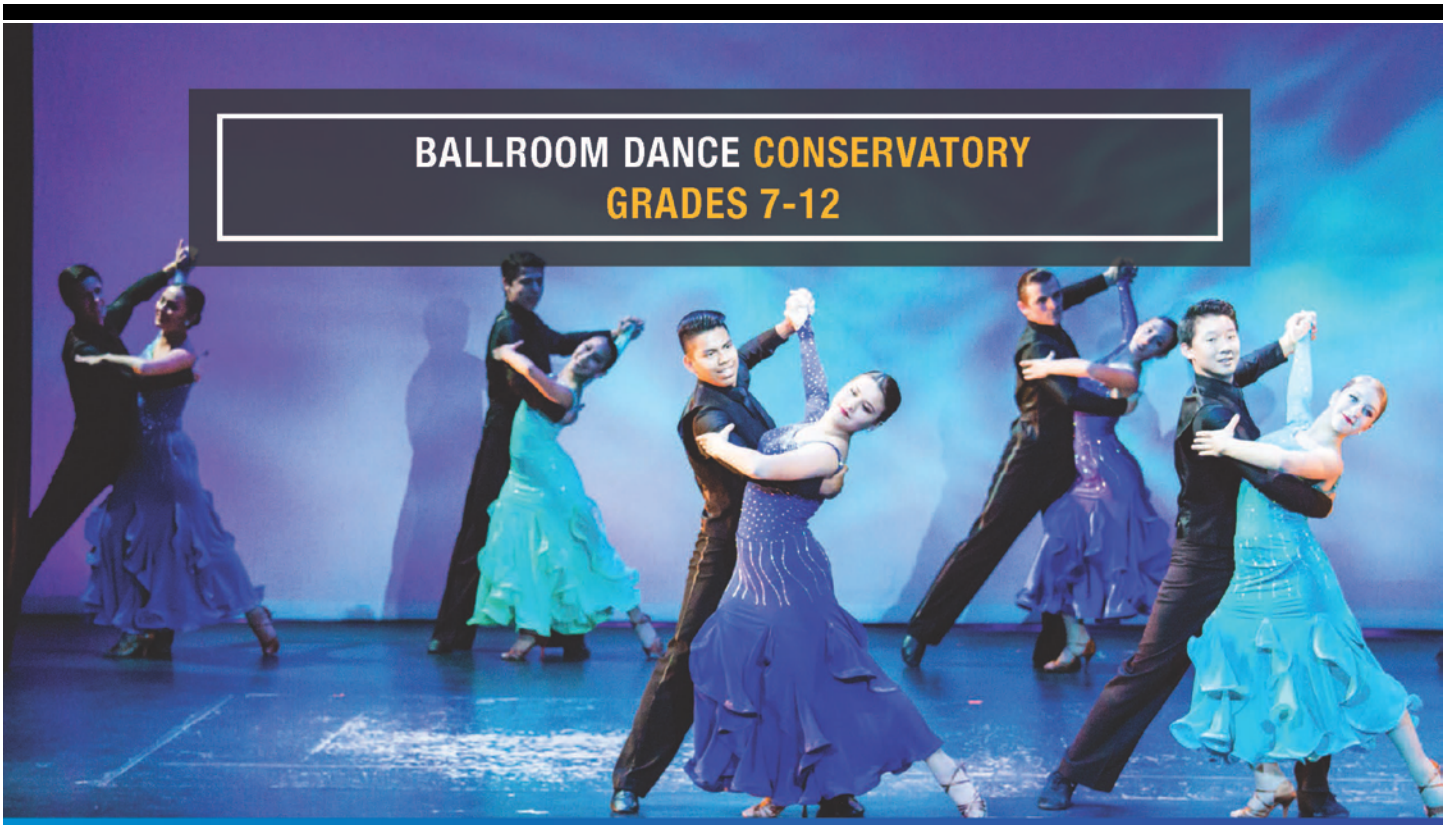
Ballet Folklórico Repertory
Ballet Folklórico Technique
Choreography Composition
Classical Ballet
Contemporary Dance
Flamenco
History of Dance
Modern
Understanding the Folklórico Genre

PERFORMANCE OPPORTUNITIES

The Ballet Folklórico Dance Conservatory presents an annual spring concert showcasing repertoire from the entire school year, as well as special choreographed pieces. Additional performance opportunities include a holiday-themed dinner show, Danzantes Unidos Festival Showcase, a student choreography presentation, and various competitions. There is also an opportunity for senior conservatory students to audition for the award-winning performance group Las Estrellas, which presents numerous performances throughout the school year.

PAST GUEST ARTISTS/MASTER TEACHERS

Jamie Bayard, OCSA Alumnus, "So You Think You Can Dance"
The Late Dr. Susan Cashion, Stanford University
Roberto Martinez, University of Guanajuato, Mexico
Jose Tena, New Mexico State University
Rubi Oseguera Rueda, Son de Madera, Veracruz, Mexico
Rosie Peña, Founding Director of Relámpago del Cielo Grupo Folklórico
Emilio Rivas, University of Guadalajara, Mexico
Juan Talavera, Director of Flamenco Bravo
Alejandro Gonzalez Herrera, University of Nuevo Leon, Mexico
Adriana Astorga Gainey, Director of Pacifico Dance Company
Juana Amaya, Sevilla, Spain



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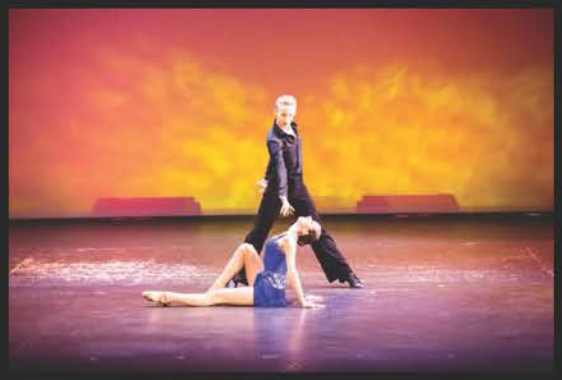
CONSERVATORY OVERVIEW

The Ballroom Dance Conservatory is designed for ambitious 7th through 12th grade dancers who desire comprehensive training in the art forms of ballroom and Latin dance. Students explore the diverse rhythms, techniques, and characteristics of the five international Latin dance styles (cha cha, samba, rumba, paso doble, and jive), the five international ballroom dance styles (waltz, tango, foxtrot, quickstep, and Viennese waltz), as well as the American smooth dance styles. Throughout the year, Ballroom Dance students compete at events, such as the Hollywood Dancesport Championships, California Open, Emerald Ball, and West Coast Junior Olympics. The Ballroom Dance Conservatory's faculty is comprised of well-known professionals in the industry, including champion competitors, judges, and studio owners, providing students with one-of-a-kind classes and world-class training. The curriculum is designed to train students to become well-rounded dancers and artists who are prepared to enter the professional ballroom dance industry.



CONTACT INFORMATION

ROBERT PORCH
Director, Ballroom Dance
714.560.0900 Ext. 6651 | robert.porch@ocsarts.net

Robert Porch earned a master's degree in theatre performance from the University of California, Los Angeles. He has been part of several ballroom touring shows, a Las Vegas residency show, and the U.K. filming of the stage show *Simply Ballroom*. He also served as the ballroom specialist for Royal Caribbean and Celebrity Cruises. Mr. Porch was a full-time instructor with Fred Astaire Dance Studios in Florida and New York City.

Since Mr. Porch became the Director of the Ballroom Dance Conservatory, the program has tripled in size, attracting some of the finest ballroom dancers and teachers in the area. He choreographs many of the Ballroom Dance students' competition routines and directs the Ballroom Dance showcases. He also coaches and choreographs for the outreach performance group, Ballroom Stars.

CURRICULUM

7th-8th grade
Standard Ballroom - Bronze
Latin Ballroom - Bronze, Silver & Gold

9th-12th grade
Standard Ballroom - Silver & Gold
Latin Ballroom - Silver & Gold
Latin Technique I & II
Standard Technique I & II
American Smooth Ballroom
Advanced Choreography

PERFORMANCE OPPORTUNITIES

The Ballroom Dance Conservatory presents an annual spring concert showcasing pieces from the entire school year. The conservatory also has championship award-winning Ballroom and Latin Formation teams and an outreach performance team, Ballroom Blitz.

GUEST ARTISTS/MASTER TEACHERS

Eddie Alba
Iaroslav Bieliei
Stuart Cole
Melissa Cyr
Erik Cyr
Liliia Gladiuk
Jennifer Kanchukova
Robert Porch
Mikal Watkins
Kyle Spinder and Allie Spinder
Kris and Briana Suakjian

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CONSERVATORY OVERVIEW

The Classical & Contemporary Dance Conservatory is a pre-professional program tailored to students who desire a specified focus in ballet, modern, pointe, men's technique, and choreography/composition. Every conservatory faculty member has extensive professional experience in his or her field of study, providing students with the technical skills, discipline, and competitive edge necessary for a professional career in dance or dance-related fields. Students in grades 7-12 spend 10 hours per week in technique classes, and up to eight hours per week in rehearsals. Through this experience, students develop an appreciation of the different dance genres and styles, as well as the history of the art form.

Through guest artist master classes and the Artists in Residence program, students have the opportunity to work with local and world-renowned professionals who create original works and provide insight into the dance world.

CURRICULUM

Ballet
Modern
Variations
Choreography & Composition
Pointe
Men's Technique
Partnering

CONTACT INFORMATION

STEVEN B. HYDE
Director, Classical & Contemporary Dance
714.560.0900 Ext. 6796 | steven.hyde@ocsarts.net

Steven Hyde's professional career spanned over 20 years, dancing with world-renowned companies, such as the Royal Winnipeg Ballet and the American Ballet Theatre. His experience in these companies gave Mr. Hyde opportunities to work with famous choreographers, coaches, and dancers. He captured the attention of the judges at the 1991 Varna International Ballet Competition, where he danced as a non-competitor and garnered recognition with an Excellence in Partnering award. In a *Dance Magazine* review of Mr. Hyde's debut in *Swan Lake*, his dancing was declared "comparable to that of a young Fernando Bujones."

Mr. Hyde has directed the Classical & Contemporary Dance Conservatory since 2006. His vision, dedication, and leadership has greatly influenced the success of the conservatory in recent years. The professional faculty and specified focus of the program is what Mr. Hyde believes is vital for successfully training dancers for professional opportunities. Mr. Hyde earned a Bachelor of Arts degree in Performing Arts from Saint Mary's College of California.

PERFORMANCE OPPORTUNITIES

Students perform in a winter concert featuring classical repertoire and senior choreography and a spring concert featuring classical repertoire and choreography by faculty and guest choreographers. Both concerts are presented at OCSA's Margaret A. Webb Theatre.

Students also have the chance to dance in OCSA's Season Finale, a school-wide concert in late spring featuring all 16 arts conservatories.

GUEST ARTISTS/MASTER TEACHERS

Artists in Residence
Norbert de la Cruz III – Freelance Choreographer
Francisco Gella – Freelance Choreographer
Yasmine Lindskog – Freelance choreographer

Potential Guest Teachers
Colleen O'Callaghan – American Ballet Theatre Alumni, Floor Barré, Teacher
Kevin Jenkins – Artist, Choreographer, Teacher
Claudia de la Cruz – Artistic Director, Flamenco Institute, Dancer, Choreographer
Evan Rosenblatt – Choreographer, Performer, Educator, CalArts
Petra Conti – LA Ballet, Boston Ballet, La Scala

Various College/University Faculty
USC, UCI, CSU Fullerton, Rutger's, Cornish, CalArts, CSU Long Beach

Past Artists In Residence
Jodie Gates
Vice Dean and Director at USC Glorya Kaufman School of Dance

Genevieve Carson
Artistic Director of LA Contemporary Dance Company

Molly Lynch
UCI; Director/Founder of National Choreographers Initiative

Lorin Johnson
American Ballet Theatre Alumni; Asst. Dean-College of the Arts at CSU Long Beach

Melissa Hale-Coyle
American Ballet Theatre Alumni; Artistic Director of the Charlotte City Ballet Company

Julianne O'Brien
Dance Chair at Chapman University

James Gregg & Rauf Yosit
WEWOLF
Royal Ballet; CSU Long Beach

Fiona Lummis
Netherlands Dance Theatre; USC Glorya Kaufman School of Dance

Lisa D. Long
CSU Fullerton; Freelance Choreographer

SCHOOL OF MUSIC

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CONSERVATORY OVERVIEW

The Classical Voice Conservatory is designed as a college-preparatory program focused on vocal arts. This program is ideal for young singers interested in learning about the fundamentals of classical singing and those who may someday choose to pursue a career in singing or music teaching. Modeled after well-established national collegiate vocal arts programs, the Classical Voice Conservatory curriculum provides the perfect balance of performance-focused classes and academic music courses.

Students in this conservatory are immersed in the fundamental elements of music, such as theory, musicianship, history, language study, and piano. Classes also focus on solo and ensemble singing, delving into topics such as art song literature, music of the theatre, opera scenes, choral ensemble, and classical voice. Students benefit from the knowledge, experience, and high-caliber education of our faculty, which consists of music professionals, most of whom have a master's degree in music and/or 10 plus years in the professional music industry.

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CONTACT INFORMATION

RYAN REITHMEIER, D.M.A.
Director, Classical Voice
714.560.0900 Ext. 3226 | ryan.reithmeier@ocsarts.net

Ryan Reithmeier, D.M.A., is regarded as a versatile singer/actor who has performed leading baritone roles from a wide range of genres, such as works of Mozart, 20th century operas, and musical theatre. Dr. Reithmeier recently completed his Doctoral of Musical Arts in Vocal Arts and Opera at the USC Thornton School of Music, with highest honors, and was awarded the Opera Award upon graduation. As baritone soloist, he has 20 roles to his credit in opera/operetta and musical theatre and his many concert performances have included roles from: Haydn's *Lord Nelson Mass, The Requiems of Brahms, Fauré and Duruflé,* Vaughan Williams' *Five Mystical Songs* and *Fantasia on a Christmas Carol,* Handel's *Messiah,* and numerous cantatas of J.S. Bach in addition to *Magnificat* and *Ich habe genug.* Appearances include the Pacific Symphony, Pacific Opera Project, Corona Symphony, Opera a La Carte, San Fernando Valley Master Chorale, Chorale Bel Canto, St. John's Cathedral Concert Series, Opera San Luis Obispo, Hemet Community Concerts, the Classical Encounters Foundation, Rolling Hills UMC Concerts at Two, Manhattan Beach Previews, Los Angeles Music Salon, and La Mirada Symphony.

Dr. Reithmeier is a two-time winner of the Beverly Hills National Consortium Auditions, a winner of the NATS-LA Gwendolyn Roberts Auditions, and a Western-Regional finalist in the NATS-Artist Award competition. Dr. Reithmeier formerly served on the vocal faculty at Azusa Pacific University.

PERFORMANCE OPPORTUNITIES

The Classical Voice Conservatory offers 12-20 unique performance opportunities each year, including choral performances and solo concerts. Students in the Classical Voice Conservatory have performed alongside industry professionals with Los Angeles Opera, Pacific Chorale, Pacific Symphony, Orange County Youth Symphony Orchestra, and many other arts organizations throughout Southern California.

Performances in association with conservatory classes are mandatory. There are a limited number of rehearsals outside of normal school hours for these mandatory performances. Every Classical Voice Conservatory student performs a minimum of five times per year. Vocal scholarships for private voice study are available to supplement the student's conservatory training.

GUEST ARTISTS/MASTER TEACHERS

Jake Heggie
Roberta Alexander
Rod Gilfry
Milena Kitic
Brian Asawa
Frederica von Stade
Ann Baltz
Cheryl Studer
Delores Ziegler
Ken Cazan
Brent McMunn
Deborah Voigt
Angela Maria Blasi

ADVISORY COMMITTEE

Ann Baltz: Educator; Director; Pianist; Founder of OperaWorks
Ken Cazan: Resident Stage Director, USC Thornton Opera
Jonathan Talberg: Director of Choral, Vocal, and Opera Studies, Bob Cole Conservatory
Jessica Rivera: Grammy Award-winning soprano; international opera singer

CURRICULUM

Junior High

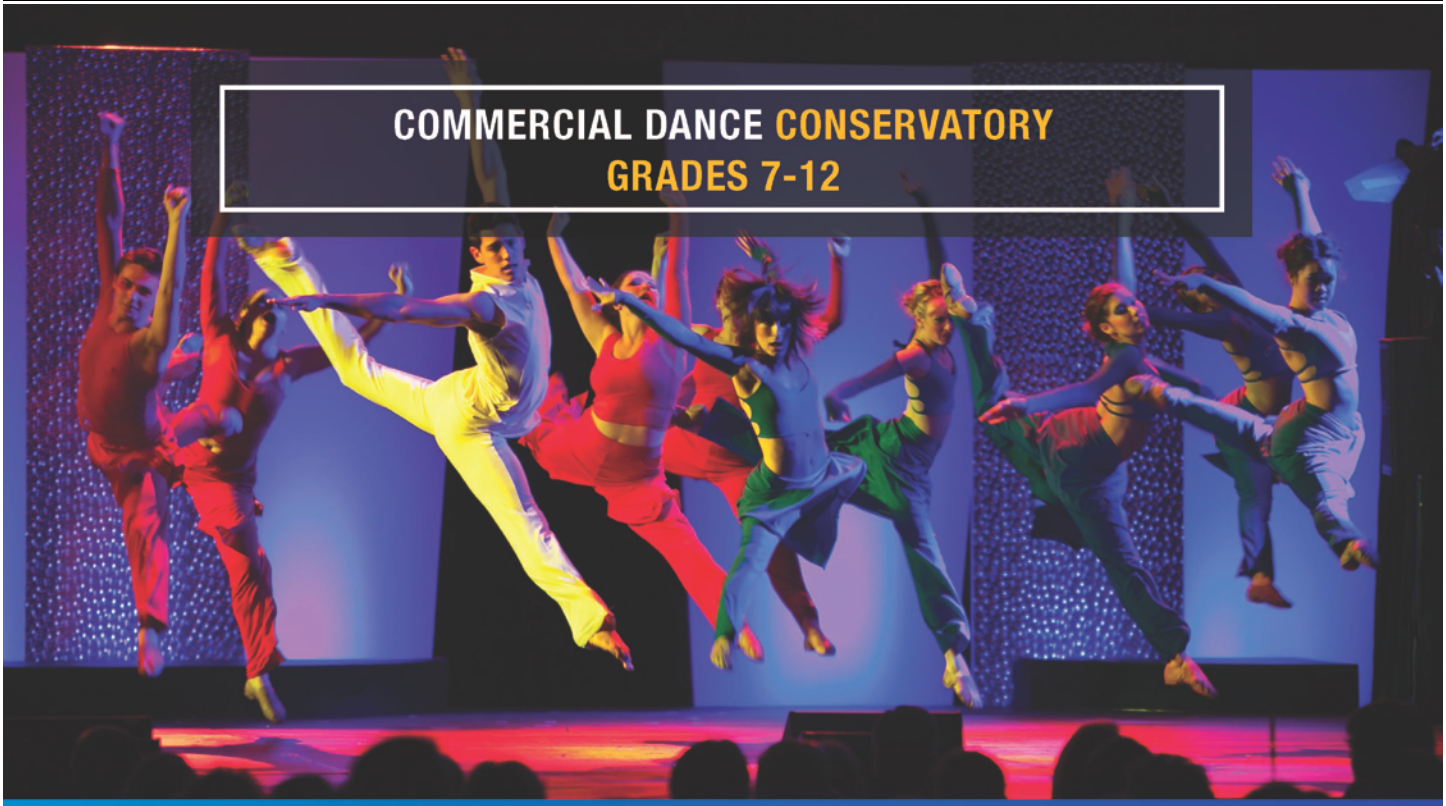
- Concert Choir
- Class Voice
- Beginning/Advanced Musicianship
- Opera from Scratch

Grade 9

- Theory/Musicianship I
- Theory/Musicianship II
- Theory/Musicianship III
- Stella Voce (Women's Chorus)
- Men's Chorus
- Art Song Literature
- Italian Diction
- German Diction
- Piano Class
- Movement Improvisation
- Acting for Singers

Grades 10-12

- Theory/Musicianship I
- Theory/Musicianship II
- Theory/Musicianship III
- Theory/Musicianship IV
- Stella Voce (Women's Chorus)
- Men's Chorus
- Chamber Singers
- Opera Scenes
- Song Composition
- Piano/Vocal Collaboration
- Conducting
- Music History
- Piano Class
- On-Stage! (Performance Prep)
- Jazz Voice



COMMERCIAL DANCE CONSERVATORY
GRADES 7-12

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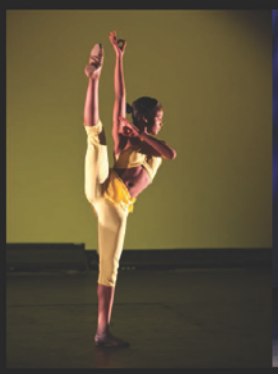
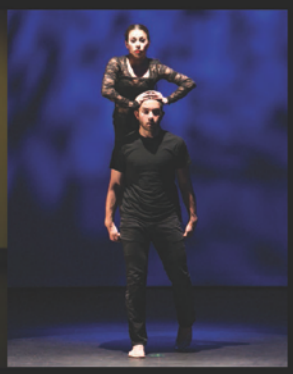
CONSERVATORY OVERVIEW

Addressing the needs of young dancers who aspire to perform on stage, on screen, on television, or in music videos, the Commercial Dance Conservatory is the only program of its kind in the country. Students receive technical instruction in a variety of dance forms and styles from a core faculty of professionals. Esteemed guest artists and professional choreographers expose students to current and innovative dance forms in the commercial dance industry.

CURRICULUM

The program offers numerous, diverse classes that prepare students to succeed in commercial dance fields, including television, film, stage, and music videos. The curriculum also provides preparation for major university dance programs and consists of training in ballet, modern, jazz, tap, hip hop, lyrical, dance conditioning, dance history, anatomy, choreography, and professional development. Students in grades 7 and 8 receive one dance class per day in ballet and jazz, with one semester each of lyrical and modern, and one semester each of tap and hip hop. Students in grades 9 through 12 have two classes per day which include ballet, modern, jazz, tap, contemporary, hip hop, musical theatre dance, lyrical, anatomy, and dance history. Juniors and seniors are also offered classes in choreography and professional development. Guest artist master classes are provided throughout the school year.





CONTACT INFORMATION

JIM KOLB
OCSA Dance Chair
Director, Commercial Dance
714.560.0900 Ext. 5610 | jim.kolb@ocsarts.net

Jim Kolb holds a master's degree in dance education from California State University, Long Beach. He has been the director of the Commercial Dance Conservatory since 1998. Formerly a principal dancer with the Gus Giordano Dance Company in Chicago, he also served on the board of directors for the World Jazz Dance Congress. Mr. Kolb was also a special segment producer for the 1996 Fosse Awards Show and has performed in many movies, including: *New York, New York, 1941, Pennies from Heaven,* and *Tap.* He toured with many stars, such as Ann Margaret, Connie Stevens, and Suzanne Sommers. His television credits include the MTV Awards and three years on the Academy Awards, as well as various special presentations with George Burns, Charro, and Stevie Wonder.

Most recently, he choreographed a professional production of Quad, based on The Who's *Quadraphenia* album, and the annual Holiday Celebration production with the Long Beach Symphony Orchestra, featuring OCSA's Dot Comm Dancers.

PERFORMANCE OPPORTUNITIES

Jr. and Sr. Conservatory "Winter Solstice Dance Celebration"
Jr. Conservatory Spring Concert
Sr. Conservatory Spring Concert
Sr. Conservatory Student Choreography Concert "Emerging Expressions"

OCSA DOT COMM DANCERS

Senior Commercial Dance students can audition for the conservatory's performance group, called the OCSA Dot Comm Dancers. This group provides students with real-world experience, as they are put through a professionally run audition with a guest choreographer and weekly rehearsals to learn choreography by staff or guest professionals. Dot Comm Dancers perform at a variety of events, ranging from philanthropic benefits to holiday and corporate engagements.

Dot Comm Performances:

Bowers Museum
California Dance Educators Association (CDEA) Conference Concert
Discovery Science Center
Disneyland Community Arts Showcase
Laguna Art Museum
Long Beach Symphony Orchestra Annual "Holiday Celebration" Concert
Orange County "Festival of Children" – South Coast Plaza
Santa Ana Police Academy Activity League
"Stars of Tomorrow" – Dancers Responding to Aids (DRA)
U.S. – Hong Kong Culture and Arts Festival

GUEST ARTISTS/MASTER TEACHERS

Debbie Allen
(Broadway Dancer, Choreographer, and Director)

Joshua Allen
(Winner, "So You Think You Can Dance")

Dmitry Chaplin
(Dancer and Choreographer, "So You Think You Can Dance")

Tessandra Chavez
(Choreographer, "So You Think You Can Dance")

Tyce Diorio
(Choreographer, Taylor Swift and "So You Think You Can Dance")

Brian Friedman
(Judge and Choreographer, "So You Think You Can Dance";
Choreographer, "X Factor")

Liz Imperio
(Choreographer, Madonna and Jennifer Lopez)

Mark Meismer
(OCSA Alumnus; Master Teacher, NUVO Conventions)

Herman Payne
(Dancer, "Fosse")

Twitch
(Dancer, "So You Think You Can Dance")

SCHOOL OF FINE & MEDIA ARTS

Orange County School of the Arts

ACADEMICS + Arts

CONSERVATORY OVERVIEW

The Creative Writing Conservatory offers a wide array of classes in writing and literary studies. Students complete a set of required courses in the fundamental areas of writing—fiction, creative nonfiction, poetry, and dramatic writing—then move on to self-select their concentration through a series of required electives. Multiple workshops, literature classes, genre studies, and industry prep classes are offered each semester. In and out of class, the Creative Writing student's life is enhanced through exciting activities, including literary-focused field trips, seasonal play festivals, the OC RYSE poetry slam, the performance poetry team Yawp, visiting master artists, and the production of the conservatory's literary magazine, *Inkblot.*

The majority of teachers in the conservatory hold advanced degrees in writing and literature, and all are practicing writers. Among our current faculty members is internationally acclaimed fiction writer Tim Powers, whose novel *On Stranger Tides* was the literary basis of the *Pirates of the Caribbean* film franchise.

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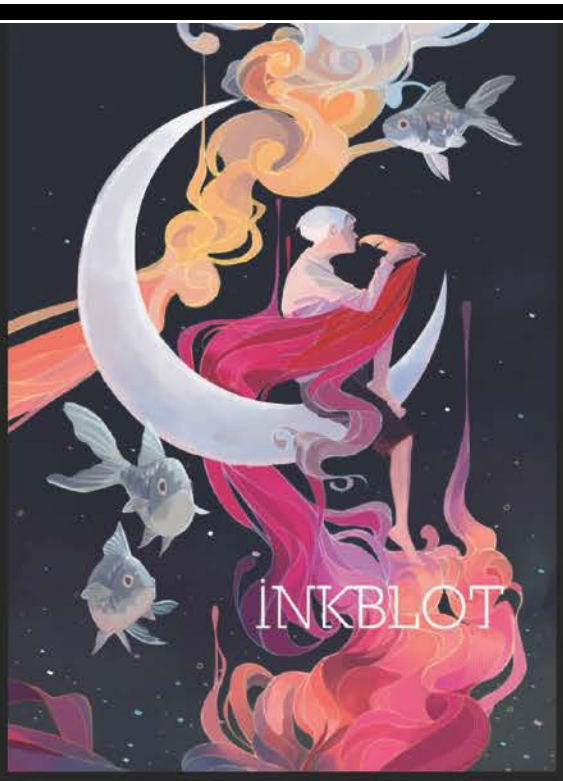

CONTACT INFORMATION

JOSH WOOD
Director, Creative Writing
714.560.0900 Ext. 6985 | josh.wood@ocsarts.net

Josh Wood holds a Master's of Fine Arts in Creative Writing and a master's degree in English, both from Chapman University, and a bachelor's degree in literature with a creative writing emphasis from Sonoma State University. Mr. Wood teaches a variety of fiction and poetry workshops and advises the conservatory's award-winning art and literary journal, *Inkblot*.

He is a recipient of a John Fowles Center for Fiction Award and a finalist for Glimmer Train's Short Story Award for New Writers, The North American Review's James Hurst Poetry Prize, and the Pablo Neruda Prize for Poetry. Mr. Wood's writing appears in *Volt, DIAGRAM, SpiralOrb, The Berkeley Poetry Review, OccuPoetry,* and elsewhere. Previously, he was an editor for *Dirtcakes,* a journal dedicated to exploring themes suggested by the United Nations Millennium Development Goals to end extreme poverty.

SAMPLE CURRICULUM

Aimee Bender Author Study
Fairy Tales & Modern Myths
Flash Fiction
Irish Literature
Novel Workshop
One Act Playwriting
Origins & Sources of Fiction
Romanticism
Television Writing
Screenwriting
Steampunk
Submissions & Publications
Video Game Writing
YA Literature

GUEST ARTISTS / MASTER TEACHERS

Aimee Bender
Neil Gaiman
George R. R. Martin
Annie Mumolo
Scott Aukerman
Richard Bausch
Alice Sebold
Project VOICE
Christopher Titus
Eugenia Leigh
Writers from:
- *Lost*
- *Mad Men*
- *People of Earth*

PERFORMANCE OPPORTUNITIES

Open Mic Nights
Seasonal Play Festivals
OC RYSE Poetry Slam
Cineplex Screenwriting Collaboration with the Film & Television Conservatory

COMMON QUESTIONS

How many students are in the Creative Writing Conservatory?
Although the numbers fluctuate each year, we average 160. Approximately 40 students are in each grade level, 9-12.

What does the placement activity consist of?
Please view the Creative Writing Conservatory placement activity guidelines on our website for more details.

THE MEKJIAN FAMILY CULINARY ARTS & HOSPITALITY CONSERVATORY GRADES 9-12

SCHOOL OF APPLIED ARTS

OrangeCountySchoolofthearts

ACADEMICS + Arts

CONSERVATORY OVERVIEW

The Mekjian Family Culinary Arts & Hospitality Conservatory offers enrollment to 9th through 12th grade students. This exciting conservatory is one of the first high school culinary arts programs in the country. Under the direction of esteemed top chefs, this program is designed to embrace, nurture, and expand a student's passion for food, creativity, and excellence.

The Mekjian Family Culinary Arts & Hospitality Conservatory offers a four-year curriculum in alignment with some of the world's most respected post-secondary culinary and hospitality programs and provides highly motivated students with the tools necessary to succeed in their chosen niche within the hospitality industry.

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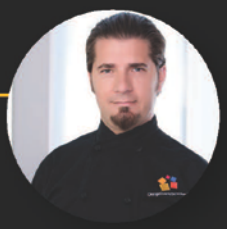


CONTACT INFORMATION

DANIEL MATTOS
Chef Director, The Mekjian Family Culinary Arts & Hospitality Conservatory
714.560.0900 Ext. 6650 | daniel.mattos@ocsarts.net

Chef Daniel Mattos holds an associate degree in culinary arts and a bachelor's degree in food service entrepreneurship from Johnson & Wales University. Professionally, Chef Mattos served as a sous chef at prestigious restaurants and hotels throughout the United States, including Bristol Hotels and Resorts in Atlanta and San Francisco and Stanhope Hotel in New York City.

Chef Mattos also served as sous chef, chef de cuisine, and executive chef of Bisque Restaurant, a full-scale kitchen serving more than 200 guests; he is credited with bringing the restaurant from one-and-a-half stars to four stars. As Chef Director at The Art Institute of California - Orange County, he led the culinary department, and under his leadership the culinary program grew from 300 to 800 students. Prior to joining The Art Institute of California - Orange County, Chef Mattos taught health-supportive vegetarian cooking by integrating classical cooking techniques at the Natural Gourmet Institute in New York City. Chef Daniel Mattos joined Orange County School of the Arts in 2011 and currently serves as Chef Director of The Mekjian Family Culinary Arts & Hospitality Conservatory, where he is responsible for organizing multiple kitchen facilities to accommodate teaching labs, high volume production for cafeteria services, and special events.

PETER STRIFFOLINO, CEC
Chef Director, Culinary Operations
714.560.0900 Ext. 6652 | peter.striffolino@ocsarts.net

Chef Peter Striffolino holds an associate degree in culinary arts from The Culinary Institute of America. He has more than 30 years of experience in the hospitality industry, including 15 years as an executive chef. Chef Striffolino worked in kitchens at five-star hotels throughout the United States, including the Palace Hotel, Four Seasons Hotel, and Pierre Hotel in New York. He also had the incredible honor of working with several three-star Michelin chefs, including Chef Paul Bocuse, Chef Alain Chapel, and Chef Jacques Maxim. Chef Striffolino has assisted with the opening of six hotels, 19 restaurants, and the launch of the Culinary Arts program at The Art Institute of California - Orange County.

Chef Striffolino was named Orange County Chef of the Year by the *Orange County Business Journal* and a Top Twelve Young American Chef by the Culinary Institute of America and Kraft International, and he is the originator and host of Great Chefs of Orange County, now in its 19th year. He has also received the Southern California Restaurant Writers' Gold Award seven years in a row.

CURRICULUM

During the four-year program, students will progress from industry basics to hands-on experience, assisting with food production for the school's cafeteria and student-run catering company, culminating with seniors participating in internship programs throughout Orange County and surrounding areas.

Conservatory courses will be held on a block schedule:

Level 1 (L1) Mon.-Thurs. 2:15-4:45 p.m.
Level 2 (L2) Mon.-Thurs. 2:15-4:45 p.m.
Level 3 (L3) Mon.-Thurs. 3 days a week 2:15-4:45 p.m., 1 day a week 2:15-6:00 p.m.
Level 4 (L4) Senior schedules are dependent on student needs and their academic requirements. Conservatory classes can be taken during the academic day and/or traditional conservatory hours.

Students must be available as needed on Friday afternoons and weekends for special events.

- First year students (L1) focus on practical experience, creating building blocks and gaining basic skill sets in the kitchen. Lecture courses are based on restaurant concepts.

- Second year students (L2) revisit L1 skills and continue to build their foundation, exploring cuisines from around the world. Lecture courses continue with restaurant concepts.

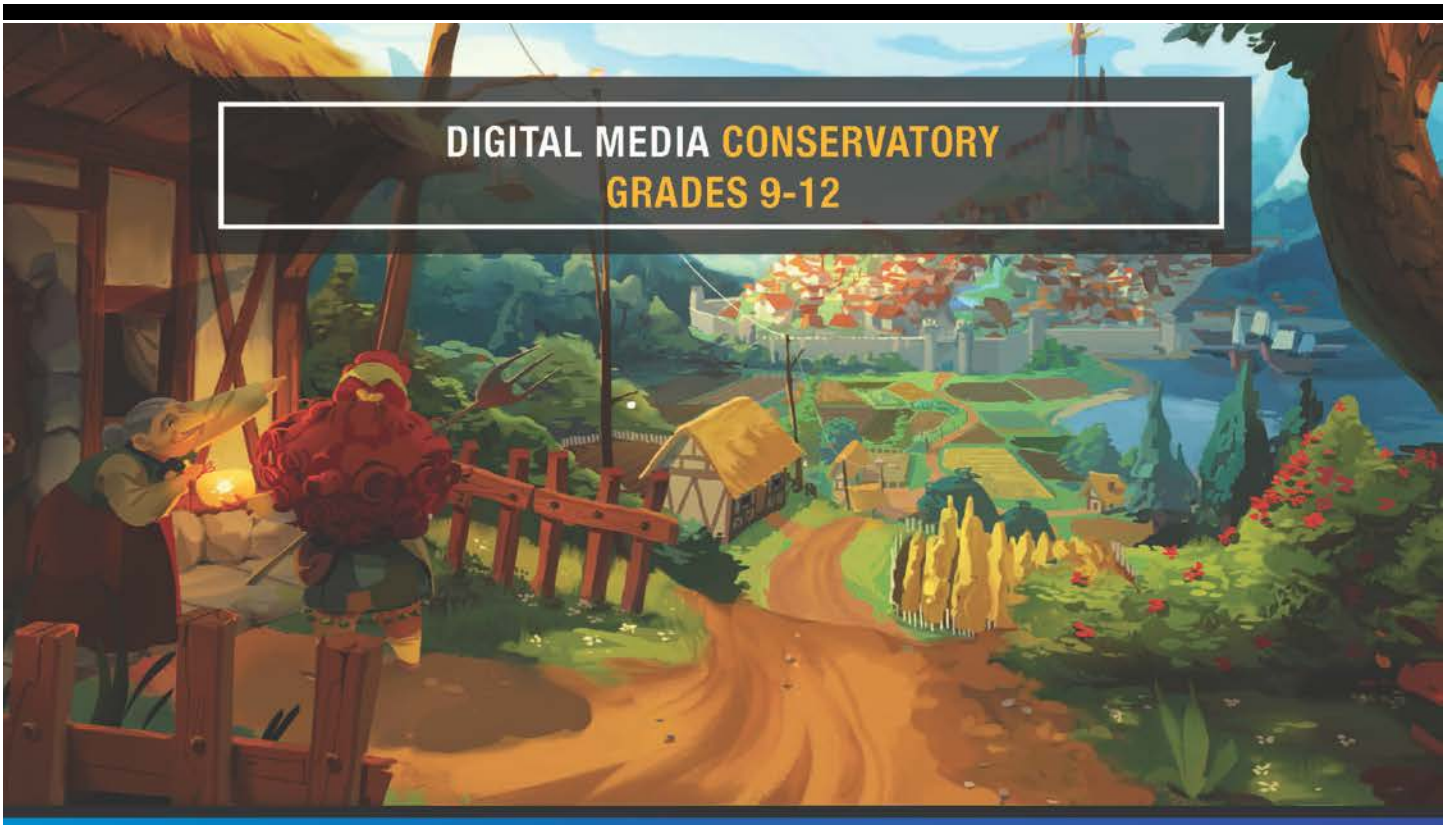
- Third year students (L3) venture into baking and pastry and the artistry of Garde Manger. There is an additional lab component based on food, nutrition, and science, which meets OCSA's graduation requirement as a physical lab science and can also be used as the recommended third year of lab science for college.

- Fourth year students (L4) gain experience assisting Chef Instructors with the student-run catering company, executing functions on and off campus. Students become involved with student competitions, exercising the skills they have learned over the years. They also have an additional lab component in learning high-volume production. L4 students assist with the production of OCSA's cafeteria menu. Seniors have the opportunity to participate in an internship program with some of the finest businesses in the area. Lecture courses begin in the areas of hospitality and tourism.

Upon graduating from The Mekjian Family Culinary Arts & Hospitality Conservatory, students have a solid foundation in the culinary arts, as well as a practical understanding of dining room operations and applied business practices.

Allergen Warning

Please be aware that The Mekjian Family Culinary Arts & Hospitality Conservatory regularly has exposure to known allergens related to food and food products. Nuts, tree nuts, dairy, seafood, gluten products, and other common allergens are regularly prepared, consumed, and used in this conservatory. Individuals with allergies should carefully consider the inherent risks and consult their medical provider before applying to this conservatory.



SCHOOL OF FINE & MEDIA ARTS

Orange County School of the Arts

ACADEMICS + Arts

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CONSERVATORY OVERVIEW

Students in the Digital Media Conservatory are immersed in a challenging and innovative environment where they create new worlds, develop fantastic characters, and tell stories that have never been told before.

Taking a step forward into pervasive and emerging technologies, the Digital Media Conservatory focuses on combining and expanding skills in animation, design, games, and interactive technology. Students in Digital Media build skills through immersive instruction, application of experience, and critique. Students enjoy a rigorous and thoroughly challenging curriculum that is equivalent to competitive colleges and universities.

CURRICULUM

9th grade
2D Animation
Character Design I
Drawing I
Game Design I

10th grade
2.5D Animation
Character Design II
Drawing II
Game Design II

11th and 12th grade
A rotating roster of electives such as:
3D Sculpting
Concept Design
Digital Studio
Experimental Animation
Life Drawing
Life Painting
Sequential Art
Toy Design
Urban Sketching
Virtual Reality
World Building

WHO SHOULD APPLY?

Digital Media is looking for creative students interested in animation, character design, and concept design. We are searching for those interested in communicating with visual, narrative, and temporal media. We need team players who are dedicated to challenging themselves and pushing their artwork and ideas to the next level. No experience on a digital platform is necessary; we move through the technology as a team.

CONTACT INFORMATION

PATRICK WILLIAMS
Director, Digital Media
714.560.0900 Ext. 3206 | patrick.williams@ocsarts.net

Patrick Williams earned his bachelor's degree in illustration design from Art Center College of Design and his master's degree in drawing and painting from California State University, Long Beach. He actively pursues his own creative artwork and is also an adjunct faculty member at Orange Coast College.

Mr. Williams has dedicated his career as an arts instructor to creating transformative and empowering opportunities for young artists through education. He began his teaching at OCSA in 1999 in the school's elective program and Visual Arts Conservatory before being named the Director of the Digital Media Conservatory in 2012. Mr. Williams is now credited for creating one of the most innovative high school digital media programs in the country.

FILM & TELEVISION CONSERVATORY
GRADES 9-12

SCHOOL OF FINE & MEDIA ARTS

Orange County School of the Arts

ACADEMICS + Arts

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CONSERVATORY OVERVIEW

The Film & Television Conservatory is a rigorous, fun college and industry preparation program. The focus is on strong storytelling, personal artistic development, and practical, hands-on training. The program offers a full working TV studio, a film studio, a Foley stage, digital cameras and equipment, and editing suites.

Film & Television alumni have gone on to attend film schools at universities such as Chapman University, New York University (NYU), University of Southern California (USC), and Art Center. The conservatory's dedicated faculty members have professional backgrounds in film and television and degrees from schools such as Syracuse University, Chapman University, American Film Institute (AFI), and more.

CURRICULUM

Digital editing (Adobe Premiere Pro)
Directing and cinematography
Documentary filmmaking
Industrial video production
Narrative short filmmaking
Screenwriting and film history
Sound design
Television and live event production

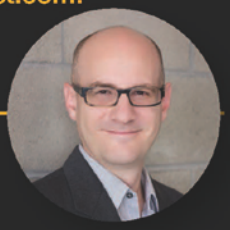
CONSERVATORY OPPORTUNITIES

The Film & Television Conservatory showcases student work twice a year at our Cineplex Student Film Festival. Screenings are held at **Chapman University's Folino Theater at the Marion Knott Studios** (Chapman University, 283 N. Cypress, Orange).

Winter Cineplex (January)
Spring Cineplex (May)

To purchase tickets closer to the screening dates, please visit **www.ocsarts.net/boxoffice.**

We will also screen a showcase of our films at the **Newport Beach Film Festival** in April. For ticket information, please visit **www.newportbeachfilmfest.com.**



CONTACT INFORMATION

AARON ORULLIAN
Director, Film & Television
714.560.0900 Ext. 6879 | aaron.orullian@ocsarts.net

Aaron Orullian received a bachelor's degree in film from Brigham Young University and a teaching credential from California State University, Fullerton. As an educator-filmmaker, Mr. Orullian enjoys serving as a mentor to his students in helping them become both accomplished artists and honorable individuals.

Prior to being named Director of the Film & Television Conservatory at Orange County School of the Arts in 2007, Mr. Orullian worked in development with the Cort/Madden Company at Paramount and as a literary assistant for the Chasin Agency in Hollywood. He has won several prestigious awards for his short fiction and filmmaking projects, and he was a SURDNA Arts Teacher Fellow in 2007.

CORE COURSE DESCRIPTIONS

Year 1

Film Production I*
Visual storytelling; short non-dialogue film production (2)

Editing I
Non-linear video editing of shorts, trailers, and music videos (2)

TV Production I*
TV studio use/protocols; live 3-camera TV production (2)

Cinematography I*
Lighting and composition for digital filmmaking (1)

Audio Design
Production/post-production sound recording and design (1)

Year 2

Film Production II*
Narrative shorts; production management; location filmmaking (2)

Directing I
Fundamental acting/directing techniques (1)

Screenwriting
Scene structure; script formatting (1)

Industrial Video Production*
Client-based TV production; PSAs (1)

Advanced Directing*
Production workshop; CW and Acting collaborations (2)

Film History
Film history from 1890s to present (1)

Year 3

Documentary Filmmaking*
Documentary history, theory, and production (2)

TV Production II*
Web-series production and distribution (2)

TV Production III*
Live-event field production; web and local cable distribution (2)

Film Production III*
Collaborative class projects; production design focus (2)

Year 4

Senior Project*
Produce or direct a film or documentary (2)

Film Production IV*
Direct an experimental, narrative, or commercial short (1)

Industry Prep
Create reel/resume; college prep; transition into the industry (1)

In Focus
In-depth critical study of filmmakers or genres (2)

(1-2) = days per week; * = production course

INTEGRATED ARTS CONSERVATORY
GRADES 7-12

SCHOOL OF FINE & MEDIA ARTS

Orange County School of the Arts

ACADEMICS + Arts

CONSERVATORY OVERVIEW

The Integrated Arts Conservatory offers a diverse, challenging, and high-caliber program to students in grades 7-12. The Integrated Arts Conservatory faculty teaches a wide range of subjects from all of the arts disciplines.

This program is designed to provide students with the opportunity to explore and actively participate in a variety of performing and visual arts classes in a stimulating and creative environment. Each student is exposed to a broad array of arts, including visual arts, voice, drama, creative writing, film, dance, and production and design.

Students who graduate from the Integrated Arts Conservatory have an outstanding foundation in the arts and an excellent body of knowledge, cultivating a strong sense of confidence as they pursue a higher education or the profession of their choice.

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CONTACT INFORMATION

CHARNA LOPEZ
Director, Integrated Arts
714.560.0900 Ext. 6185 | charna.lopez@ocsarts.net

Charna Lopez was born and raised in Southern California and attended Chapman University where she graduated Magna Cum Laude and received her BFA in film and TV, broadcast journalism. She went on to earn her master's degree in cross cultural education from National University. A dedicated member of the OCSA team since 2006, Ms. Lopez has focused much of her professional career on the arts and truly enjoys sharing her passion with the next generation of artists.

She has extensive experience teaching in dance, theatre, voice, and broadcast journalism, among other art forms, and is also the Artistic Director for Yorba Linda Spotlight Theater Company. Ms. Lopez has choreographed and directed more than 50 productions at various performing arts companies throughout Orange County. A few of her recent shows include *Side Show, The Addams Family, Legally Blonde, School of Rock, How to Succeed in Business Without Really Trying, Little Shop of Horrors, Barnum,* and *Once on this Island.* She is also an award-winning performing artist who has appeared throughout Southern California at theaters such as Moonlight Amphitheater, Performance Riverside, Candlelight Pavilion, and Saddleback Civic Light Opera. Among her favorite roles are the title role in *Peter Pan,* Rizzo in *Grease,* The Witch in *Into The Woods,* DeLee in *Smokey Joes Café* (Theater League Award, Patte Award nomination), The Waitress in *Working,* Joan in *Dames at Sea,* and Patsy in *Crazy For You.*

CURRICULUM

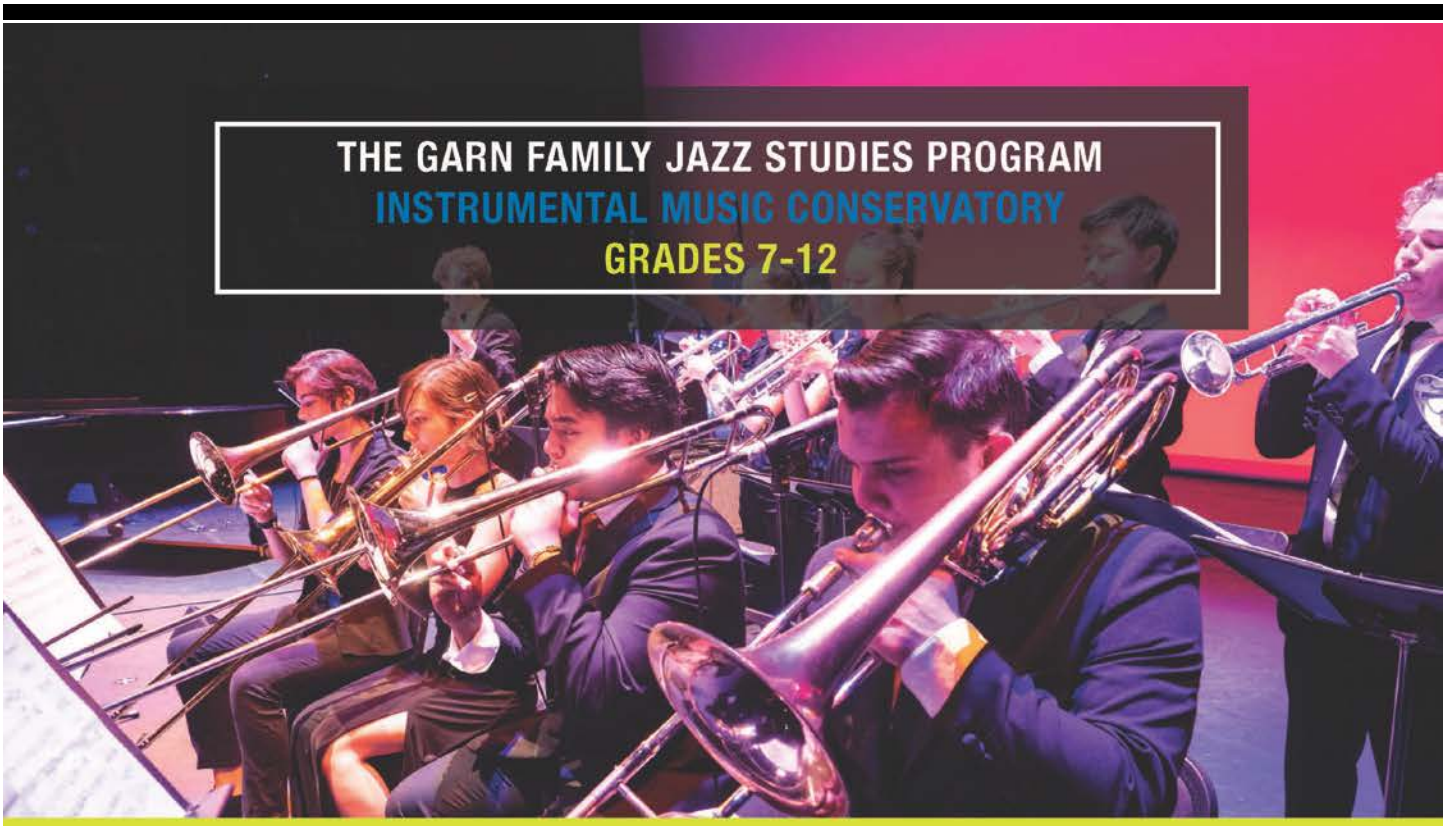
Acting
Acting for the Camera
Arts Advocacy and Community Outreach
Broadcast Journalism
Creative Writing
Dance (Tap, Hip Hop, Musical Theatre)
Digital Photography
Documentary Film
Expressive Art
Film Aesthetics
Graphic Arts (Graphic Novel)
Improv
Mixed Media
Musical Theatre Lab
Photorealism
Plays & Playwrights
Pop and Jazz Vocal
Production & Design
Screen Writing
Shakespeare
Stage Combat
Theatrical Makeup
Three-Dimensional Art
Visual Arts
Voice
Water Colour

PERFORMANCE OPPORTUNITIES

There are various major performance opportunities offered in the Integrated Arts Conservatory each year, including two musicals (one for 7th-9th grade and one for 9th-12th grade), a spring showcase variety show, and a series of one acts and scenes for middle school and high school students.

GUEST ARTISTS/MASTER TEACHERS

The Integrated Arts Conservatory offers "Studio Friday" workshops with esteemed guest artists and master teachers. Workshop topics have included audition technique, Halloween makeup, puppetry, ceramics, hip hop, stage combat, technical theatre, and stage management. These workshops are offered at no cost exclusively to Integrated Arts students.



SCHOOL OF MUSIC

Program Overview

The Garn Family Jazz Studies Program enables young musicians in grades 7-12 to further their studies in the art of jazz, with courses instructed by distinguished faculty, including some of today's top recording artists, educators, and performers. The curriculum is modeled after a university-level jazz conservatory, creating versatile musicians who are prepared to successfully enter the college or arts conservatory program of their choice upon graduating. Students in The Garn Family Jazz Studies Program experience a breadth of opportunities that enhance their development as musicians, including large jazz ensemble, small group combos, wind ensemble (winds, brass, percussion), specialized instrument master classes, musicianship courses that focus on traditional harmony and jazz arranging/composition, and exposure to professional guest artists and master clinicians who are at the top of their field.

Sample Curriculum

Band and Orchestra*
Big Band and Small Group Ensembles
Classical Composition
Improvisation
Instrument-Specific Master Classes
Jazz Composition and Arranging
Jazz History
Jazz Piano Class
Jazz Theory
Recording Studio Techniques
Traditional Music Theory

* *Placement by audition*

Orange County School of the Arts

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OrangeCountySchoolofthearts

CONTACT INFORMATION

JOHN REYNOLDS, D.M.A.

Associate Director, Instrumental Music

714.560.0900 Ext. 5674 | john.reynolds@ocsarts.net

John Reynolds is a highly sought educator, clinician, and trumpeter. He holds a Doctorate of Musical Arts degree in Jazz Studies from the University of Southern California (USC) as well as degrees from San Diego State University (SDSU) and Point Loma Nazarene University. Dr. Reynolds is well versed in instrumental conducting as he is a student of Larry Livingston (USC Thornton School of Music) and Sharon Lavery (Downey Symphony). He has conducted numerous wind ensembles, orchestras, and pit orchestras for various musical productions over the last 15 years.

Dr. Reynolds performs frequently with his own groups, the John Reynolds Jazz Quintet and the Gaslamp Quarter Jazz Orchestra. He has performed with jazz legends including John Clayton, Jeff Hamilton, Gerald Clayton, Rickey Woodard, Graham Dechter, Jackie Ryan, Bob Mintzer, Peter Erskine, Bobby Shew, Frank Mantooth, Gilbert Castellanos, Marshall Hawkins, and many others. In 2016, the SoCal Jazz Society recognized Dr. Reynolds as the "Jazz Educator of the Year," and SDSU awarded him "Outstanding Alumnus of the Year."

Since its inception in 2014, the Jazz Studies program at San Diego School of Creative and Performing Arts (SDSCPA), which Dr. Reynolds created and directed, has received high acclaim. Students under Dr. Reynolds' tutelage have received admission to and scholarships from renowned institutions, including The Juilliard School, Manhattan School of Music, USC Thornton School of Music, and many others. In 2019, the San Diego Unified School District Visual and Performing Arts Department presented Dr. Reynolds with the "Artistic Growth" award in recognition of his exceptional work at SDSCPA. Dr. Reynolds is a consultant for Jazz at Lincoln Center, performing as a guest artist, clinician, and adjudicator for regional Essentially Ellington festivals across the country.

Performance Opportunities

Students in The Garn Family Jazz Studies Program audition for placement in the award-winning Ambassador Jazz Orchestra, big bands, and/or small jazz combos. In addition to school and community concerts both on and off campus, students participate in many of the major competitive jazz festivals. The program's extensive jazz library offers students the chance to perform music ranging from the 1920s to today's most distinguished composers.

Past Guest Artists / Master Teachers

Gilbert Castellanos, American jazz trumpeter, composer, and arranger
Cecilia Coleman, pianist and composer
Bill Cunliffe, Grammy Award-winning composer and arranger
Kirsten Edkins, saxophonist, composer, and educator
Gary Foster, well-known saxophonist, clarinetist, and flutist
Marshall Hawkins, bassist, drummer, and educator
Tamir Hendelman, Israeli American jazz pianist
Eric Marienthal, Grammy Award-winning saxophonist
Wynton Marsalis, internationally acclaimed jazz musician and composer
Claudio Roditi, celebrated Brazilian trumpet player
Marvin "Smitty" Smith, American jazz drummer and composer
United States Marine Corps All-Star Jazz Band
Victor Wooten, Grammy Award-winning bass guitarist

Unique Experiences

The Garn Family Jazz Studies Program offers students the unique opportunity to regularly perform throughout the community. In recent summers, the Ambassador Jazz Orchestra has participated in the prestigious Segerstrom Summer Jazz Series, while the Jazz Combo has frequently been seen playing at local OC hot spots, such as Fashion Island, Irvine Spectrum Center, and other high-profile venues and special events.

ACADEMICS + Arts

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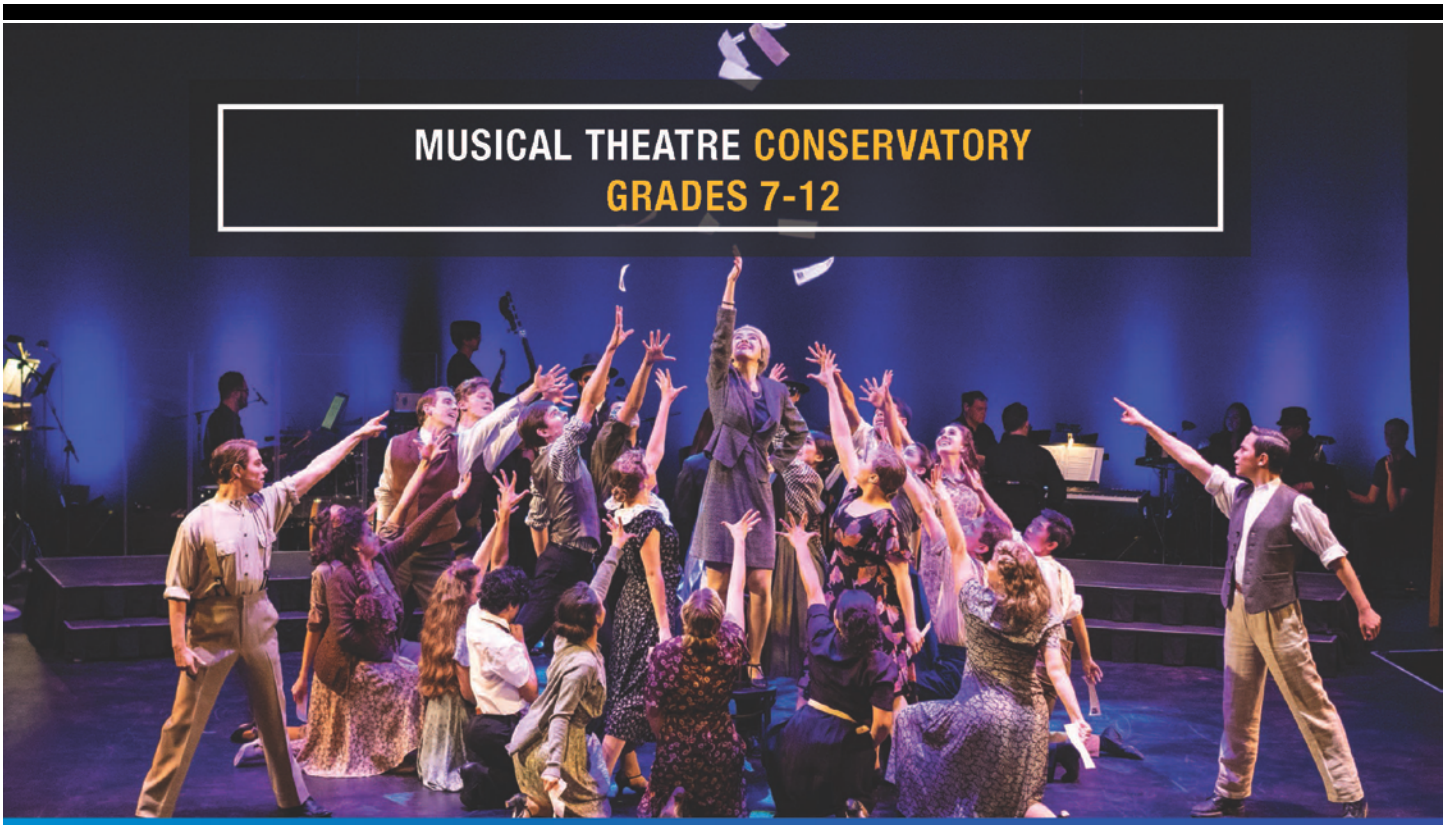

SCHOOL OF THEATRE

Orange County School of the Arts

ACADEMICS
+
Arts

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CONSERVATORY OVERVIEW

The Musical Theatre Conservatory is a one-of-a-kind training program for 7th-12th grade students with aspirations of careers in musical theatre, preparing graduates for careers on stage, in film and television, or in the recording arts.

Middle school students are immersed in extensive training in voice and acting technique, as well as cornerstone concepts in theatrical production. High school students work on continued training in acting, voice, and movement, as well as the development of their personal process through specialized focus on different theories and practices within the musical theatre discipline.

All students are exposed to multiple aspects of the art form of musical theatre, from the basic fundamentals to advanced techniques. The conservatory places particular emphasis on developing healthy artistic habits, experimenting with styles of theatre, learning the history of the form, and the practical accumulation of effective audition and performance skills to prepare for college and beyond.

There are many performance opportunities offered at OCSA, both on campus and throughout the local community. Students also have the opportunity to study with world-renowned guest artists through the school's Master Artist Series.

CONTACT INFORMATION

SCOTT BARNHARDT
Director, Musical Theatre
714.560.0900 Ext. 6854 | scott.barnhardt@ocsarts.net

Mr. Barnhardt is well-known in the theatre world for his incredible performance skills, captivating voice, and charisma. His acting credits include the original Broadway cast of *The Book of Mormon* (Elder Harris / Elder Thomas, u/s Elder McKinley, Asst. Dance Captain) and the Deaf West Broadway Revival of *Big River* at Roundabout Theater Company (2004 Tony Honor). Mr. Barnhardt is a member of Actors' Equity Association and SAG/AFTRA.

Additionally, Mr. Barnhardt has taught and directed for many prestigious educational institutions, including UCLA, Broadway Classroom, Theater Arts Center, Professional School for the Arts, Transcendence Theater Company, Wagner College, Hunter College Elementary, NY Film Academy, Wellesley Theater Project, and Theater 360 Performing Arts Center. Mr. Barnhardt is a graduate of Orange County (High) School of the Arts (MT, '97). He earned his B.A. in theater/speech from Wagner College, and his M.F.A. in playwriting from University of California, Los Angeles (UCLA).

KAREN RYMAR
Assistant Director, Musical Theatre
714.560.0900 Ext. 6874 | karen.rymar@ocsarts.net

The Musical Theatre Conservatory faculty is comprised of nationally recognized working professionals, career educators (on the high school and collegiate level), and industry leaders from a variety of performing arts specialties. Many have performed on Broadway, on national tours, and in professional theatres across the country. These dedicated professionals are committed to educating and nurturing the next generation of world-class artists and scholars.

CURRICULUM

College preparatory courses
UC-approved course content
Comprehensive foundation in the performing arts
Performance-oriented classes

Students receive instruction in: acting technique, vocal technique, vocal performance, auditioning for musical theatre, musical theatre history, beginning keyboard, music theory, musicianship, pop vocals, jazz vocals, operetta, stage movement and combat, stage makeup, and much more. All Musical Theatre students are expected to immerse themselves in OCSA's outstanding dance elective classes to fulfill both their academic elective and physical education requirements. These classes include several levels of ballet, jazz, tap, ballroom, and musical theatre styles.

PERFORMANCE OPPORTUNITIES

Multiple Main Stage Musicals and Concerts
Performing with the Pros
History in the Making, featuring all MT 7th and 8th graders
Lip Sync Battle
UNPLUGGED, a cappella performance ensemble
Holidaze, middle school holiday performance
Spring Recital Week, featuring 9th-11th graders
Classroom Cabaret
Actors' Showcase
"Step Into The Classroom"
Senior Acting & Vocal Recitals
School of Theatre Performances

GUEST ARTISTS/MASTER TEACHERS

Debbie Allen
Jason Robert Brown
David Burnham
Susan Egan
Eden Espinosa
Barrett Foa
Jared Gertner
Marvin Hamlisch
Jerry Herman
Christopher McDonald
Megan McGinnis
Matthew Morrison
Karen Morrow
Pedro Pascal
Alice Ripley
Krysta Rodriguez
Richard Sherman
Georgia Stitt
Ali Stroker

SCHOOL OF MUSIC

Program Overview

The Pianist Program augments the training of talented student musicians in grades 7-12 by providing a college-preparatory curriculum with specialized training in piano, taught by nationally renowned faculty. In addition to the instrumental music theory, history, and musical elective curriculum, the Pianist Program offers classes in solo performance training, piano skills and style topics, score and sight reading, piano ensemble, and chamber music. World-renowned visiting artist teachers offer coaching to students through the Piano Master Class approximately every three to four weeks. Comprised of award-winning musicians whose goals include a performing or academic career, the Pianist Program provides students the opportunity to perform both nationally and internationally, as well as learn the skills necessary to develop as fine musicians and individuals.

Sample Curriculum

Career Exploration
Chamber Music
Classical and Contemporary Composition
Directed Practice
Home Practice
Music History
Musicianship
Music Theory
Piano Ensemble
Piano Master Class
Piano Seminar
Piano Sight Reading
Vocal Collaboration

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CONTACT INFORMATION
SARKIS BALTAIAN, D.M.A.
Director, Instrumental Music
714.560.0900 Ext. 6850 | sarkis.baltaian@ocsarts.net

Dr. Sarkis Baltaian has gained an international reputation as a concert pianist, chamber musician, recording artist, and pedagogue. He has been praised by critics for his "beautiful tone and ability to project even the most delicate pianissimos" and compared to George Gershwin and Oscar Levant for his performance of Gershwin's Concerto in F. Dr. Baltaian made his Carnegie Hall Debut in 1999 and has performed extensively both as a recitalist and concerto soloist with major orchestras throughout the United States, Europe, Asia, and Australia.

Under his dedicated teaching, Dr. Baltaian's students have won national and international competitions and have been accepted at schools such as the Eastman School, Peabody Conservatory, New England Conservatory, Manhattan School of Music, Oberlin Conservatory, Cleveland Institute of Music, USC, UCLA, Rice University, Cornell University, University of California, Berkeley, University of California, Santa Barbara, Pomona College, and University of Colorado at Boulder.

Dr. Baltaian has held fulltime professor positions at the Colburn Conservatory and UAHuntsville. He currently serves on the piano faculty of the Pasadena Conservatory of Music and also maintains a private studio in Orange County and Los Angeles, working with award-winning students.

Performance Opportunities

Pianist Program students receive ample performance experience on and off campus, both solo and collaborative. Students perform in a minimum of two solo concerts annually. They also participate in chamber music, piano ensemble, and vocal collaboration recitals, while appearing regularly as soloists with OCSA's Symphony Orchestra. Additional opportunities include an annual performance at the prestigious Segerstrom Center for the Arts as part of OCSA's Season Finale and performances in major concert venues throughout Southern California.

Past Guest Artists / Master Teachers

Bernadene Blaha, University of Southern California
Lucinda Carver, University of Southern California
Kevin Fitz-Gerald, University of Southern California
Andreas Klein, internationally renowned concert pianist
Wojciech Kocyan, Loyola Marymount University
Norman Krieger, Indiana University
Garrick Ohlsson, internationally renowned concert pianist
John Perry, Glenn Gould Conservatory, Toronto
Nina Scolnik, University of California, Irvine
Robert Shannon, Oberlin Conservatory
Neal Stulberg, University of California, Los Angeles
Asaf Zohar, Jerusalem Academy of Music and Dance, Israel

Unique Experiences

Pianist Program students are provided the opportunity to concertize regularly in major venues such as Carnegie Hall and appear in a number of reputable international festivals, including Aspen, Tanglewood, Casalmaggiore, and NYU Steinhardt. Students capture major prizes from many esteemed competitions, including the Tureck Bach, Chopin, Virginia Warring, Los Angeles Liszt, American Protégé, Lansum, Satori, and Carmel Klavier International. The Pianist Program maintains a strong commitment to new music, often commissioning piano ensemble works by award-winning composers. The program's state-of-the-art keyboards and concert instruments enable students to create music at the highest level, right on campus.

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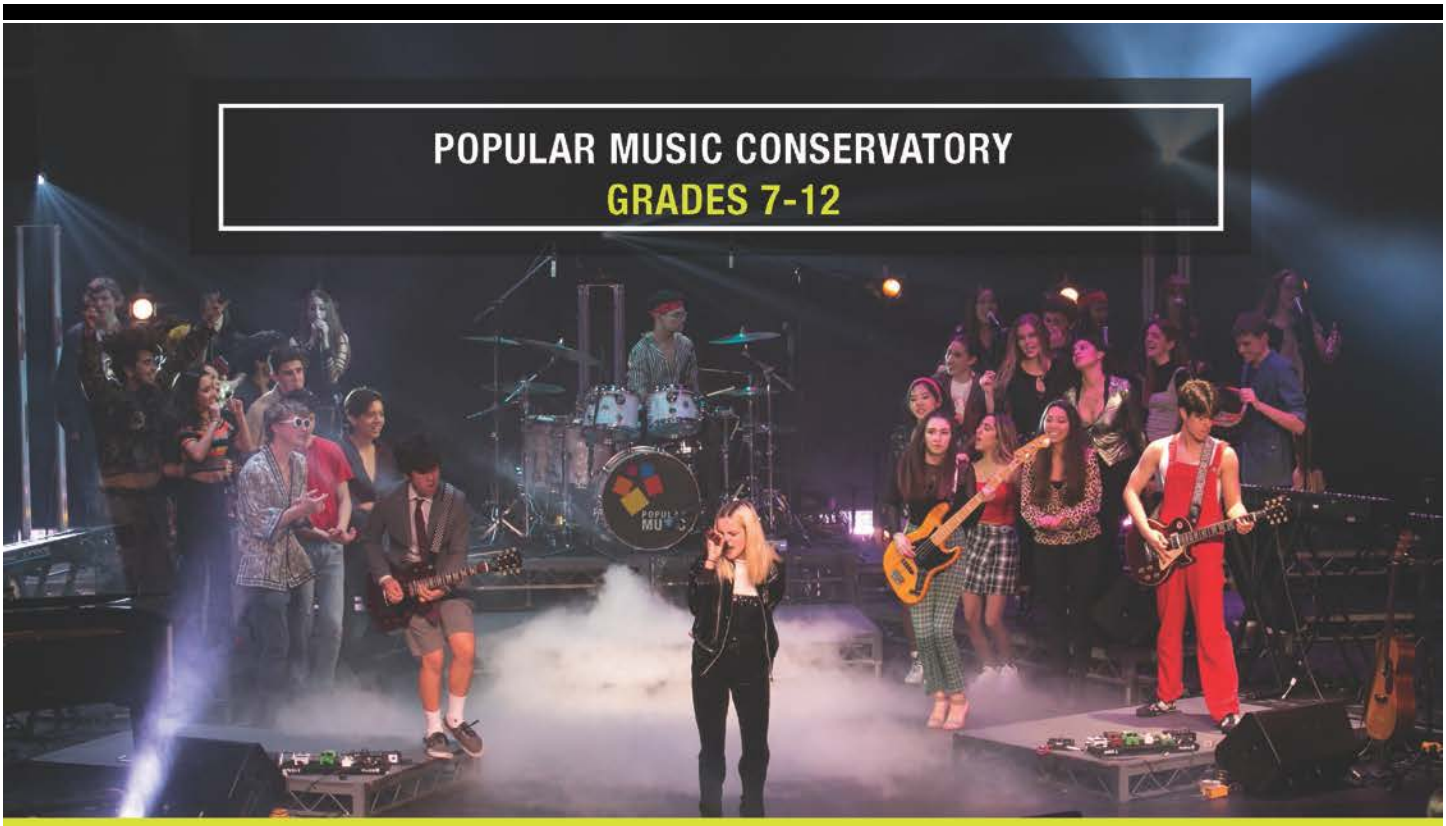

SCHOOL OF MUSIC

Conservatory Overview

The Popular Music Conservatory is a contemporary music program that provides passionate students with a nurturing and empowering environment, promoting musical creativity, musical collaboration, and innovation within the popular music industry. The Popular Music Conservatory is divided into middle school and high school programs, where students learn the art of music performance, primary and secondary instrument training, music production, arranging, and songwriting through a detailed curriculum enhanced by state-of-the-art technology. Students are given the skill sets and knowledge necessary to create and produce thoughtful and technically sound music with the freedom to find their own creative voice – whether it be as an instrumentalist, a vocalist, an engineer, or a songwriter.

Sample Curriculum

Arranging
Bass
Drum Lab
Film and Game Scoring
Guitar
Keyboard
Lead Sheets and Transcriptions
Music Business and Media
Music Theory
Recording
Rock Ensemble
Songwriting
Voice

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CONTACT INFORMATION

RACHEL KRAMER
Director, Popular Music
714.560.0900 Ext. 6205 | rachel.kramer@ocsarts.net

Vocalist, arranger, and educator Rachel Kramer is a graduate of the Bob Cole Conservatory of Music at California State University, Long Beach with a double Bachelor of Music degree in vocal performance and music education.

Ms. Kramer has always had a passion for teaching and educating the future generations of artists. She is an active member of The Association of Popular Music Education (APME) and has overseen the Popular Music Conservatory (previously the Commercial Music Program) at Orange County School of the Arts since 2016. Ms. Kramer has helped evolve and rebuild the program's curriculum as well as provide opportunities for students to work with prestigious master artists and collegiate advisory board members. She has also mentored multiple Artist of the Year semi-finalists, National YoungArts winners, and NBC *The Voice* finalists.

She has directed groups at McAuliffe Middle School, Marina High School, Idyllwild Summer Arts Program, and Occidental College. Ms. Kramer is an accomplished arranger, contracted to arrange for artists, vocal groups, and companies throughout the United States. As a vocalist, Ms. Kramer has performed all over the world, including Italy, Germany, the Czech Republic, Slovakia, Japan, and across the United States. Performance highlights include being a featured soloist for a Whitney Houston tribute at the Walt Disney Concert Hall, performing with the Billy Vaughn Orchestra, performing with The Filharmonic, and singing backup with the Rolling Stones for their 50th Anniversary Tour at the Staples Center.

Performance Opportunities

Students in grades 7-8 perform in two showcases annually, presented in OCSA's Center for the Arts Event Center. Students in grades 9-12 perform in three main-stage concerts, presented in OCSA's Margaret A. Webb Theatre, and one original showcase, presented in OCSA's Center for the Arts Event Center, annually. Seniors also have the opportunity to participate in the conservatory's Senior Showcase and OCSA's Season Finale, an end-of-year performance presented at the prestigious Segerstrom Center for the Arts.

Past Guest Artists / Master Teachers

Terron Brooks, Broadway, television, and recording artist
India Carney, singer (top five finalist on NBC's *The Voice*)
Charlie Colin, songwriter and bassist (TRAIN)
The Filharmonic, a cappella group (*The Sing-Off, Pitch Perfect 2*)
Josh Freese, drummer (The Vandals, Devo, Guns N' Roses)
Mike Garson, pianist (David Bowie)
Dr. Reena Gupta, laryngologist
James Krausse, recording and mixer engineer
Ryan Lerman, guitarist, bassist, and music director
Chris Sampson, founding director of the Popular Music Program at USC
Victor Wooten, five-time Grammy Award recipient and bassist

Unique Experiences

OCSA's Popular Music Conservatory provides access to state-of-the-art facilities, allowing students to experience the world of popular music in a way that few other programs can offer. Facilities include a professional recording studio, a 20-station Apple iMac lab, a piano lab, a guitar/bass lab, a drum lab, and three rehearsal rooms. Popular Music also regularly provides opportunities for cross-conservatory collaboration, including partnerships with the Instrumental Music and Production & Design Conservatories.

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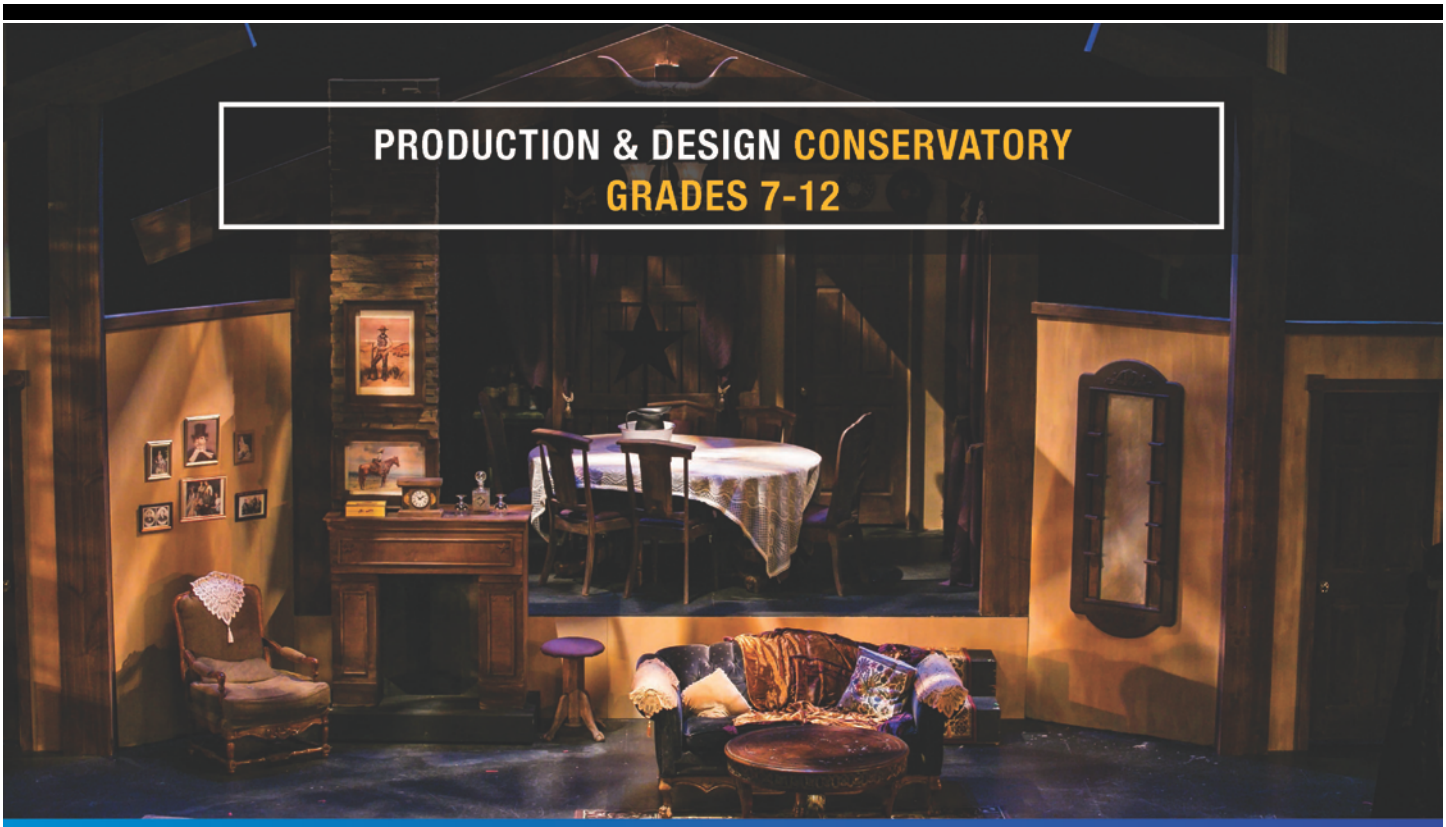

PRODUCTION & DESIGN CONSERVATORY
GRADES 7-12

SCHOOL OF THEATRE

Orange County School of the Arts

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CONSERVATORY OVERVIEW

For every performer on stage, there are several artists working behind the scenes. Under the direction of industry professionals, students in the Production & Design Conservatory create and control the lighting, audio, costume, makeup, and scenery design for all of the school's performances and special events.

The Production & Design Conservatory provides a hands-on, active learning environment where students take classes in all disciplines of technical theatre. This allows the student to discover new talents and passions that would otherwise go untapped. Students learn a variety of skills in their courses, including reading and interpreting a script, building scenery, and applying makeup.

The students work in a professional environment using advanced equipment, including Protools Audio and ETC Lighting. With more than 200 performances each year, students receive extensive hands-on training.

CONTACT INFORMATION

KEVIN COOK
Director, Production & Design
714.560.0900 Ext. 6180 | kevin.cook@ocsarts.net

Kevin Cook holds a Master of Fine Arts degree in technical theatre/design and a bachelor's degree in theatre arts from California State University, Fullerton. Mr. Cook brings more than 30 years of experience in both the educational and professional entertainment industry to Orange County School of the Arts. During his tenure as Director of the Production & Design Conservatory, the program has grown from a high school-only program with 48 students to a middle and high school program with 125 students. In addition to running the conservatory, he is the technical director for the annual Tree Lighting Ceremony at South Coast Plaza, Gala at the Hotel Irvine, and Season Finale at Segerstrom Center for the Arts.

Mr. Cook has previously served as technical director and lighting designer for Brite Ideas, Inc., where he provided overall technical direction and lighting design for special event companies. Some of his high-profile clients included the Orange County Performing Arts Center, J. Paul Getty Museum, Lexus, Maroon 5, Houston Museum of Fine Arts, Elton John, Roberto Cavalli, Audi, Stevie Nicks, Samsung, California State University, Fullerton, and many more. Mr. Cook has also served as an associate faculty member at Saddleback College, Irvine Valley College, and Santa Ana College, as well as a freelance designer, production manager, and technician for a variety of professional theatre groups including the 1984 Los Angeles Olympic Arts Festival.

VICTORIA HOYT-HEYDON
Assistant Director, Production & Design
714.560.0900 Ext. 3267 | victoria.hoyt-heydon@ocsarts.net

CURRICULUM

Grade 7

Introduction to Production & Design
Theatre Overview A & B

Grade 8

Stagecraft I-Scenic
Stagecraft II-Costume/Drawing/Makeup

Grades 9-12

Audio Fundamentals
Drawing for Design A & B
Lighting Fundamentals
Shop Fundamentals
Costume Fundamentals
Introduction to Properties
Makeup Fundamentals

Digital Drawing
Intermediate Costume
Intermediate Makeup
Intermediate Shop
Intermediate Audio
Intermediate Lighting
Intermediate Scenic Design
Stage Management

Advanced Audio
Advanced Lighting
Advanced Properties
Advanced Shop
Costume History in Film
Production Management
Stage Carpentry
Advanced Costume
Advanced Makeup
Advanced Scenic Design
Costume Design
Puppetry
Scenic Painting

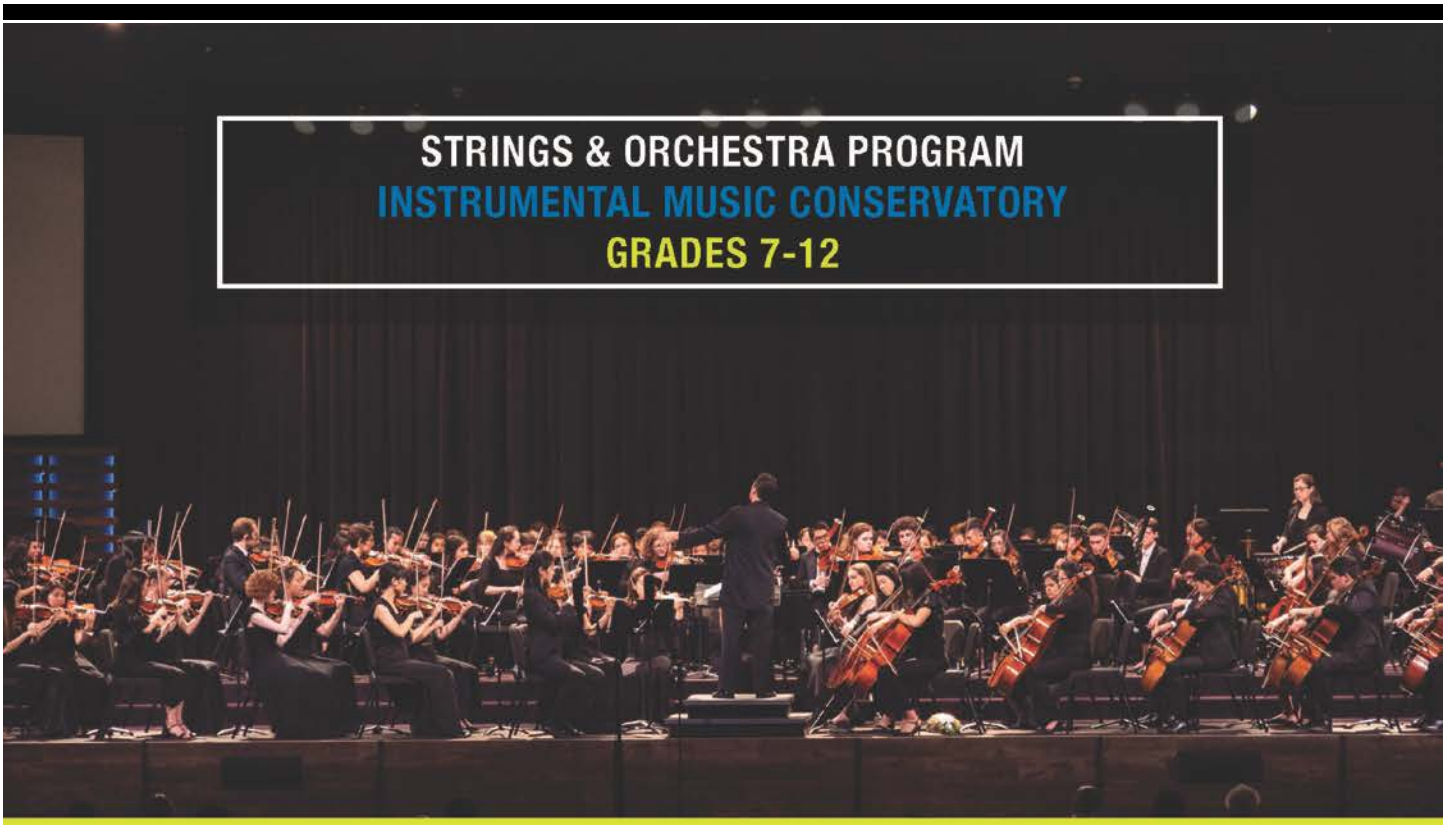
PERFORMANCE OPPORTUNITIES

Production & Design Conservatory students create and control the lighting, audio, costume, makeup, and scenery for all of the school's performances and special events, including the annual Gala, Tree Lighting, and Season Finale. In addition, students have the opportunity to serve as the designer, associate designer, or assistant for all school productions.

GUEST ARTISTS/MASTER TEACHERS

The Production & Design Conservatory offers master classes with guest artists and learning excursions to enhance the classroom experience with real-world information. Students learn from working professionals at various organizations, including Disneyland, Segerstrom Center for the Arts, and Chapman University, as well as from working professional designers throughout the Southern California region.

Prospective careers in production and design include positions in theatre, theme parks, hotel management, fashion, interior design, special events, and film and television.



SCHOOL OF MUSIC

Program Overview

The Strings & Orchestra Program offers students in grades 7-12 a college-preparatory curriculum that fosters technical and creative development for young musicians. Students in the Strings & Orchestra Program are provided the opportunity to perform solo and orchestral repertoire from all time periods. Strings & Orchestra Program students (including harpists) are placed in one of three orchestras: Symphony Orchestra, Chamber Orchestra, or 7th and 8th Grade String Orchestra. All students participate in regular sectionals and master classes, which are led by a distinguished faculty and internationally recognized master-artist teachers. OCSA's Symphony Orchestra has won national awards for innovative programming and is consistently recognized for its impressive level of performance.

Sample Curriculum

Career Explorations
Chamber Music
Composition
Chamber Orchestra
Master Class (Violin, Viola, Cello, Bass, Harp)
Music History
Music Theory
Sectionals (Violin, Viola, Cello, Bass, Harp)
String Literature
String Orchestra
String Quartet
Symphony Orchestra

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CONTACT INFORMATION

NICHOLAUS YEE, D.M.A.
Coordinator, Strings & Orchestra
714.560.0900 Ext. 5560 | nicholaus.yee@ocsarts.net

Violist Nicholaus Yee completed his doctoral studies at the Thornton School of Music at the University of Southern California (USC), where he was the teaching assistant to Dr. Pamela Goldsmith and Professor Donald McInnes, and attended as a full fellowship recipient. In addition to his viola studies, he is trained as an instrumental conductor, early music specialist, and music educator, topics he minored in as part of the rigorous and multi-faceted program at USC.

Ensembles he has been a member of include the USC Symphony and Chamber Orchestras, the USC Early Music Ensemble, and the Pacific Symphony Orchestra. Dr. Yee has performed with such musical legends as Yo-Yo Ma, Bobby Mcferrin, Lynn Harrell, Doc Severinsen, Gary Graffmann, and David Shifrin. Conductors he has worked with include Carl St. Clair, John Williams, Esa-Pekka Salonen, Sergiu Commissiona, Stanislaw Skrowaczewski, and Lucinda Carver. Dr. Yee is a member of the San Bernardino and Redlands Symphony Orchestras.

A dedicated educator, Dr. Yee has taught privately for more than 20 years and in various capacities at public schools and youth orchestras. His teaching philosophy centers on the love of music, fostering achievement through discipline and methodical practice, and he encourages a close partnership in teaching and learning music with his students.

Performance Opportunities

The Strings & Orchestra Program's three orchestras regularly perform throughout the season in a variety of venues, both on and off campus. The Symphony Orchestra performs annually at OCSA's Season Finale, a school-wide performance in late spring featuring all of the school's arts conservatories and presented at the prestigious Segerstrom Center for the Arts. The Symphony Orchestra also performs in major venues around the world; previous performance venues have included Carnegie Hall, the Sydney Opera House, and historic concert halls in London, Vienna, Prague, and Moscow.

Past Guest Artists / Master Teachers

Joshua Bell, internationally renowned violinist
Martin Chalifour, Los Angeles Philharmonic Principal Concertmaster
Nicholas Daniel, renowned oboist
Michael Daugherty, Grammy Award-winning composer
Brett Dean, composer and former Berlin Philharmonic violist
Stephane Deneve, internationally recognized conductor
Tan Dun, Oscar Award-winning composer
Grant Gershon, conductor of the Los Angeles Master Chorale
Johannes Moser, world-class cellist
Steven Stucky, Pulitzer Prize-winning composer
Eric Tanguy, award-winning French composer
James Wilt, Los Angeles Philharmonic trumpet player

Unique Experiences

The Strings & Orchestra Program maintains a standard repertoire list, ensuring graduates of the program have performed works that are typically heard in any professional orchestra. This creates versatile musicians who are prepared to successfully enter the university or arts conservatory program of their choice upon graduating. The program is also unique in that it provides student solo opportunities at virtually every concert. The Strings & Orchestra Program regularly collaborates with other conservatories each year, including the Musical Theatre and Classical Voice Conservatories.

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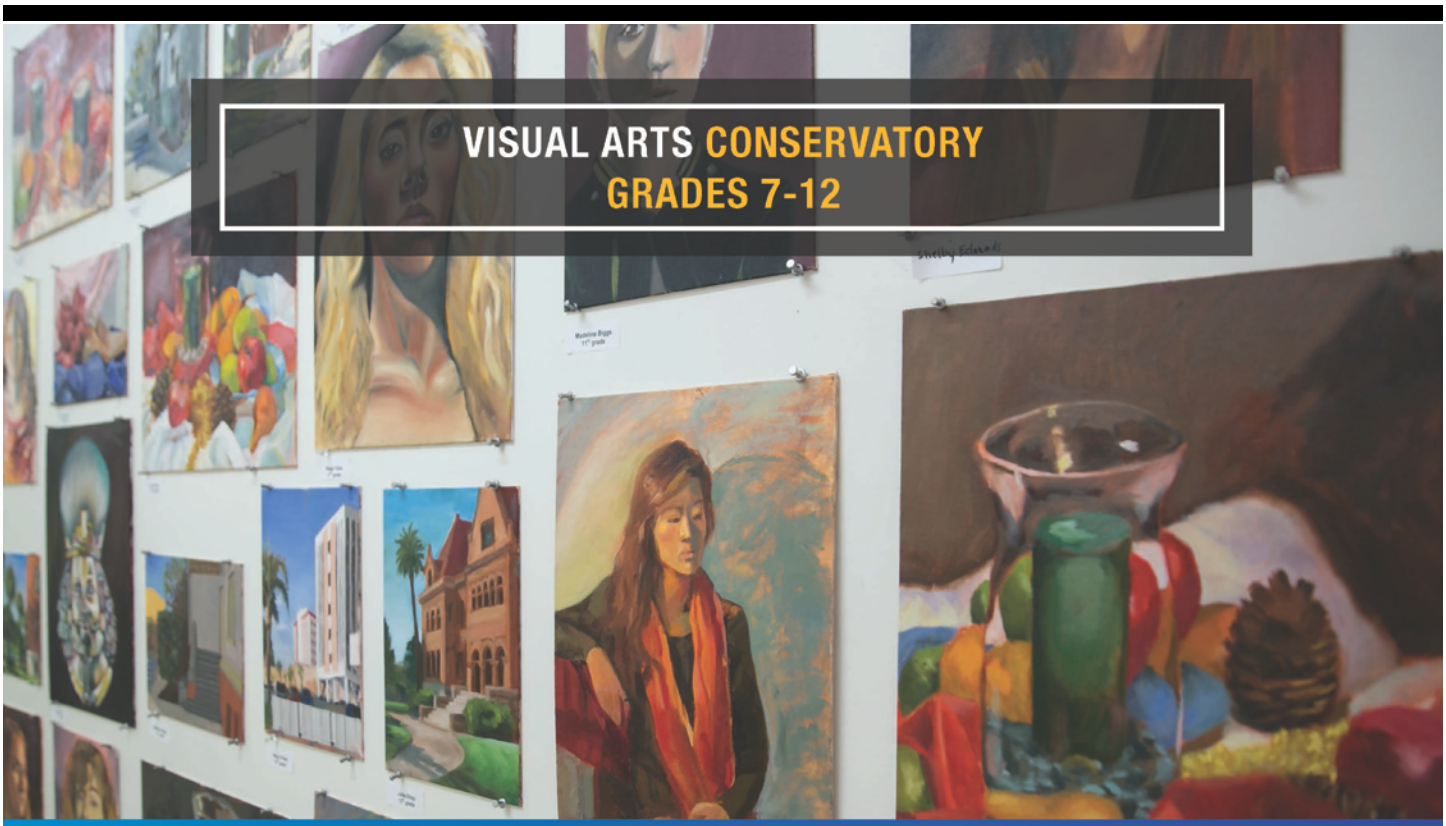

VISUAL ARTS CONSERVATORY
GRADES 7-12

SCHOOL OF FINE & MEDIA ARTS

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CONSERVATORY OVERVIEW

Combining traditional fine art techniques with creative exploratory approaches in a stimulating and creative environment, the Visual Arts Conservatory encourages students to discover themselves as artists and invest in their own talent and creativity as a possible career path. The conservatory offers a creative studio environment that enables students to learn new media and techniques that are not typically available to high school students. The Visual Arts curriculum combines classical and modern art studio techniques with a wide range of exploratory fine art studio assignments. The course options are designed to be the equivalent of competitive arts college and university classes. The Visual Arts faculty is dedicated to providing its students with a rigorous and well-rounded fine arts education in preparation for college or a career in the arts.

Students are encouraged to apply their knowledge through discussion, written word, class critiques, and visual expression in their studio courses. Visual Arts students participate in two gallery exhibits each year in the school's professional gallery space, as well as off-campus gallery venues.

CONTACT INFORMATION

PAIGE ODEN
Director, Visual Arts
714.560.0900 Ext. 5820 | paige.oden@ocsarts.net

Paige Oden holds a BFA in Painting and an MFA in Painting and Sculpture. In addition to her 25 years of dedication to the development of the OCSA Visual Arts Conservatory, Ms. Oden exhibits and sells her own paintings through various galleries in California and at the Laguna Beach Festival of the Arts. She also volunteers in various art-related programs throughout the Orange County community and has created an OCSA VA Leadership program that guides her students into volunteering and supporting local community programs too. She has dedicated her career as a visual arts director and instructor by creating and developing a powerful and supportive fine arts curriculum, allowing young fine artists of all levels to excel through carefully aligned and tiered studio classes and lecture education. Please visit her website at paigeoden.com.

RANDY AU
Assistant Director, Visual Arts
714.560.0900 Ext. 6890 | randy.au@ocsarts.net

CURRICULUM

7th GRADE
- Monday/Wednesday: 2D Design
- Tuesday/Thursday: 3D Design

8th GRADE
- Monday/Wednesday: Advanced 2D Design
- Tuesday/Thursday: Advanced 3D Design

9th GRADE
Semester Requirements
- Computer Graphics
- Watercolor Painting
- Basic Drawing
- Ceramics

10th GRADE
Semester Requirements + Two Elective Choices
- Beginning Oil Painting
- Beginning Figure Drawing
- Two Elective Classes (student's choice from classes listed below)

ELECTIVE CLASSES:
10th GRADE (Choose Two Classes Per Year)
11th & 12th GRADES (Choose Four Classes Per Year)
- Advanced Oil Painting
- Metal Arts
- Digital Painting
- Digital Photography
- Advanced Ceramics
- Advanced Figure Drawing
- Mixed Media/Printmaking
- Outdoor Landscape Painting
- Animal Drawing Class
- Narrative Storyboarding
- Acrylic Painting Applications
- Advanced Drawing Techniques/Mural Painting
- Senior Portfolio Development
- AP Studio Art (academic elective)

COMMON QUESTIONS

Q: How many students are in the Visual Arts Conservatory?
A: We presently have approximately 200 students, grades 7-12.

Q: Do Visual Arts students go on to college?
A: 95% of our Visual Arts senior class goes directly to college, many to Ivy League colleges or prestigious art colleges. Many students also receive full or partial merit scholarships based on their OCSA Visual Arts studio class portfolios.

Q: How do you help prepare students for college?
A: We begin to expose our students to college options in the 10th grade with classes that reflect college portfolio requirements. We also bring in guest speakers from local and national arts schools to visit and talk to our students, as well as alumni who talk about college life and how they got where they are. Additionally, the director reviews portfolios and discusses portfolio focus by appointment. OCSA also hosts a fantastic College Fair in the fall each year.

SCHOOL OF MUSIC

Program Overview

The Frederick Fennell Wind Studies Program was created in 2003 by a generous donation from Sandy Segerstrom Daniels and John Daniels in honor of legendary conductor Frederick Fennell. The program offers a comprehensive, college-preparatory wind studies education taught by industry professionals and collegiate educators. Students have the opportunity to learn music theory, history, and specifics about their instrument and its performance. The curriculum allows students to enroll in master classes, work with an inspiring array of high-caliber guest artists, and attend festivals and field trips. Students also audition for the program's various ensembles and participate in a number of unique and exciting performance opportunities. In addition to earning unanimous superior ratings in festivals, the Frederick Fennell Wind Ensemble has been recognized many times by The American Prize.

Sample Curriculum

Ambassador Jazz Orchestra
Big Bands
Chamber Music
Comprehensive Music Theory and Composition
Concert Orchestra
Instrument-Specific Master Classes
Jazz Combos
Symphonic Band
Symphony Orchestra
Wind, Brass, and Percussion Chamber Music
Wind Ensemble

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CONTACT INFORMATION

JOHN REYNOLDS, D.M.A.

Associate Director, Instrumental Music

714.560.0900 Ext. 5674 | john.reynolds@ocsarts.net

John Reynolds is a highly sought educator, clinician, and trumpeter. He holds a Doctorate of Musical Arts degree in Jazz Studies from the University of Southern California (USC) as well as degrees from San Diego State University (SDSU) and Point Loma Nazarene University. Dr. Reynolds is well versed in instrumental conducting as he is a student of Larry Livingston (USC Thornton School of Music) and Sharon Lavery (Downey Symphony). He has conducted numerous wind ensembles, orchestras, and pit orchestras for various musical productions over the last 15 years.

Dr. Reynolds performs frequently with his own groups, the John Reynolds Jazz Quintet and the Gaslamp Quarter Jazz Orchestra. He has performed with jazz legends including John Clayton, Jeff Hamilton, Gerald Clayton, Rickey Woodard, Graham Dechter, Jackie Ryan, Bob Mintzer, Peter Erskine, Bobby Shew, Frank Mantooth, Gilbert Castellanos, Marshall Hawkins, and many others. In 2016, the SoCal Jazz Society recognized Dr. Reynolds as the "Jazz Educator of the Year," and SDSU awarded him "Outstanding Alumnus of the Year."

Since its inception in 2014, the Jazz Studies program at San Diego School of Creative and Performing Arts (SDSCPA), which Dr. Reynolds created and directed, has received high acclaim. Students under Dr. Reynolds' tutelage have received admission to and scholarships from renowned institutions, including The Juilliard School, Manhattan School of Music, USC Thornton School of Music, and many others. In 2019, the San Diego Unified School District Visual and Performing Arts Department presented Dr. Reynolds with the "Artistic Growth" award in recognition of his exceptional work at SDSCPA. Dr. Reynolds is a consultant for Jazz at Lincoln Center, performing as a guest artist, clinician, and adjudicator for regional Essentially Ellington festivals across the country.

Performance Opportunities

Students in the Frederick Fennell Wind Studies Program audition to perform in one of the school's prestigious ensembles: Frederick Fennell Wind Ensemble, Symphonic Band, Concert Orchestra, Symphony Orchestra, and/or Jazz Studies Program Ensemble. These groups perform at local and regional festivals and participate in special performance opportunities, including international tours. On campus, the ensembles perform in concerts held in either OCSA's Michael F. Harrah Symphony Hall or Margaret A. Webb Theatre.

Past Guest Artists / Master Teachers

Travis Cross, conductor and professor, University of California, Los Angeles
Bill Cunliffe, Grammy Award-winning arranger and pianist
Michael Daugherty, Grammy Award-winning composer
Anthony Maiello, conductor and professor, George Mason University
William May, Principal Bassoon, Los Angeles Opera
Toby Oft, Principal Trombone, Boston Symphony
Barry Perkins, Principal Trumpet, Pacific Symphony Orchestra
Harvey Pittel, saxophone recording artist and professor, University of Texas
David Rejano, Principal Trombone, Los Angeles Philharmonic
H. Robert Reynolds, conductor and professor, University of Southern California
Mimi Stillman, flute recording artist and Yamaha performing artist
Frank Ticheli, award-winning composer

Unique Experiences

Students in the Frederick Fennell Wind Studies Program are regularly invited to perform at annual collegiate and international festivals. The program's two major ensembles, the Frederick Fennell Wind Ensemble and Symphonic Band, have performed at the Midwest Clinic in Chicago (first band ever selected from Southern California), at the Music For All National Concert Band Festival in Indianapolis, and with the Capitol Steps in Washington, D.C. The Frederick Fennell Wind Ensemble is a member of the California Wind Band Commission Consortium and has works commissioned specifically for them by renowned composers.

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Grades 7-8

Students in grades 7 and 8 are required to be enrolled in classes in English, Math, Social Science, World Language, and Physical Education. These courses are aligned with California State Standards, Common Core State Standards, and Next Generation Science Standards.

7th and 8th grade students attending OCSA complete a rigorous program consisting of:

1. Two years of Literature and Composition,
2. Two years of Social Science (7th grade world history, and 8th grade U.S. history),
3. Two years of Science (7th grade science, and 8th grade science),
4. Two years of Math,
5. Two years of Physical Education (note: students enrolled in a dance conservatory may receive PE credit through their dance conservatory classes),
6. Two years of a World Language (note: if students require additional math support/instruction, world language could be delayed until grades 9-12)
7. Elective courses (schedule flexibility permitting)
8. Conservatory courses

Grades 9-12

All high school core courses during the academic portion of the day are UC approved a-g courses that meet college entrance requirements. OCSA has a highly effective college preparatory curriculum for high school students generating in 2018, a 96.3% graduation rate (*see* California School Dashboard data). In 2019, OCSA had a graduation rate of 100% with 99% of graduates being accepted into higher institutions of higher education, 84% attending a four-year college program, 13% attending a two-year college or conservatory program, and 3% entering the workplace or taking a gap year. Data from the California School Dashboard for the College and Career Indicator shows 84.5% of students were prepared and 8.9% are approaching prepared in the 2018 graduating class.[2]

At a minimum, students attending OCSA complete a rigorous program consisting of:

1. Four years of Literature and Composition,
2. Three years of Social Science (one world history, one U.S. history, one semester economics, and one semester government),
3. Two years of Science (one life science and one physical science),
4. Two years of a World Language,
5. Two years of Math (students must complete geometry),
6. One semester of Health,
7. One year of Performing Arts,
8. Two years of Physical Education,
9. One semester of Global Studies (Freshmen only),
10. Electives (70 credits), and
11. Conservatory courses (32 credits)

Core Curriculum and core academic subjects, which are aligned with California State standards, are the following:

2 California School Dashboard, Academic Performance, https://www.caschooldashboard.org/reports/30666703030723/2018/academic-performance#college-career.

1. Literature and Composition (English)
2. Social Science (History)
3. Mathematics
4. Science
5. World Language

Upon completion of high school, students receive a total of 368 credits (240 credits from the academic day and 128 credits from the arts portion of the day).

Parents are informed as to whether each individual course offered by OCSA meets college entrance requirements via the OCSA curriculum handbook. Parents are also be informed about the transferability of courses to other public secondary schools, and to post- secondary schools via the curriculum handbook.

All science classes have been redesigned to implement the Next Generation Science Standards (NGSS). Science teachers have engaged in professional development both internally and externally to assess where changes are required, and existing curriculum can continue.

The afternoon conservatory courses focus on the arts. Many of the arts classes are also UC approved "f" courses depending on the number of hours they are offered each week. Students take a total of 32 credits a year in visual and performing arts.

OCSA offers a unique set of elective courses to meet the needs and talents of our students and to give them the opportunity to explore a variety of art forms. Instead of offering more traditional physical education classes, students can register to take variety of movement classes that can satisfy physical education graduation requirements, as well as visual and performing arts classes that can satisfy college application requirements.

All high school students have access to:

- (A) Honors level classes in Literature and Composition I and II, Math (Integrated III Enhanced and Pre-Calculus), Chemistry, Spanish IV, French III, and

- (B) Twenty-three Advanced Placement classes. The Advanced Placement classes consist of: AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Chemistry, AP Physics 1, AP Biology, AP World History, AP U.S. History, AP Economics, AP French Language, AP Spanish Language, AP Art History and AP Music Theory. Additions for 2015-2016 include AP Physics 2, AP Psychology, AP Spanish Literature and AP Environmental Science. More recent additions include: AP Art and Design, AP Government, AP Research, AP Seminar.

OCSA's AP course instruction is highly effective because in May 2018 and 2019, 84 percent of students received passing scores on their AP exams.

OCSA participates in all state testing, including Smarter Balanced Assessments, SAT, and ACT. For recent Smarter Balanced test scores, see Renewal Criteria section. For recent SAT and ACT scores, see Academic Profile.

<u>Attendance</u>
OCSA intends to maintain at least a 96% Average Daily Attendance rate for all students. OCSA maintains written contemporaneous records that document all pupil attendance and make these records available for audit and inspection.

Learning Environment

In order for students to learn 21st Century Skills and graduate ready to be successful in college, career, and life, OCSA has implemented a technology environment that ensures equitable access to current and relevant technology for all students. OCSA is a 1:1 school, and we cultivate digital literacy for the mastery of 21st Century Skills for teachers and students through clear expectations for all users, and digital citizenship curriculum designed to help students understand the responsibility of maintaining a positive "digital footprint." Instructional use of technology is designed to support student-centered learning, and help students and teachers recognize the value that these resources provide to enhance student learning, collaboration, and assessment.

OCSA will comply with Education Code section 51225.8 in ensuring students receive information on how to properly complete and submit the Free Application for Federal Student Aid or the California Dream Act Application, as appropriate at least once before a student enters grade 12.

OCSA will comply with Education Code section 221.51 regarding educational programs and activities for pregnant and parenting pupils. OCSA will provide reasonable accommodations to lactating pupils in accordance with Education Code section 222. OCSA will provide notice to pregnant and parenting pupils, and parents and guardians of rights and options consistent with Education Code section 222.5. OCSA will comply with Education Code section 46015 regarding accommodations as rights of pregnant and parenting pupils to parental leave and return to school.

OCSA will collaborate with the District if requested to develop appropriate art programs on their respective campuses. OCSA will share its expertise, experience, best practices, contacts, and other resources to encourage full development of the arts programs in the designated art school in the District.

OCSA shall comply with Education Code section 221.61 with respect to posting required Title IX information in a conspicuous location on its website.

Academic Calendar

The academic calendar will meet or exceed the state-mandated number of instructional days, a sample of which is attached hereto as Exhibit G.

Instructional Days

The following data is based on a sample schedule of the 2019-2020 school year. The first day of school for this schedule is August 13 and the last day of school is June 3 for a total of 180 instructional days. Holidays include standard legal holidays, five days over Thanksgiving, 12 days over winter break (including Christmas and New Year's legal holidays), and five days over spring break.

2019-2020 Sample School Year

Month	Instructional Days
August	14
September	19
October	23
November	14
December	14
January	18
February	18
March	21

April	17
May	19
June	3
TOTALS	**180**

Academic Instructional Minutes

The minimum state-mandated instructional minutes shall be followed for the instructional day.

	Instructional Minutes		Traditional Instructional Days
	Requirement	Actual	
Grade 7	54,000	62,975	180
Grade 8	54,000	62,975	180
Grade 9	64,800	73,135	180
Grade 10	64,800	73,135	180
Grade 11	64,800	73,135	180
Grade 12	64,800	73,135	180

Local Control and Accountability Plan

The School's local control and accountability plan ("LCAP") will address and align with the eight state priorities and describe annual goals for all pupils and for each subgroup of pupils identified in Education Code section 52052 in each of the state priority areas. (Education Code section 47605(b)(5)(A)(ii).) The LCAP, shall be annually updated pursuant to Education Code section 52061. OCSA will submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code section 47604.33.

OCSA's governing board shall hold at least one public hearing to solicit recommendations and comments from the public regarding specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP. The agenda for the public hearing shall be posted at least 72 hours before the hearing, and the LCAP or annual update to the LCAP shall be made available for public inspection at OCSA. The governing board may adopt revisions to the LCAP if the process to adopt the LCAP plan pursuant to Education Code section 47606.5 is followed and the revisions are adopted in a public meeting. OCSA shall post OCSA's Board-adopted LCAP on its website, and any updates or revisions to the LCAP plan approved by OCSA's Board. (Education Code section 47606.5.)

Please see Element Two for more information related to OCSA's 2019-2020 LCAP and draft LCAP.

Plan for Students Achieving Above Grade Level

OCSA has a rigorous Pre-Advanced Placement and Advanced Placement Program in English Language Arts, Social Science, Science, Mathematics and the Arts that sets AP examination pass rate standards commensurate with other high performing high schools.

This program includes weekly PLC meetings for teachers to collaborate on student learning outcomes, goals and curriculum, and includes a program for teachers to be trained in the latest AP curriculum issues as set forth by the College Board. Additionally, teachers spend professional development and PLC time establishing vertical teams in each curricular area to ensure student progression through grade levels 7-12.

Plan for Students Achieving Below Grade Level

OCSA has a Response to Intervention (RtI) program designed to support students achieving below expected academic levels. This RtI program meets on a weekly basis and will consist of teachers, counselors, special education staff and administrators.

The RtI team examines the academic records of students referred to it by staff members and offers recommendations to teachers, students and parents for appropriate academic interventions. These interventions can include specific recommendations for classroom interventions, interventions at home and during study time, and more serious interventions, up to and including special education support.

OCSA has an academic tutorial block within the school day in the time between the academic day and arts classes that allows students to voluntarily seek extra help from their academic teachers on a daily basis. Additionally, students who drop below a 2.0 academic GPA, or who earn a D or F grade on progress reports, receive this tutorial block support until grades improve.

OCSA has an academic intervention program. Students who fall below a 2.0 academic GPA at the semester will be assigned a counselor or administrator as their academic intervention advisor. Students placed on academic intervention meet at least twice during the semester with their advisor and parent to set academic and study goals. Students then meet on a bi-weekly basis with their advisor to maintain progress toward their goal and problem solve study and homework issues.

Remediation Program

An important aspect of the educational value of OCSA's instructional program is focused academic intervention as an ongoing process within daily instruction. During instructional time, all teachers work at differentiating instruction, using strategies to engage all learners, and modifying the curriculum so that each learner may work to their highest potential.

For students whose grade point averages show they are at academic risk, remediation is provided:

At the first progress report, students with a GPA below 2.0 receive a letter warning of academic intervention if they do not raise the GPA to a 2.0 or above by the end of the semester. Other supports and interventions include but are not limited to:

- Parents have the option of placing their student on a Weekly Progress Report and attending Block 7 study.
- Students are counseled to discuss their goals for improving their GPA.
- An SST Team may convene to discuss interventions for teachers to support the student's learning.
- A student tutor may be assigned for one-on-one support and motivation to improve the student's grade.
- Parent/teacher/student conferences may be held to discuss home/school support.
- The student may be placed in an academic lab for extra support.

A student with a GPA below 2.0 is placed on academic intervention. Extra-curricular activities are limited until the GPA is raised. A meeting is held with the student and his/her parents to discuss remediation plans. The student receives weekly progress reports, assignment to Block 7 for study hall and academic tutoring, daily planner

signatures, or further testing depending on the individual need. SST team meetings are held with teachers to discuss classroom interventions. Academic intervention students are monitored throughout the semester.

If at the end of the second semester the student has achieved a GPA of 2.0 or higher, he/she is removed from academic intervention. At the end of the second semester, if the student still has not achieved a GPA of 2.0 or higher, he/she will not be able to participate in extra-curricular activities until his/her grade point average reaches at least 2.0 on a 4.0 scale. (Education Code section 35160.5)

If a student's GPA falls below 2.0, and the student corrects the deficiency by successful completion of a class or classes in summer school, the student is removed from academic intervention and continues extracurricular participation.

OCSA shall review all instances of placement on academic intervention, analyzing: (1) any indications of a disproportionately high incidence of students with a protected characteristic or EL students, and (2) any other indicia of disparate impact on such students.

OCSA shall annually provide the District a report of student progress including disaggregated data on student course enrollment and grades, participation and performance results of state-mandated testing programs, including the Stanford Achievement Test, CAASPP, ELPAC, Scholastic Aptitude Test (SAT), Advanced Placement exams, and other applicable or successor assessments taking into account race/ethnicity, socioeconomic status, English language fluency, special education and 504 placement.

At no point will OCSA encourage disenrollment of any pupil for any reason, and specifically for reasons based on academic performance, the pupil's nationality, race, ethnicity, or sexual orientation, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, socioeconomically disadvantaged, or a foster youth. (Education Code section 47605(d)(4).)

Plan for English Learners (EL)

OCSA will continue to meet all applicable federal and state legal requirements regarding EL including annual notification to parents, student identification, placement, program options, English Language Development and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

Equal Access to Core Instruction

OCSA will ensure English Learners have equal access to instructional materials and supports.

OCSA promotes language acquisition and proficiency in English Language Development (ELD) for students who have been identified for additional support. Through oral language development, and enriched learning opportunities designed for students acquiring English language skills, OCSA is committed to student success and full access to the curriculum.

- English Learners (ELs) shall have full access to Common Core, NGSS and other academic content standards, including standards for ELD, arts and technology.

- ELs shall have full access to all elements of the core program in English Language Arts, Social Sciences, Science, Math, and World Language, as well as academic and non-academic elective courses.

- ELs shall have full access to academic and behavioral supports described in OCSA's student-parent handbook, including targeted language support in designated EL classes.

- Instruction techniques, assessments, materials and approaches shall be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELA/ELD Framework) in all areas of the curriculum.

Identification and Initial Assessment

OCSA makes every effort to identify ELs prior to enrollment through cumulative folder review and administration of a home language survey to all incoming parents. Upon enrollment, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS). (California Code of Regulations, title 5, section 11307.)

OCSA uses approved English Language Proficiency Assessments for California (ELPAC): (1) ELPAC Initial Assessment (IA) and (2) ELPAC Summative Assessment (ELPAC-SA). (Education Code section 313.)

- ELPAC-IA: Students whose primary language is other than English as determined by the Home Language Survey, who have not previously taken the California English Language Development Test (CELDT) or ELPAC and who have not been previously classified as an EL, shall be assessed using ELPAC-IA. The ELPAC-IA is administered once – the testing window is from July 1 to June 30. Based on ELPAC-IA results, the student will be classified as an EL or an Initial Fluent English Proficient (IFEP) student. If a student initially tests at an Early Advanced or Advanced level and has teacher and parent recommendation, the student can be classified as IFEP. They are not classified as an English Learner. If the student does not test at an early advanced or advanced level s/he is classified as an English Learner. IFEP students will receive instruction designed for fluent English speakers. EL students will receive both integrated and designated ELD.

- English Learners will be tested annually using the ELPAC-SA until the student is re-designated as Fluent English Proficient. The testing window is from February 1 through May 31.

The ELPAC is used to fulfill the requirements of Every Student Succeeds Act for annual English proficiency testing.

A student classified as an English Learner at OCSA shall not be denied participation in the standard instructional program in accordance with Education Code section 60811.8.

Assessments of Students with an IEP/504 Plan

English Learners with an IEP/504 Plan are assessed using accommodations, modifications, or alternative assessments as specified in their plan. (California Code of Regulations, title 5, sections 11516, 11516.5 – 11516.7.)

Parent Notifications

OCSA shall send parents/guardians an Initial Parent Notification Letter of OCSA's responsibility for ELPAC testing and notify parents/guardians of their child's results on the test within 30 calendar days following receipt of the results. (California Code of Regulations, title 5, section 11511.5.)

OCSA shall annually notify parents/guardians of English Learners of assessment results.

English Language Development & Instruction

Students classified as ELs receive core curriculum instruction in general education classes as well as targeted language support in an EL designated class. OCSA teachers will use California ELD standards and framework for instruction. It is a priority for all teachers of ELs to be knowledgeable in differentiation and Universal Design for Learning practices that support all student in reaching English proficiency and primary language proficiency.

English Learners will not be denied participation in standard instructional program or courses required for graduation and college admission.

OCSA will establish, as needed, academic support blocks in English Language Arts, Mathematics, Science and Social Science, taught by teachers trained in Cross-Cultural Language and Academic Development (CLAD) practices, and will serve as additional academic support. Regular PLC time will be spent between support teachers and regular academic teachers to improve EL student learning outcomes.

Ongoing Assessment and Reclassification

For ELs, as with all students, progress monitoring takes place on an ongoing basis throughout the school year. Universal screening, unit projects and performance tasks, benchmark assessments, and teacher observations are used to gauge student progress and needs. In addition, ELs are administered the summative ELPAC annually as part of the process for becoming eligible to be Reclassified to Fluent English Proficient (RFEP).

Reclassification

English Learners shall be reclassified as fluent English Proficient in accordance with Education Code section 52164.6. In keeping with guidance from the California Department of Education, OCSA uses multiple measures in determining whether an English Learner is ready to be Reclassified Fluent English Proficient.

Reclassification procedures shall include, but not be limited to the following:

1. Assessment of English language proficiency using the ELPAC (an "Overall Performance Level" of 4 on the ELPAC),

2. Participation of the student's classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions for the student;

3. Parent/guardian involvement through: (a) notice to parent/guardian of language reclassification and placement, including a description of reclassification process and the parent's opportunity to participate; and (b) encouragement of the participation of parent(s) or guardian(s) in the reclassification procedure;

4. Comparison of student performance in basis skills against an empirically established ranges of performance in basis skills based on performance of English proficient students of the same age in the following assessments: CAASPP ELA score, Semester Grade Report in ELA courses, Grade-Level Writing Sample.

Reclassified students are monitored for four consecutive years to ensure correct classification, placement, and additional academic support. If not meeting the academic criteria, the student receives support services and/or intervention strategies. (United States Code, title 20, section 6841(a)(5); California Code of Regulations, title 5, section 11304.) On successful completion of four years of monitoring, the student is exited from ELD.

How School Will Meet Needs of English Learners: English Learners that Make Progress in All Academic Subjects

OCSA's individualized support of English Learners will continually assess their progress annually using formative assessments (CAASPP ELA score, ELA course scores, Grade-Level Writing Sample) and provide support for success in their academic classes.

Effective Communication and Stakeholder Engagement

OCSA recognizes the importance of parent partnership in the reclassification process and has identified an English Learner Coordinator to ensure compliance with parent/guardian notification, student identification, assessment, program placement, progress monitoring and reclassification. In addition, the EL Coordinator monitors the

performance of reclassified students for at least three years from the students' reclassification date. The EL Coordinator is in continuous contact with school administration and school counselors to be responsive to parent request and questions, and ensure that OCSA ELs have as much support as necessary to become proficient in English language.

The EL coordinator will assemble an EL advisory board, comprised of parents, counselors and teachers to oversee students' progress under ELPAC regulations of the California Department of Education

Intervention
OCSA will develop intervention strategies and techniques to meet the needs of English Learners.

Translation and Responses
Under Education Code section 48985, if fifteen (15) percent or more of students enrolled at OCSA speak a single primary language other than English, as determined from census data submitted to the California Department of Education pursuant to Education Code section 52164 in the preceding year, all notices, reports, statements, or records sent by OCSA to the parent or guardian of any student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

Plan for Special Education
The following provisions govern the application of special education services to OCSA students.

OCSA 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 of 1973 ("Section 504"), the Americans with Disabilities Act of 1992 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 (20 U.S.C § 1400 et seq. "IDEIA").

All students will have access to OCSA and no student shall be denied admission based solely on disability status.

Pursuant to Education Code Section 47641(a), OCSA shall establish and operate as its own local education agency ("LEA") for the purposes of special education within a State Board-approved SELPA. OCSA hereby provides with verifiable, written assurances of its ability and capacity to participate as a LEA within the El Dorado County Charter SELPA. OCSA will provide the District with proof of acceptance to the El Dorado County Charter SELPA prior to commencement of the 2020-2021 school year. Should the El Dorado County Charter SELPA deny OCSA's application, OCSA intends to seek admission to Los Angeles County Office of Education's SELPA, followed by the Desert Mountain SELPA. Should OCSA choose to change SELPAs, OCSA will provide the District with proof of acceptance to another State Board-approved SELPA prior to the proposed effective date of the change.

OCSA shall be deemed an approved LEA within the El Dorado County Charter SELPA that is responsible for complying with all provisions of the IDEIA and implementing regulations as they relate to local educational agencies. As an LEA within the El Dorado County Charter SELPA, OCSA will assume full responsibility for providing special education and related services to eligible charter school students in accordance with state and federal law, will agree to follow policies and procedures of the El Dorado County Charter SELPA, and serve students who qualify for special education, instruction, and services. OCSA will further agree to collaborate with the El Dorado County Charter SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

A student with disabilities attending OCSA shall receive special education instruction or designated instruction and services, or both, in a manner consistent with their individualized education program or 504 plan, as applicable and in compliance with the IDEIA. Parents or guardians will be informed that special education and

related services are provided at no cost to them. OCSA will follow the definition of parent or guardian set forth in Education Code section 56028 for its special education plan.

Indemnification

Because OCSA shall operate as its own LEA for the purposes of special education, the District shall have no responsibility for the coordination or provision of special education services to OCSA students. The School shall be exclusively responsible for the coordination and provision of special education services of OCSA students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students. OCSA's insurance and indemnification obligations pursuant to this Charter, specifically including all requirements to indemnify, defend, and hold harmless the District and all the "Indemnitees" as identified in the Indemnification section of this Charter shall extend with full force and effect to any and all matters in any way related to or arising from the School's compliance with the IDEIA, Section 504, the ADA, the provision of services to students with special needs, and access to OCSA and its facilities.

Services to Students with Disabilities

OCSA shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA. At all times, OCSA shall comply with all state and federal laws related to the identification of students with special needs and the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate El Dorado County Charter SELPA forms.

Identification and Referral

OCSA understands that all children with disabilities residing in the community, including children with disabilities who are homeless or are wards of the court and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services must be identified, located and evaluated. OCSA personnel will actively work to identify children in need of special education and related services in compliance with Child Find including, but not limited to, careful analysis of all student files and data, parent and family communications and community notices.

OCSA will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs in accordance with state and federal law, and El Dorado County Charter SELPA policies and procedures. OCSA is solely responsible for obtaining the cumulative files, prior and/or current IEP and other special education information on any student enrolling in the School. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and utilized, where appropriate.

Referral for Assessment

A proposed assessment plan will be developed by OCSA within fifteen (15) days of referral for assessment. The parent or guardian shall have at least fifteen (15) days from receipt of the proposed assessment plan to arrive at a decision. The assessment plan will include a written notice of information specified in Education Code section 56329.

OCSA will hold an Individualized Education Program ("IEP") meeting within sixty (60) days of the receipt of a parent's or guardian's informed written consent for the assessment plan to consider the results of any assessment. (Education Code section 56043.) A meeting may be conducted without a parent or guardian in attendance if OCSA is unable to convince the parent or guardian that he or she should attend, OCSA will record its attempts to arrange a mutually agreed-upon time and place for the meeting. (Education Code section 56341.5.)

If an assessment for the development or revision of the IEP is to be conducted, OCSA will give the parent or guardian a written proposed assessment plan within 15 days of referral unless the parent or guardian agree in

writing to an extension. The assessment plan will be developed within 10 days after the commencement of the subsequent regular school year or the student's regular school term. (Education Code section 56321.) A notice of the parent's or guardian's rights will be attached to the assessment plan, which includes a written explanation of all procedural safeguards and rights and procedures under Education Code section 56500 *et seq*. shall be included in the notice. (Education Code section 56321.)

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. OCSA will determine what assessments are necessary, including assessments for all referred or eligible students, annual assessments and tri-annual assessments, in accordance with applicable law. Assessments will be conducted by qualified persons in accordance with requirements set forth in Education Code section 56320. OCSA will make reasonable efforts to obtain informed consent from the parent or guardian of the referred or eligible student before conducting the assessment. (Education Code section 56321.)

Transfers

For students who enroll in OCSA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, OCSA 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 OCSA and parents will adopt the previously approved IEP or will develop, adopt, and implement a new IEP that is consistent with federal and state law. (Education Code sections 56043(m)(1); 56325(a)(1).)

For an individual with exceptional needs who has an IEP that enrolls in OCSA from a district operating programs under the same SELPA of OCSA within the same academic year, OCSA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and OCSA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. (Education Code sections 56043(m)(2); Education Code section 56325(a)(2).)

For students enrolling in OCSA with an IEP from outside of California during the same academic year, OCSA 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 OCSA 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 OCSA, and develops a new IEP, if appropriate, that is consistent with federal and state law. (Education Code sections 56043(m)(3); Education Code section 56325(a)(3).)

When a student transfers from OCSA, OCSA will follow applicable law in providing pupil records, including IEPs and supporting documents, to the new school within five (5) working days. (Education Code section 56043(o).)

Individualized Education Program

An IEP as a result of the assessment will be developed by OCSA within a total time not to exceed sixty (60) days, and a meeting to develop an IEP will be conducted within thirty (30) days of a determination that the student needs special education and related services. (Education Code section 56043.) IEPs will be developed, reviewed and revised by the IEP team for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. (*See* Education Code section 56341.1.)

A review of each IEP will be conducted on at least an annual basis by the IEP team. (Education Code section 56043.)

Eligibility and Placement; IEP Meetings
Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be determined by the IEP team. Services and placements shall be provided to eligible OCSA students in accordance with applicable state and federal law, and the policies and procedures of the El Dorado County Charter SELPA. No pupil with special needs shall continue to be enrolled in OCSA unless the IEP team determines that OCSA is an appropriate educational placement, except for such period of time as enrollment at OCSA constitutes the student's "stay-put placement."

The IEP team shall meet at least annually to review the student's progress, the IEP program, including whether the annual goals for the pupil are being achieved, the appropriateness of the placement, and to make any necessary revisions. (Education Code sections 56304, 56341.1.) OCSA shall ensure the IEP team membership is in compliance with state and federal law, and will include all required representatives. (*See* Education Code section 56341.) OCSA will ensure the attendance of all necessary OCSA employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the School. The IEP team may meet as specified in Education Code section 56343.

Parents or guardians are afforded an opportunity to participate in meetings with respect to identification, assessment, and educational placement. (Education Code sections 56304, 56342.5, 56341.5.) Parents or guardians may agree to use alternative means of meeting participation, e.g., video conferences and conference calls. (Education Code section 56304.)

A copy of the IEP will be given to the parent in accordance with state and federal laws, and SELPA policies. Upon the parent's or guardian's written consent, the IEP will be implemented.

The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five (5) business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session. (Education Code section 56043(n).)

Reassessment
A reassessment of a pupil shall occur not more frequently than once a year unless otherwise agreed in writing by the parent/guardian and OCSA, and shall occur at least once every three years, unless the parent/guardian and OCSA agree in writing the reassessment is unnecessary. (Education Code section 56043.) For reassessment, the IEP team and other qualified professionals will follow the provisions in Education Code section 56381.

Educational Services and Programs
To the extent that the IEP requires special education or related services, OCSA shall provide and/or arrange for such services. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily. (Education Code section 46040.1.)

OCSA will comply with AB 605, effective January 1, 2020, regarding assistive technology devices for applicable students.

OCSA may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from its SELPA, subject to SELPA approval and availability. The School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. OCSA and the District may, at their discretion, enter into a written contract separate from this Charter and for separate

consideration, to have the School purchase services from the District in the manner described in any such written contract.

Staffing
OCSA will provide its own special education administrator(s) for the purpose of hiring and training site staff necessary to provide special education services to its students, including, but not limited to special education teachers, paraprofessionals, resource specialists, and school psychologists if needed. The special education administrator(s) shall be responsible for planning, supervising, and implementing special education programs and services for students. OCSA shall ensure all staff hired or contracted by OCSA is qualified to provide special education services as required by Education Code and pursuant to El Dorado County Charter SELPA policies. OCSA staff shall participate in County or SELPA in-service training relating to special education.

OCSA will employ its own special education teachers and services providers, or provide such services through state certified nonpublic schools and/or agencies in compliance with El Dorado County Charter SELPA.

Section 504 of the Rehabilitation Act
OCSA recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of OCSA. Any student who has an identified disability which substantially limits a major life activity including, but not limited to, learning will be eligible for accommodation by the School.

A 504 team will be assembled by the school site administrator or designee, and will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEIA, but found ineligible for special education instruction or related services, those evaluations may be used to help determine the student's eligibility under Section 504. The prior evaluation may be used to determine the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Test and other evaluation materials will be 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 rejecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will be identified as a person with a disability is made by the 504 team in writing. Notice is given in writing to the parent/guardian of the student in their primary language along with any other procedural safeguards available to them under applicable law. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team will make a referral for assessment under the IDEIA.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will determine what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public

education. 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 OCSA's professional staff. The 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, will have access to a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's cumulative 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.

Parent Concerns

Children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. OCSA shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to the School. OCSA shall respond to and address any and all parent/guardian concerns.

Complaints

OCSA shall address, respond to, and investigate all complaints regarding all special education services at the School. The School's Uniform Complaint Procedure shall govern complaints regarding special education services.

Due Process Hearings

OCSA may initiate a due process hearing on behalf of a student enrolled at the School as is legally necessary to meet a school agency's responsibilities under Federal and State law. OCSA shall participate in any due process hearing brought by a student enrolled in the School. In the event that it is determined that legal representation is needed, OCSA will be represented by legal counsel of its choosing. OCSA has sole discretion to settle any matter in mediation or due process. The School has sole discretion to appeal a due process hearing or take other legal action involving any OCSA student necessary to protect its rights. As an LEA member of the El Dorado County Charter SELPA, OCSA acts as an autonomous LEA with all of the legal rights and responsibilities as they relate to SELPA membership, representation, participation, and adherence to applicable laws and SELPA policy.

Procedural Safeguards

Parents or guardians of a student with an IEP at OCSA determine must give written consent for the evaluation and placement of their child; are included in the decision-making process when there is a change in placement under consideration; and are invited, along with teachers, to conferences and meetings to develop their child's IEP.

In accordance with Education Code section 56343.5, an IEP meeting requested by parent/guardian to develop, review, or revise a child's IEP shall be held within thirty (30) days from the date of receipt of the parent/guardian's written request. If a parent or guardian makes an oral request, OCSA shall notify the parent/guardian of the need for a written request and the procedure for filing a written request.

Concerns or disagreements raised by parents or guardians will be acknowledged by OCSA in accordance with any federal and state law. After OCSA's acknowledgement of the concerns or disagreements, OCSA will schedule a meeting between the parents or guardians to seek resolution. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing (see above) to challenge a decision regarding the identification, evaluation, or educational placement of their child.

OCSA will provide the parents or guardians with a written Notice of Procedural Safeguards and Parent's or Guardian's Rights, including procedure to initiate both formal and informal dispute resolutions, at least once per year, utilizing the Notice of Procedural Safeguards and Parent's or Guardian's Rights used by the El Dorado County Charter SELPA.

Funding
OCSA will participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of section 56195.7 or section 56836.05 in the same manner as other local educational agencies of the El Dorado County Charter SELPA.

School District of Residence
OCSA shall be responsible for providing all special education services to all OCSA students regardless of their school district of residence.

Contracted Services
If needed due to a shortage of special education staff, it is the responsibility of the School to seek out contracts with other school districts, companies, or organizations to serve OCSA students with special needs.

Copies of IEPs
OCSA staff shall comply with state and federal laws and El Dorado County Charter SELPA procedures related to IEPs, including, but not limited to, those required by any web-based IEP system, including, but not limited to, the requirement that IEPs be affirmed and attested to by appropriate members of the IEP team.

Professional Development for OCSA Staff
An OCSA administrator (such as the Dean of Special Services), general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the El Dorado County Charter SELPA. OCSA will seek professional development opportunities for staff through trainings facilitated by the District, colleges and universities, and private companies or agencies.

Reporting
OCSA, in collaboration with the El Dorado County Charter SELPA, will collect and maintain the following information on disabled students as required by IDEIA:

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

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of an OCSA administrator or designee. An OCSA administrator or designee will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. An OCSA administrator or designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a

student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Students with Temporary Disabilities

Pursuant to Assembly Bill 2109, OCSA may continue to enroll a student with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to a student who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent, as described in subdivision (c) of Section 48206.3. (Education Code section 48207.) A student receiving individual instruction who is well enough to return to OCSA shall be allowed to return OCSA that he or she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. (Education Code section 48207.3.) OCSA's governing board may confer an honorary high school diploma upon a pupil who is terminally ill. (Education Code section 51225.5(a)(2).)

Socio-Economically Disadvantaged Students Foster Youth, Homeless Youth, Migrant Education

OCSA's goal is to remove all barriers from a successful learning environment that may impact students from a socioeconomically disadvantaged, foster youth, homeless youth, and migrant education background.

OCSA's practices demonstrate opportunities for ongoing supplemental assistance to support teachers in serving the needs of these students.

Teachers follow multiple approaches to support their pedagogical framework, including:

• Supporting and integrating a rigorous curriculum
• Providing early intervention and opportunities for enrichment
• Helping students attain grade level competency
• Engaging parents through workshops
• Using technology as a tool in the classroom
• Providing instructional support with bilingual aides and paraprofessionals
• Organizing curricular field trips
• Examining results from formative/summative assessments and classroom performance to help drive instruction

Administration, including our Dean of Special Services and our Learning Specialist, monitor the performance of all subgroups. Performance is also reviewed by the leadership teams, departments, and others on a regular basis. Disaggregated data is also presented to OCSA's governing board.

Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meals and the highest parent education level identified as 'not a high school graduate' is entered into student records. OCSA uses the Aeries student information system (SIS) to monitor the progress of socioeconomically disadvantaged students on all available assessments such as CAASPP, AP, PSAT, ACT and SAT at each reporting period based on subject grade performance. Understanding the needs of socioeconomically disadvantaged students often require supplemental training and support for teachers and staff, which is provided annually for teachers. Parents and students also have access to OCSA's online resources (Aeries, Google Classroom, Naviance, etc.) and technology is provided for students to utilize at home, as needed. Socioeconomically disadvantaged students also have access to discounted testing exam fees (AP, PSAT/Practice ACT, SAT/ACT Waivers) and other discounted pricing is applied for transcripts, school dances, yearbooks, etc. School Counselors provide outreach to ensure that students are aware of these supports. Further, all students,

including socioeconomically disadvantaged students, take the Practice SAT/ACT Combo test free of charge during 10th grade.

Parent education and involvement is strongly encouraged so that the parent, the counselor, the teacher, and the student can work together to the common goal of college and career readiness.

Foster Youth

OCSA will continue to identify and meet the needs of Foster Youth in accordance with AB 490 – Education Code section 48853.5. We will identify Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services. The needs of Foster Youth will be determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as counseling, intervention, intervention groups, will be provided by Charter School or through community-based organizations.

OCSA's Aeries SIS system tracks Foster Youth status along with class grades, benchmark scores, and all school-wide academic data. Progress will also be analyzed by teachers and coordinators during data analysis at the end of each report card period. Our extensive intervention strategies will provide several levels of guidance depending on the need of the student. As needed, referrals will be made to outside services to support students and families with crisis needs.

Homeless Youth/ Migrant Education

OCSA will be prepared to identify and meet the needs of any homeless youth and migrant education students upon enrollment at OCSA.

B. ELEMENT TWO - Measurable Pupil Outcomes (Education Code Section 47605(b)(5)(B))

OCSA's goal is to create a school that motivates and assists all students in meeting proficiency on state academic standards and demonstrates competency in learning and applying lessons from the Common Core based instruction. Annual and more frequent analysis of data will be conducted to track progress toward goals, as measured by the appropriate multiple indicia and benchmark assessments in reading, writing, language proficiency and mathematics. The School will ensure alignment of the curriculum in order to ensure success for all students in meeting the applicable requirements of the state-required standardized tests. These standards, as expressed in OCSA's LCAP, will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. **See Appendix I for a more detailed description of current goals and priorities as outlined in the OCSA's Board-adopted LCAP for the 2019-2020 school year.**

AB 1840 requires the State Board to adopt an LCAP template requiring the inclusion of specified information relating to pupil performance and fiscal accountability on or before January 31, 2020. OCSA shall use the updated template the State Board adopts to prepare its LCAP for the 2020-2021 school year that will be submitted to the District and the County.

Because the State Board has not posted the updated template, **OCSA prepared a sample LCAP for the 2020-2021 school year, set forth in Appendix II**. The sample LCAP includes OCSA's expected annual measurable outcomes for all pupils and goals addressing the unique needs of pupil subgroups. After the State Board posts the new LCAP template, OCSA will modify the sample LCAP to be consistent with the new LCAP template. OCSA will follow all the requirements specified in Education Code section 47606.5 and previously stated in the LCAP provisions located in Element One. After following all the requirements, OCSA Board may adopt the LCAP and will post the LCAP on its website, in addition to any updates or revisions approved by the Board.

OCSA's governing board shall hold at least one public hearing to solicit recommendations and comments from the public regarding specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP.

OCSA intends to graduate its students with several measurable results:

- Satisfactory completion of all course requirements and attainment of required proficiency levels to be eligible to be granted an OCSA diploma
- A course of learning in the arts or design that greatly increases opportunities for immediate employment or further in-depth study
- SAT scores, a transcript, a portfolio and college credits that greatly increase opportunities for admission to a college, CSU, UC, or equivalent institutions
- Demonstrated abilities and a portfolio that greatly increase opportunities for admission to post-secondary institutions that specialize in the performing arts or design

OCSA students will meet all academic standards as adopted by the State Board of Education.

Orange County School of the Arts Annual Goals

The following tables provide information regarding the actions Orange County School of the Arts is taking to achieve its performance goals and the state priorities.

Priority 1 - Basic Services *OCSA teachers are appropriately assigned (E.C. 44258.9) and fully credentialed. Every pupil at OCSA will have sufficient access to standards-aligned instructional materials (E.C. 60119). OCSA facilities are maintained in good repair (E.C. 17002(d)).*		
School Goal	**School Action**	**Method of Assessment**
100% of OCSA teachers in core academic areas will be appropriately credentialed and qualified to teach their respective subjects/grade levels.	Employ credentialed teachers for the courses(s) that they are teaching	Comprehensive hiring and interview process
	Offer BTSA support	Review the number of staff members who obtained their clear credential each year
	Provide students with standards-aligned instructional materials	Classroom Observations, Grade Level Materials Inventory
	In compliance with SARC and any applicable Facilities User Agreement	Facility walk-throughs Comprehensive Work Order system

Priority 2 - Implementation of State Standards *OCSA will fully implement the California State Standards, including how EL students will be enabled to gain academic content knowledge and English Language proficiency.*		
School Goal	**School Action**	**Method of Assessment**
All students will have access to standards-based curriculum in core content areas. Teachers will be provided professional development opportunities tied to the implementation of the state standards.	EL students will be supported in order to achieve academic content knowledge through the implementation of CCSS	Review of ELA assessments ELPAC assessments Individual Learning Plans
	Refine State Standards Professional Development, curricular units to include interdisciplinary/cross curricular themes	Classroom observations, assessment results
	Provide staff development on English language development standards and performance level descriptors	Sign-in sheets, training materials
	Increase student access to technology utilizing standards to plan instruction	Technology available to all students during the day, including lunch and recess
	Engage staff in Professional Learning Community (PLC), grade level planning time	Weekly and semi-annual PLC meetings PLC feedback forms

Priority 3 - Parental Involvement *OCSA will maintain parental involvement, including efforts to seek parent input for making decisions for the school, and look for ways to increase parent participation.*		
School Goals	**School Action**	**Method of Assessment**
Parental involvement opportunities will be thoroughly shared with the OCSA community OCSA will provide multiple parent education opportunities each school year through the Parent Support Organization (PSO). All parents will be provided an opportunity to participate in the Annual LCAP survey.	Provide parent training on school's educational program	Data collected through sign-in sheets
	Publish parent education opportunities	Data collected through sign-in sheets
	Provide a parent input survey regarding LCAP priorities	Survey Results

Priority 4 - Student Achievement *OCSA will maintain high academic achievements in all subjects, and ensure that all subgroups are supported to close the achievement gap in ELA and Math*		
School Goals	**School Action**	**Method of Assessment**
The performance levels for "all students" will increase or be maintained in math and ELA. The performance level of our subgroups (especially EL and low income earners) will increase by 5% in math and ELA.	Obtain additional resources to support teaching and learning in the classroom.	Classroom observations, site walk-through
	Consistency in the adherence of high academic standards and expectations. Ensure that staff have received professional development in EL strategies and differentiation	CAASPP system of assessments; ELPAC Data and Stakeholders feedback

Priority 5 - Student Engagement *OCSA will maintain engagement, as measured by all of the following, as applicable:* A. *School attendance rates* B. *Chronic absenteeism rates*		
School Goals	**School Action**	**Method of Assessment**
Maintain Average Daily Attendance at least at 96%. Decrease chronic absenteeism by 1%	Prioritize daily attendance with all students	Review the percentage of average daily attendance
	Ensure student and parent awareness of OCSA's attendance procedures	Sign-ins at parent handbook meetings, parent receipt of informational handbook, parent survey results, school website

	Communicate with parents and students about the school's attendance policy, counselors will collaborate with students and parents to strengthen home and school connection to prevent absences/tardiness from becoming a chronic problem	Student daily attendance and parent feedback from surveys, meeting, etc.

Priority 6 - School Climate *OCSA will maintain its school climate, as measured by all of the following, as applicable:* A. *Pupil suspension and expulsion rates* B. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*		
School Goals	**School Action**	**Method of Assessment**
Decrease student suspension rates for all students and all subgroups by 0.5% Ensure all stakeholders are well informed of all school events and important information Maintain a safe campus and ensure school safety Reduce use of tobacco and electronic smoking devices on campus	Emphasize campus safety to all stakeholders	Monthly practice drills (e.g. fire, earthquake, intruder, etc.)
	Consistent communication with all stakeholders	OCSA website, weekly email newsletter, AERIES communication, social media
	Stakeholders receive, have access, and understand OCSA's Attendance and Behavior Expectations	Collection of signed acknowledgement of Student-Parent Handbook at the start of the school year
	Welcome Week Activities	Annual school climate surveys administered to all students
	Stakeholders receive, have access, and understand OCSA's Tobacco and Vaping Policy	Collection of signed acknowledgement of policy at the start of the school year

Priority 7 - Course Access *OCSA students will have access to, and will be enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. 42238.02) and students with exceptional needs).* *"Broad course of study" includes the following, as applicable:* *ELA/Literacy* *Mathematics* *History/Social Studies* *Science* *Visual and Performing Arts* *Health* *Physical Education* *World Language(s)* *Elective courses*		
School Goals	**School Action**	**Method of Assessment**
All students will have access to a broad range of courses, including honors courses, in the following subject areas: *ELA/Literacy* *Mathematics* *History/Social Studies* *Science* *Visual and Performing Arts* *Health* *Physical Education* *World Language(s)* *Elective courses*	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in the educational program outlined in course of study available at OCSA	Student schedules will reflect access to all courses and programs
	Access to additional support with learning standards for student subgroups and students with exceptional needs	Intervention class rosters
	Access to a variety of non-core classes	OCSA Curriculum Handbook
	Provide professional development to support all staff in the differentiation of instruction for all learners	Professional Development agendas

Priority 8 - Student Performance

All OCSA students will demonstrate grade and course level mastery of Common Core Standards, course frameworks, and Next General Science Standards, and aligned with the state's priorities detailed in California. Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

A. *Internal Assessment*
B. *Growth*
C. *Social Responsibility*

School Goals	School Action	Method of Assessment
All students and all subgroups will demonstrate mastery in their academic achievement, as measured by standardized assessments, course and grade level common assessments, and observation of instructional personnel.	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in core academic areas (ELA/Literacy, Mathematics, History/Social Studies, Science, and World Language	CAASPP Assessments AP Exam Scores ELPAC Data Stakeholders Feedback Grade level assessments Common Assessments
	Utilize technology across the curriculum for collaboration, assessment, and to recognize the appropriate use of technology	Formative and Summative assignments submitted for course completion
	Provide all staff equitable access to hardware, online communication, and work tools to asses students and outline yearly goals	Online student assessments, the use of age appropriate apps and annual staff surveys to measure effectiveness and ongoing needs
	Emphasize communication and collaboration within the school and outside communities (including global communities) to problem-solve and develop teamwork skills	Fieldtrips Social and Service Clubs National honor organization memberships (CSF, NHS, language honor societies)

C. ELEMENT THREE - Method of Measuring of Pupil Progress (Education Code Section 47605(b)(5)(C))

OCSA will utilize a variety of assessment tools (State assessments, formative and summative assessments, student observation, student performance data, and student work products such as projects) that are appropriate to the skills, knowledge, or attitudes being assessed, including tools that employ objective means of assessment consistent with measurable student outcomes. To measure student progress, OCSA will use state assessments, formative and summative assessments, student performance, and student work product with respect to a student's conservatory. Summative assessments typically occur at the conclusion of grading periods, and formative assessments are teacher driven and coincide with the pace of the curriculum and instructional needs of the course.

* State Assessments: OCSA will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils for measuring student progress and it shall comply with all state assessment requirements, including those assessments prepared by the Smarter Balanced Assessment Consortium, which shall be based on the Common Core State Standards. Other assessments include the California Alternate Assessments and the California Science Tests. OCSA will conduct the Physical Fitness Exam for ninth grade students.

* Formative and Summative Assessments: OCSA will test students using formative and summative assessments.

* Student Performance: OCSA will review student performance based on formative and summative assessments to continue to design instruction and refine teaching strategies.

* Student Work Product: OCSA will review all student work and projects to measure student progress toward benchmarks.

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.

OCSA will separately assess learning in the arts or design depending on the student focus.

Daily instruction will provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and performance samples. OCSA will measure progress on an ongoing basis so parents and educators know how well students are performing. OCSA shall follow, at a minimum, the District Board's regulations for promotion, retention, and intervention for underperforming students, including English Language Learner/Limited English Proficient students.

MEASURING PUPIL PROGRESS

OCSA will establish a system of Professional Learning Communities (PLC) with the academic, elective, administrative and arts staff that will generate common assessments in each curricular

area (English Language Arts, Social Science, Math, Science World Languages, the Arts and Electives). PLC will meet on a weekly basis and examine these results. Teachers and administrators, in PLC, will use common assessment data to drive discussions regarding student learning outcomes. Additionally, data from teacher-created benchmark assessments, SBAC and WASC, and other sources will be utilized in PLC to make continuous adjustments to curricular and instructional outcomes. Administrators have the responsibility of feeding data generated from outside the PLC to group members.

Professional Learning Communities provide a collaborative atmosphere for teachers and administrators to continuously share the data generated regarding student outcomes and make decisions regarding learning objectives, curricular choices and instructional practices. PLC will be the backbone on which the curricular and instructional vision of OCSA will be realized.

Data and decisions generated in PLC will be dutifully reported back to parents and community members in various ways, through the use of electronic means (school website, social media, and other school communication tools such as School Loop or Aeries), regular meetings with parent support organizations, through grade reporting, and reporting to state and local entities.

OCSA shall take reasonable steps to support students achieving below expected academic levels and students whose grade point average falls below 2.0. OCSA has developed a remediation program to raise the performance of the student, which shall include commitments on the part of OCSA as well as the parent or guardian of the student, or the student.

Reporting Data

OCSA collects all data from assessments described above and utilizes it to identify any areas needed for improvement in regards to student academic achievement. OCSA submits its LCAP annually and receives feedback.

D. ELEMENT FOUR – Governance (Education Code Section 47605(b)(5)(D))

Legal Status

While OCSA intends to collaborate extensively with the Santa Ana Unified School District, OCSA will be operated as a duly constituted California nonprofit public benefit corporation – Orange County School of the Arts -- and governed in accordance with applicable California law, including California Corporations Code Sections, Bylaws and the terms of this charter.

The school shall operate separately and independent from the District, with the exception of the supervisory oversight as required by statute. Pursuant to the Education Code section 47604(c), the District shall not be liable for the debts or obligations of the School for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. Santa Ana Unified School District and OCSA shall not in any way or for any purpose become or deemed to be agents, partners, joint ventures, or a joint enterprise.

As provided for in the California Corporations Code, OCSA will be governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of the School. **Current OCSA Articles of Incorporation (with Amendments) and Bylaws are attached as Exhibit B.**

OCSA's Articles and Bylaws shall not be applied or modified in a manner inconsistent with the provisions of the approved charter. In the event that either the Articles or Bylaws are in conflict with the current charter, the terms of the charter shall prevail and OCSA's Board of Trustees shall make amendments consistent with the requirements of the charter. OCSA shall provide written notice to the District Superintendent or designee of proposed revisions of the articles and/or bylaws at least three weeks prior to consideration for a revision by the corporate Board of Trustees, and shall promptly provide a final version of any such Board approved revisions.

Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to OCSA's governance structure and/or Charter, OCSA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. The OCSA Bylaws shall specify these procedural requirements for revision to the bylaws and shall further specify that in the case of a conflict between the articles or bylaws and this Charter, OCSA's Board of Trustees shall take prompt action to revise the articles or bylaws or seek a material revision to the Charter to make the articles, bylaws, and Charter consistent.

In the case of a conflict between the requirements of this Charter and the provisions of OCSA's articles and bylaws, action taken in accordance with such articles or bylaws which conflicts with or is inconsistent with the requirements of this Charter shall be a violation of this Charter. Should the provisions of this Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of OCSA, the provisions of this Charter shall prevail.

All business of OCSA and its Board of Trustees shall comply with laws controlling charter schools, the Ralph M. Brown Act, Government Code Section 1090 et seq., the Political Reform Act of 1974

(Gov. Code Section 81000 *et seq.*), the California Public Records Act and any applicable regulations as they may be amended from time to time. OCSA will provide training regarding these laws, and conflict of interest training, to its governing board members and administrative staff.

The Board will adopt and maintain a Conflict of Interest Code and Policy that complies with the Political Reform Act and Government Code section 1090. See Exhibit C for draft Conflict of Interest Code and Policy. OCSA also shall comply with the state and federal laws concerning public records and shall cooperate with the District in relation to requests made to the District for public records concerning the School.

Board Meetings

This Board meets on a regular basis at the OCSA Business Office and will comply with all applicable regulations.

In addition to independently meeting all obligations under the Brown Act for the posting of the agendas and minutes for meetings of its Board of Trustees, OCSA shall provide to the District Superintendent or designee electronic copies of its Board of Trustees agendas on the date required for posting of such agendas in compliance with the Brown Act.

The OCSA Board provides adequate parent access to meetings.

Board Composition, Appointment of OCSA Board Members

The OCSA Board of Trustees will have five members. The District's Board of Education shall be entitled to a single representative on OCSA's Board pursuant to Education Code section 47604(b) to appoint one member. OCSA shall consult with the District's Board in the selection of its District member. The remaining four members shall be appointed by OCSA.

Board members shall be selected to represent parents, the arts community, educators, community business leaders, and its sponsoring educational agency, with skills and experience appropriate to their Board responsibilities.

Any District Board appointee shall serve solely at the District Board or designee's discretion and may serve an unlimited number of consecutive terms. The OCSA Bylaws shall specify that no restrictions on the appointment, service, or terms for removal of other members of the OCSA Board of Trustees shall apply to any District Board appointee and such appointee shall serve at the pleasure of and be removed only by the action of the District Board or designee.

The OCSA Board of Trustees will be responsible for:

- Hiring and evaluating the Principal and/or Executive Director of the School.
- Approving and monitoring the implementation of general policies of the School, including effective human resource policies for career growth and compensation of the staff, campus supervision policy, and health and safety plans
- Developing and monitoring an operational business plan that focuses on student achievement and artistic development.

- Approving and monitoring the School's annual budget, acting as fiscal agent, including the receipt of funds for the operation of the School in accordance with state and federal charter school laws and the receipt of state, federal and private grants and donations consistent with the mission of the School.
- Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of School programs.

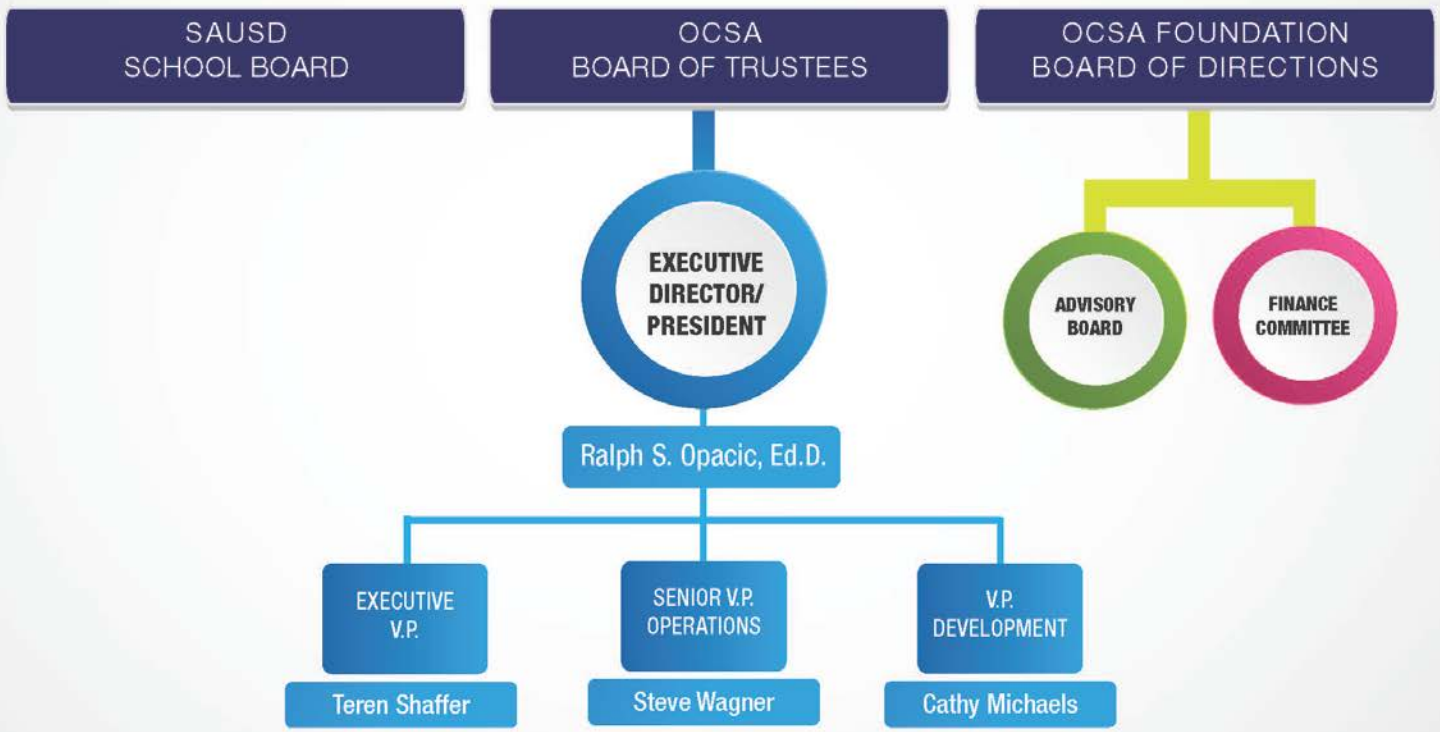
The OCSA Board of Trustees will develop, adopt, and maintain the internal fiscal control policies governing all financial activities. Upon request, OCSA will provide the internal fiscal control policies to the SAUSD.

Organizational Charts

The charts below show all entities involved in the oversight and operations of or related to OCSA, the Senior V.P. Operations structure, Executive Vice President oversight, and Dean of Arts structure:

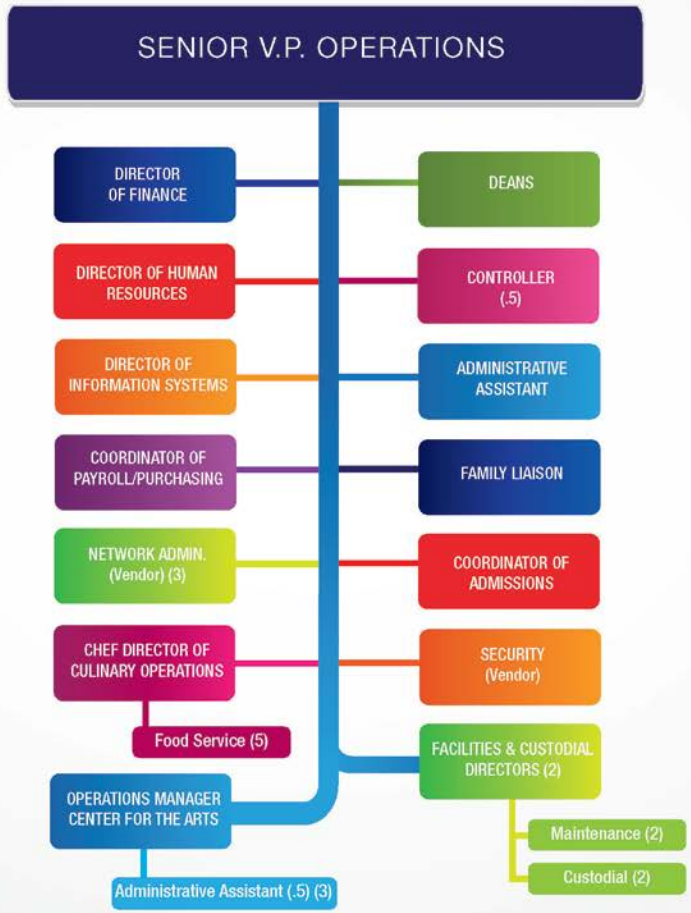
ORANGE COUNTY SCHOOL OF THE ARTS

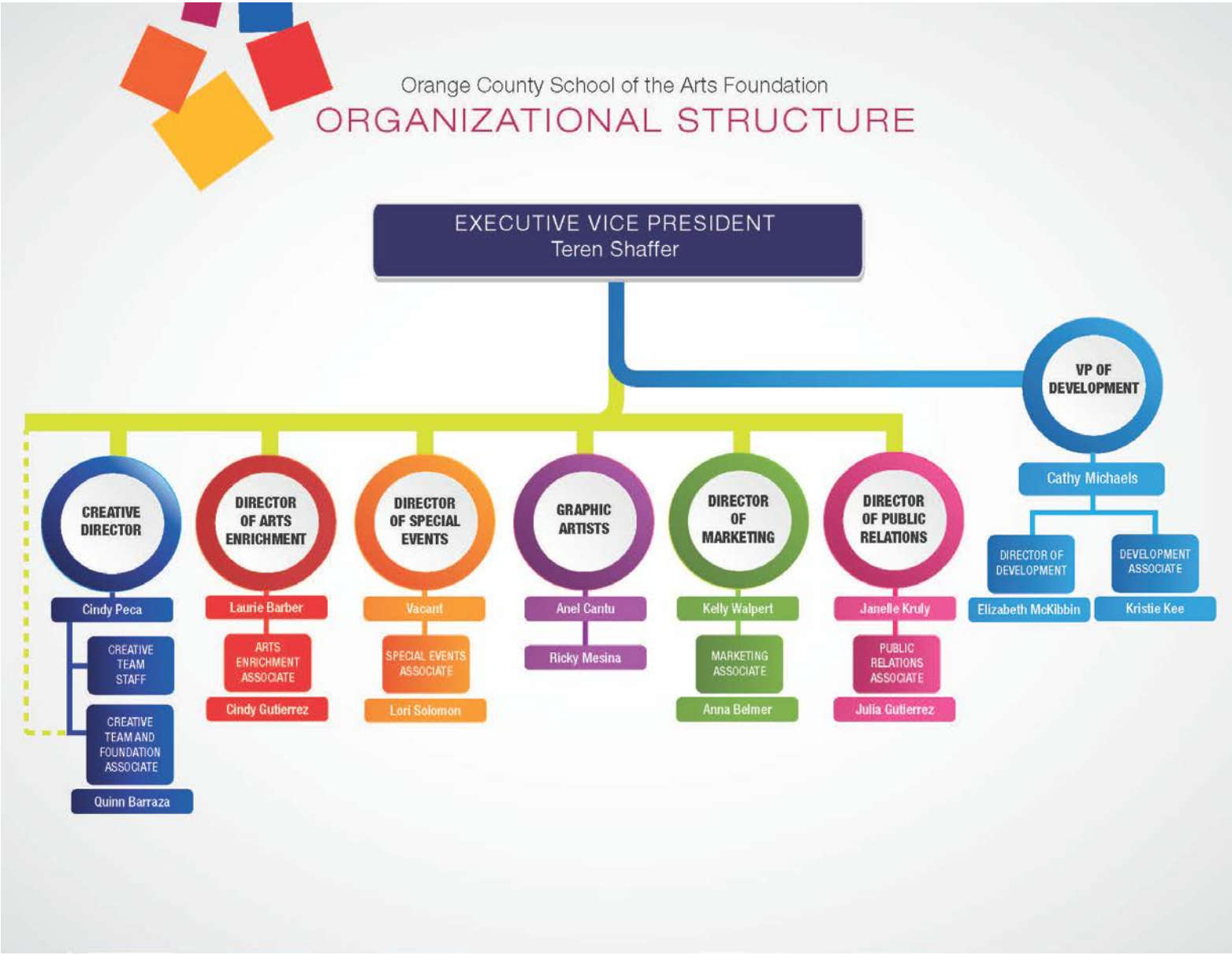
ORGANIZATIONAL STRUCTURE

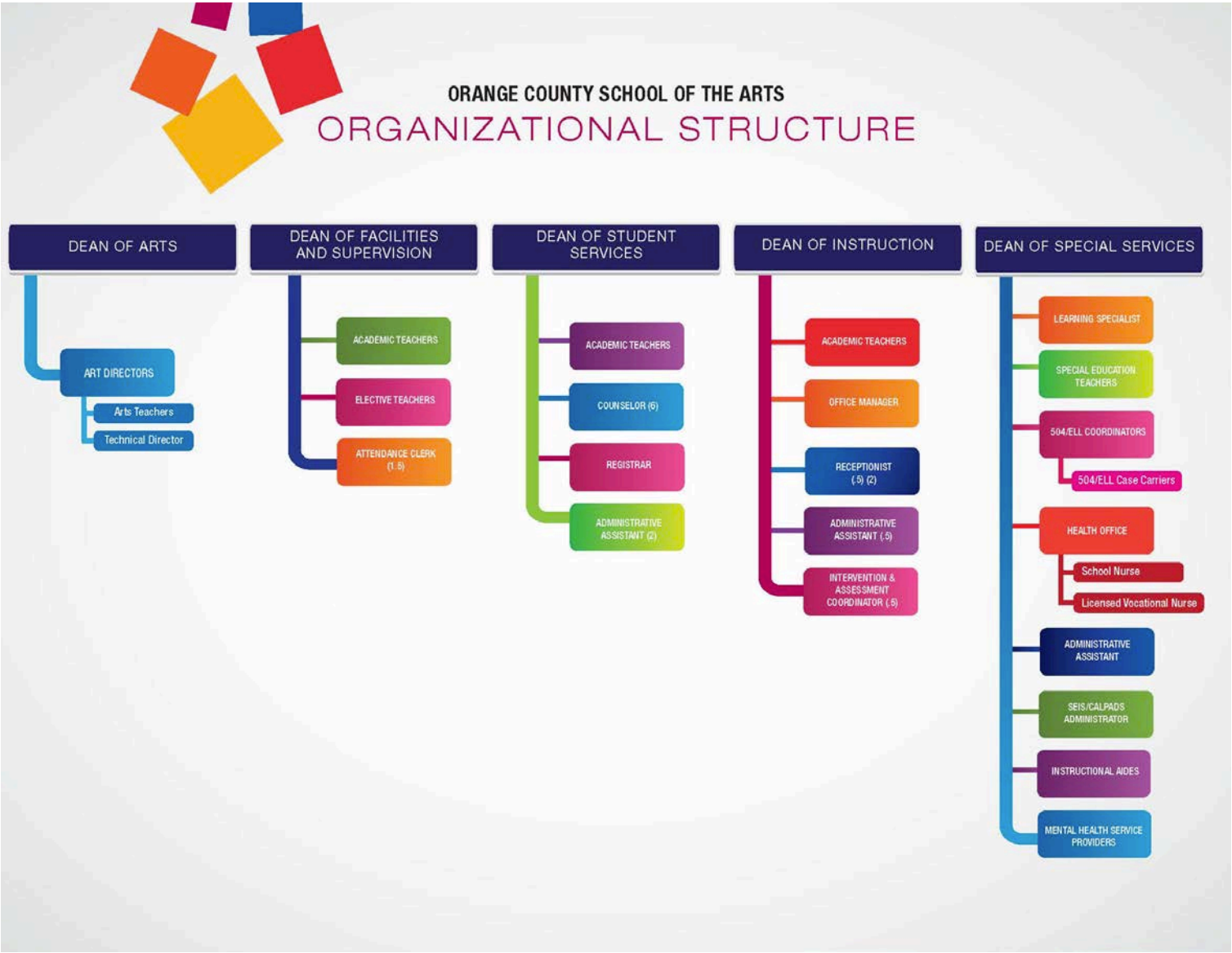


Orange County School of the Arts

ORGANIZATIONAL STRUCTURE




Orange County School of the Arts Foundation
ORGANIZATIONAL STRUCTURE
EXECUTIVE VICE PRESIDENT
Teren Shaffer
VP OF DEVELOPMENT
Cathy Michaels
DIRECTOR OF DEVELOPMENT
Elizabeth McKibbin
DEVELOPMENT ASSOCIATE
Kristie Kee
CREATIVE DIRECTOR
Cindy Peca
CREATIVE TEAM STAFF
CREATIVE TEAM AND FOUNDATION ASSOCIATE
Quinn Barraza
DIRECTOR OF ARTS ENRICHMENT
Laurie Barber
ARTS ENRICHMENT ASSOCIATE
Cindy Gutierrez
DIRECTOR OF SPECIAL EVENTS
Vacant
SPECIAL EVENTS ASSOCIATE
Lori Solomon
GRAPHIC ARTISTS
Anel Cantu
Ricky Mesina
DIRECTOR OF MARKETING
Kelly Walpert
MARKETING ASSOCIATE
Anna Belmer
DIRECTOR OF PUBLIC RELATIONS
Janelle Kruly
PUBLIC RELATIONS ASSOCIATE
Julia Gutierrez


ORANGE COUNTY SCHOOL OF THE ARTS
ORGANIZATIONAL STRUCTURE
DEAN OF ARTS
ART DIRECTORS
Arts Teachers
Technical Director
DEAN OF FACILITIES AND SUPERVISION
ACADEMIC TEACHERS
ELECTIVE TEACHERS
ATTENDANCE CLERK (1.5)
DEAN OF STUDENT SERVICES
ACADEMIC TEACHERS
COUNSELOR (6)
REGISTRAR
ADMINISTRATIVE ASSISTANT (2)
DEAN OF INSTRUCTION
ACADEMIC TEACHERS
OFFICE MANAGER
RECEPTIONIST (.5) (2)
ADMINISTRATIVE ASSISTANT (.5)
INTERVENTION & ASSESSMENT COORDINATOR (.5)
DEAN OF SPECIAL SERVICES
LEARNING SPECIALIST
SPECIAL EDUCATION TEACHERS
504/ELL COORDINATORS
504/ELL Case Carriers
HEALTH OFFICE
School Nurse
Licensed Vocational Nurse
ADMINISTRATIVE ASSISTANT
SEIS/CALPADS ADMINISTRATOR
INSTRUCTIONAL AIDES
MENTAL HEALTH SERVICE PROVIDERS

California School of the Arts Foundation

California School of the Arts Foundation ("CSArts") is an umbrella 501(c)(3) organization responsible for supervising and managing the various local CSArts Foundations. The CSArts Foundation will be represented by a volunteer board comprised of prominent leaders who provide expertise in many areas.

Together, the CSArts Foundation and OCSA Board of Trustees will support OCSA school itself. The CSArts Foundation will support the school financially by leading annual fund and capital fundraising efforts, providing marketing resources, leading strategic planning efforts, and implementing community outreach programs. The OCSA Board of Trustees will govern the school by focusing on learning and achievement, setting policies, and overseeing the personnel, students, curriculum, public finances, and operations of the charter school.

Parent/Community Involvement

OCSA will regularly involve parents, educators, and art professionals to advise OCSA's Board on the operations of the School. They will advise on curriculum, instruction, fundraising, and governance, all with the purpose of increasing student achievement and employment in the arts industry. These parent involvement group opportunities will be communicated to parents through our normal communication strategies including electronic communications, registration materials and monthly school newsletters. The current committees include: Parent Support Organization (PSO) and Parent Advisory Committee (PAC).

Parents will have further opportunities for input throughout the school year via an annual parent survey and regularly scheduled parent meetings with school administration including but not limited to the school's PSO, PAC groups. Parent focus groups will support and assist in the development of OCSA's annual LCAP.

Parent/Student Handbook

OCSA's current Parent/Student Handbook will be accessible on OCSA's website.

English Learner Advisory Committee

In the event OCSA has 21 or more students of Limited English Proficiency in attendance, regardless of the language, OCSA will form a functioning English Learner Advisory Committee ("ELAC"). ELAC membership will include parents or guardians of ELs, OCSA staff, and/or community members as long as the minimum percentage requirement for EL parents or guardians is maintained (EL parents or guardians shall constitute at least the same percentage of the ELAC membership as their children represent of the student body). EL parents or guardians will elect the parent members of ELAC and are provided the opportunity to vote in the election. ELAC's responsibility includes but is not limited to: advising staff in the development of a site plan for ELs and submitting the plan to the governing board, assisting with development of schoolwide needs assessment, informing parents the importance of regular school attendance. ELAC members will receive training and materials to carry out their responsibilities. The ELAC committee will participate in annual goal setting and evaluation of EL needs.

E. ELEMENT FIVE - Employee Qualifications (Education Code section 47605(b)(5)(E))

OCSA shall ensure that all requirements for employment set forth in applicable provisions of law will be met, including but not limited to adherence to Education Code section 47605(1), all California Commission on Teacher Credentialing requirements, and any extension of the Every Student Succeeds Act in the hiring of all academic faculty and staff for the Charter School.

OCSA shall not discriminate against any applicant or employee on the basis of race or ethnicity, creed, color, nationality, religion, age, gender, gender identity, gender expression, sexual orientation, disability, or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics. OCSA will not discriminate on the basis of ancestry, pregnancy or parental status, age, medical condition, fluency in English, parent income/education level, or any other basis prohibited by law.

The Board of Trustees shall establish job descriptions for OCSA staff positions setting forth appropriate specific qualifications and experience for the job responsibilities of each position sufficient to ensure the health and safety of the School's faculty, staff, and pupils.

Within the provisions of the law, OCSA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies.

Employee Positions

Teachers

To the extent required by law, academic teachers in the School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold for the specific assignment of the teacher. This will include emergency permits and credentials, if necessary. Teachers of English Language Learners shall have CTC English Language Development certification. Teachers of students in Special Education shall hold appropriate special education credentials.

As provided by law and as practiced by OCSA in the past, the School may exercise flexibility with regard to those teaching non-core, non-college preparatory courses, pursuant to Education Code section 47605(l).

If A.B. 1505 is chaptered, OCSA will ensure academic teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment but if teachers were employed by OCSA during the 2019-2020 school year, they will have until July 1, 2025 to obtain the certificate, OCSA may request an emergency permit or waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district, and OCSA will require by July 1, 2020 that all teachers obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

OCSA may employ qualified adults pursuant to such Board adopted job descriptions to assist credentialed teachers in student instruction. A teacher may supervise another teacher when

mutually agreed to by the teachers and OCSA. Conservatory teachers will have demonstrated expertise in their respective industry.

Executive Director

The Executive Director or a schoolsite administrator will hold a current California Administrative Credential and complete the required course work as required by any California public school administrator holding a comparable position in a non-charter school. Education must include at minimum a Master's Degree in Educational Administration.

The Executive Director shall perform the following duties and timelines:

- Serve as the Chief Executive Officer of the School and be responsible for administration of the school.
- Work with the Board, School personnel, parents, and the public to develop short-range and long-range goals with clear criteria for determining effective achievement and outcomes.
- Represent the interest of the Board and the School in day-to-day contact with parents, other citizens, and community and governmental agencies.
- Provide leadership, guidelines, and direction to ensure that policies related to curriculum, instruction, pupil personnel services, personnel, budget, and business affairs are carried out.
- Report regularly to the Board information regarding student teaming and an analysis of student achievement and test scores.
- Review all policies adopted by the Board and make appropriate recommendations to the Board for addition, deletion, or modification.
- Evaluate employees directly accountable to the Superintendent and Executive Director and oversee the evaluation of other employees as defined by California law and Board policy.
- Provide oversight of and serve as Board liaison to the Foundation, and provide advice and consultation to the Foundation on all OCSA programs and activities.
- Assist in the coordination of School performances with Foundation fundraising campaigns.
- Provide leadership and direction in planning and financing school facilities to meet growth.
- Advise the Board and make recommendations regarding possible sources of funds which may be available to implement present or contemplated school programs.
- Demonstrate continuous self-improvement of his professional competency by all reasonable means including joining and/or pa1ticipating in appropriate professional associations and their activities, and educational opportunities.
- Establish and maintain an effective community relations program including effective relationships with the media.
- Communicate openly, systematically, and timely with the Board, staff, and the community and promptly inform the Board of critical issues or incidents.
- Provide education leadership, with and through staff, to ensure quality teaching and learning.

Business/Financial

OCSA shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of OCSA. Such services may be provided either by an employee of OCSA or by a consultant (or consultant group) hired by OCSA. Any such employee or consultant (or consultant group) shall have a minimum of three (3) years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity or the equivalent experience.

Other Key Positions

Other key positions include Executive Vice President, Senior Vice President of Operations, and Vice President of Development.

Additional Positions As Needed

OCSA may employ a special education administrator(s) for the purpose of hiring and training site staff necessary to provide special education services to its students, including, but not limited to special education teachers, paraprofessionals, and resource specialists, if needed. The special education administrator(s) shall be responsible for planning, supervising, and implementing special education programs and services for students (see Exhibit A for full job description of special education administrator – Special Education Coordinator).

Specific Staff Development/Training

Board members and management staff shall receive staff development and training including training in Ethics, Conflicts of Interest, Brown Act, and the prevention of sexual harassment and workplace bullying. All members of OCSA's Board of Trustees shall comply with all District Board Policies, Administrative Regulations and Bylaws, to the extent that any exist, concerning conflicts of interest.

AB 699

OCSA's Board will adopt policies that conform to the Attorney General's model policies "limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents regardless of immigration status."

F. ELEMENT SIX - Health and Safety Procedures (Education Code Section 47605(b)(5)(F))

OCSA will comply with all applicable health and safety laws.

Procedure for Background Checks

OCSA will require that, post-offer but pre-hire and before rendering any service to the School, each potential employee of the School furnish the School with a Department of Justice criminal record summary as described in Education Code section 44237 including the requirement that, as a condition of employment, each potential employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. OCSA shall utilize the services of the District at customary rates for Department of Justice checks and fingerprinting. OCSA shall not allow any individual to perform any service for or on behalf of the School before receipt and review of the Department of Justice criminal record summary.

All contractors and all volunteers who will be performing services that are not under the direct supervision of a credentialed OCSA employees will be required to submit to criminal background checks and fingerprinting in accordance with Education Code section 45125.1.

OCSA 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.

OCSA shall ensure that the Executive Director/designee requests subsequent arrest service from the Department of Justice.

Tuberculosis Risk Assessment and Examination

OCSA also shall require the examination and/or risk assessment of staff and volunteers who have frequent or prolonged contact with pupils for tuberculosis as described in Education Code section 49406.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws. Employees will receive mandated reporter training annually in accordance with Education Code section 44691.

Immunizations

OCSA requires immunization of students as a condition of attendance to the same extent as a non-charter public school. OCSA shall maintain records of student immunization on file.

Drug-Free/Alcohol-Free/Smoke-Free Environment

OCSA will function as a drug-free, alcohol-free, and smoke-free environment.

Vision, Hearing, and Scoliosis

To the extent that any law requires a public school serving students in grades 7-12, to screen students' vision and hearing, for scoliosis, or for any other medical condition, OCSA also shall comply with such law and provide the required screening.

Medication in School

OCSA will adhere to Education Code section 49423 regarding administration of medication in school by a school nurse or other designed school personnel properly trained upon receiving required statements specified in Education Code section 49423(b). OCSA will adhere to Education Code section 49414 regarding epinephrine auto-injectors and training for staff. OCSA will adhere to applicable laws regarding appropriate storage of medication and maintaining a log for administering medication.

Suicide Prevention/Identification Cards

OCSA shall adopt and maintain a policy on student suicide prevention in accordance with Education Code section 215, and review it at least every five years, and if necessary, update its policy. If OCSA issues student identification cards, OCSA shall adhere to Education Code section 215.5. The telephone number of the National Suicide Prevention Lifeline will be printed on either side of the student identification card, and the Crisis Text Line and campus security telephone number may be printed on either side of the card. (Education Code section 215.5.)

Commencing October 1, 2020, OCSA will ensure the telephone number for the National Domestic Violence Hotline is also printed on student identification cards.

OCSA Board has adopted a suicide prevention plan, which is posted on OCSA's website.

Mental Health Services

OCSA shall comply with Education Code section 49428 regarding notification at least twice during the school year to students and parents or guardians of students of available mental health services.

Feminine Hygiene Products

If OCSA maintains any combination of classes that meets a 40% pupil poverty threshold specified in United States Code, Title 20, section 6314(a)(1)(A), OCSA will stock at least 50% of its restrooms with feminine hygiene products, and at no charge to students pursuant to Education Code section 35292.6.

California Healthy Youth Act

OCSA shall ensure students in grades 7-12 receive sexual health education and human immunodeficiency virus prevention education from instructors trained in the appropriate courses.

(Education Code section 51934.) Each student shall receive this instruction at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code section 51930, *et seq.*).

Free or Reduced-Price Meals

OCSA shall provide each needy student, defined in Education Code section 49552 with one nutritionally adequate free or reduced-price meal each school day. (Education Code section 49553(a).)

Emergency Preparedness

If OCSA elects to offer any interscholastic athletic program, the OCSA's Board of Trustees shall ensure there is a written emergency action plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest and other medical emergencies related to the athletic program's activities or events, in accordance with Education Code section 35179.4, and shall follow Education Code section 35179.6 regarding an automated external defibrillator.

School Safety Plan

OCSA has developed health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. **OCSA developed extensive safety and emergency procedures with input of classified staff, and in conjunction with local fire and law enforcement agencies, attached as Exhibit D.**

OCSA's School Safety Plan includes safety topics listed in Education Code section 32282(a)(2)(A) to (H) and procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions. The School shall maintain a copy on file for review, and ensure that staff and contractors will be trained annually on the safety procedures and emergency drills outlined. OCSA shall review and update the school safety plan annually by March 1. The school safety plan will be posted on OCSA's website."

Blood-Borne Pathogens

OCSA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. OCSA's governing board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses. This plan will be found within OCSA's school safety plan.

Facility Safety

OCSA will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools as may be required by the Education Code and

California Code of Regulations and applicable state and federal laws including but not limited to the Americans with Disabilities Act.

OCSA, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. OCSA 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. OCSA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code section 32001.

Comprehensive Anti-Discrimination, Harassment, Sexual Harassment Policies

OCSA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon protected classes including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status. OCSA has developed a comprehensive policy to prevent and timely remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct), as well as comprehensive policies to address any type of discrimination, harassment, or bullying. OCSA will review its harassment and sexual harassment policies annually to determine if updates are necessary. OCSA shall follow Education Code section 32283.5 regarding bullying and cyberbullying training. OCSA takes misconduct of this nature very seriously and will address such misconduct in accordance with its adopted policies and procedures. OCSA's governing body shall adopt procedures for preventing acts of bullying, including cyberbullying pursuant to Education Code section 234.4.

OCSA follows California Government Code section 12950 to ensure a workplace that is free of sexual harassment and Government Code section 12950.1 related to training and education regarding sexual harassment.

Prevention – Human Trafficking

OCSA's governing body will identify the most appropriate methods of informing parents and guardians of human trafficking prevention resources and will implement the identified methods by January 1, 2020.

G. ELEMENT SEVEN - Achieving Racial and Ethnic Balance (Education Code Section 47605(b)(5)(G))

The philosophy, policies, and procedures of OCSA shall at all times be dedicated to enhancing, achieving, and maintaining racial and ethnic balance in its student population and staff. All students will be considered for admission, accepted for admission, and retained in the School without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, immigration status, parent income/education level, or any other basis prohibited by law.

As has been evident by past enrollment profiles, OCSA is a regional program, serving students from throughout Orange County. OCSA will seek a diverse student population that is representative of the SAUSD and Orange County student community, bringing students together from multiple ethnicities and backgrounds (socioeconomically disadvantaged students, English learners, special education students, foster youth, homeless youth, and migrant education). OCSA will work to achieve and maintain a racial and ethnic balance reflective of the general population residing within SAUSD boundaries. (Education Code section 47605(b)(5)(G).

OCSA understands that its school is located in Santa Ana, where the population demographics are 77.3% Hispanic/Latino, 11.6% Asian, 44.2% White, 1% African American/Black, 0.3% Pacific Islander/Native Hawaiian.[3] For the 2018-2019 school year, SAUSD's total student demographics percentages in grades 7 to 12 are: 0.26% African American/Black, 89.68% Hispanic/Latino, 3.55% Asian, 4.28% White, 0.10% Pacific Islander, 0.16% American Indian, and 0.44% Filipino.[4]

OCSA will continue working to achieve and maintain a racial and ethnic balance reflective of the general population residing within the territorial jurisdiction of the District, and developing and expanding programs to identify and enroll students to achieve and maintain the racial and ethnic balance.

OCSA's plan to achieve a racial and ethnic balance among its pupils will have an established timeline. In particular, the plan will include the expansion of a number of community-focused outreach programs. Each of these initiatives will have individual goals to expand their reach of students from Santa Ana's local population, in order to increase their exposure to the arts and therefore their likeliness to apply to our specialized program. The plan will also include an aggressive focus on marketing and recruitment. Lastly, OCSA's plan to achieve a racial and ethnic balance will be supported through an inclusive, recently updated, admissions process. A report on the progress toward these goals will be presented to the Board of Education of the District and to the Board of OCSA upon request. So long as OCSA is acting in good faith to comply with the Outreach Plan, OCSA's failure to meet these goals shall not be cause for revocation of this Charter.

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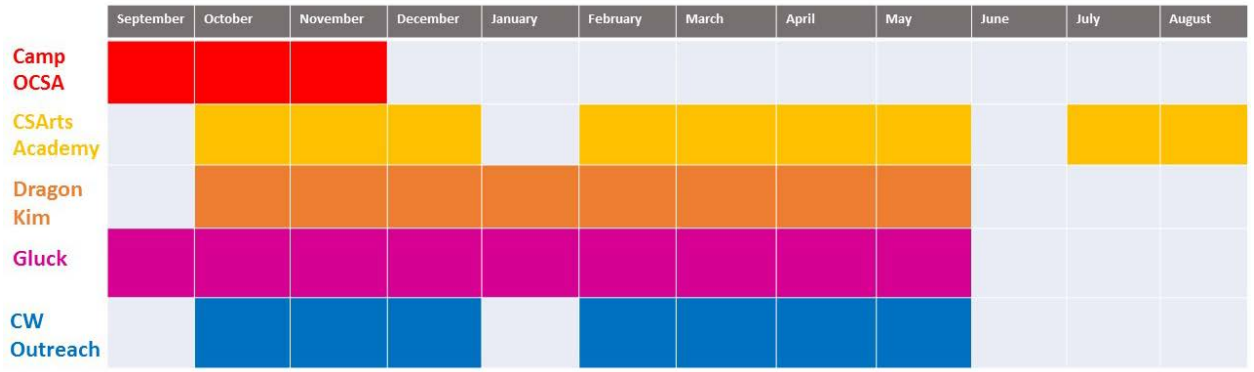
3 U.S. Census Bureau, QuickFacts, https://www.census.gov/quickfacts/fact/table/santaanacitycalifornia#.
4 CDE, Dataquest, https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=3066670&agglevel=district&year=2018-19.

Outreach **Timeline**



Outreach Programs

OCSA's Outreach Programs target students residing in Santa Ana and students that are underserved/underrepresented. OCSA has expanded its outreach efforts greatly in the last five years with increased access and scholarships to California School of the Arts Academy and the introduction of the Dragon Kim Foundation Music Program, amongst others. If necessary, OCSA will work to develop programs to continue its outreach efforts.

Camp OCSA is an arts training workshop at the Orange County School of the Arts and offered free of charge to students, grades 4-6, attending schools in Santa Ana. Camp OCSA is a positive, nurturing environment for young people with an interest in the arts and the desire to discover and develop their talents.

Camp OCSA offers a ten-week workshop in the evenings on campus at OCSA. It is designed to introduce young people with little or no experience in the arts to the basic language, technique and skills in disciplines such as dance, acting, singing, painting and drawing and guitar. There is no tuition and all necessary educational supplies and materials are provided. All classes are taught by OCSA students in the 10th-12th grade and are under the advisement and direction of the Orange County School of the Arts faculty and the Director of Community Programs. Since 2001 when Camp OCSA was established, we have served over 6,500 students from Santa Ana.

The program not only affects the students involved in the program, but has a lasting positive effect on the local community as a whole. It is important to emphasize that the program is staffed with bilingual staff. All written and verbal communications with the parents and the community are done in both Spanish and English. Brochures/applications (in Spanish and English) are delivered to the students in Santa Ana who are in grades 4th, 5th and 6th every year. Each year, the program culminates with a performance and an art exhibit at the end of the ten weeks.

Gluck Community Service Arts Fellowship Program at the Orange County School of the Arts provides for free artistic performances and programs for underserved/underrepresented individuals in numerous community venues such as youth centers, schools, nursing and retirement facilities, health centers, parks, and community agencies. Soloists, ensembles and performance groups typically present concerts/performances of approximately 25-40 minutes in length that include

interaction with the audience and may include discussion about technique, musical motifs or other pertinent information.

Some of the community partners are: The Orange County Educational Arts Academy, El Sol Academy, the Orange County Children's Therapeutic Arts Center, Santa Ana Police Athletic and Activity League, The Santa Ana Public Library, The Boys and Girls Club of Santa Ana, The UCI Medical Center in Santa Ana, Loaves and Fishes Soup Kitchen, Ronald McDonald House, Bowers Museum, The Blind's Children Learning Center, Hands Together, and The Santa Ana Zoo, to name a few.

The California School of the Arts Academy is open to all children and adults interested in enriching their lives through arts education. Through the weekend, evening and summer classes, students have the opportunity to participate in a unique experience in arts education that might not otherwise be available to them. Scholarships are offered to students who have a financial need. All classes are taught by professional artist teachers from the Orange County School of the Arts on the school campus, presented by the Orange County School of the Arts Foundation. In the past three years alone, OCSA has provided over $100,000 of financial assistance to students who need it to access the program.

The Dragon Kim Foundation Music Program provides free vocal and instrumental weekly music instruction for economically disadvantaged children in grades four through six from Santa Ana. The program includes instruction, as well as access to free instruments for these students.

The Creative Writing Conservatory's Community Arts Outreach class was recognized by Santa Ana for its positive contribution to the city in 2009. The high school students in the conservatory teach Santa Ana elementary school students. Community Arts Outreach currently reaches students at two elementary schools and the Santa Ana Police Athletic and Activities League, but has also run classes at the Santa Ana Library and "Park Thing." Several of the local elementary school students have gone on to become successful students in the Creative Writing Conservatory and have even taught in the program.

Complimentary Tickets to Student Performances – OCSA offers complimentary tickets to the Santa Ana Police Athletic and Activity League, Orange County Children's Therapeutic Arts Center, and several elementary schools, so that local children can attend and enjoy various OCSA student performances throughout the school year. We have found that this exposure to our program encourages young artists in the community to eventually apply.

Partnership with Relámpago del Cielo Grupo Folklórico – For almost 20 years, OCSA has provided free and low-cost facility rental to the award-winning Relámpago del Cielo Group Folklórico, allowing 200 Santa Ana dancers a place to rehearse and perform each Saturday. Through this partnership, OCSA's ballet folklórico students regularly perform in downtown Santa Ana for the local community. To further serve this community, OCSA also hosts a free bilingual 12-week leadership class on its campus that is open to community residents.

Marketing and Recruitment Plan

OCSA's marketing plan includes a relationship with Spanish language media, like *Para Todos* magazine, and other language media as needed. OCSA shall develop and distribute to the District and parents informational materials about OCSA and our various outreach initiatives in English, Spanish, and other languages as needed.

OCSA distributes information at the following organizations in Santa Ana through our Gluck Community Service Arts Fellowship Program: The Orange County Educational Arts Academy, El Sol Academy, the Orange County Children's Therapeutic Arts Center, Santa Ana Police Athletic and Activity League, The Santa Ana Public Library, The Boys and Girls Club of Santa Ana, The UCI Medical Center in Santa Ana, Loaves and Fishes Soup Kitchen, Ronald McDonald House, Bowers Museum, The Blind's Children Learning Center, Hands Together, and The Santa Ana Zoo.

OCSA also uses social media to inform parents and others about the presence of OCSA within their community.

Inclusive Admissions Process

As part of its commitment to the community of Santa Ana and the District, OCSA shall hold open house workshop sessions, also known as Preview Days, to review the application requirements and processes with students, at least three months prior to the opening of each application filing period. These open houses will explain and demonstrate such admissions requirements as placement activity specifications, portfolio submission, and other performance or demonstration expectations.

OCSA will schedule dates, times, and locations of open house, informational meetings, placement activities, and other activities in a manner which ensures, to the extent possible, that District students and racial and ethnic minorities are able to attend.

OCSA encourages arts teachers within the District to attend these open houses and, upon request, OCSA would be happy to share additional information regarding placement activities, rubrics, and student evaluation processes, so that they may be better equipped to prepare their students or identify interest in the Charter School.

Additional support is available for students, parents, or guardians who require translation in order to best understand our admissions processes, as well as for those who need technology assistance. OCSA shall also develop applications in other languages, as needed.

H. ELEMENT EIGHT - Admission Requirements (Education Code Section 47605(b)(5)(H))

Non-Discrimination Statutes and Affirmations

OCSA shall be nonsectarian in its admissions policies. OCSA shall not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics. (Education Code sections 220, 47605(d)(1).) OCSA will not discriminate on the basis of ancestry, pregnancy or parental status, age, medical condition, fluency in English, parent income/education level, or any other basis prohibited by law.

OCSA shall admit all students who wish to attend OCSA unless the number of students interested in enrolling in OCSA exceed the available open spaces for students, in which case OCSA will hold a public random drawing to determine admission. Except as required by Education Code sections 47605(d)(2) and 51747.3, admission to OCSA will not be determined according to the place of residence of the student or his/her parent or legal guardian, within California.

OCSA shall comply with Education Code section 47605(d)(4):

- OCSA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii).

- OCSA shall not request a student's records or require a parent, guardian, or the student to provide student records to OCSA prior to enrollment at OCSA.

- OCSA shall not encourage a student currently attending OCSA to disenroll from OCSA or transfer to another school, for any reason, including but not limited to academic performance or because the student exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). This does not apply to OCSA's actions pursuant to procedures described in Education Code section 47605(b)(5)(J).

OCSA shall post the California Department of Education's notice of the requirements under Education Code section 47605(d)(4) on its website. OCSA shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of the notice at all of the following times: when a parent, guardian, or pupil inquires about enrollment, before conducting a public random enrollment lottery, and before disenrollment of a pupil. (Education Code section 47605(d)(4).)

Enrollment Process

Arts conservatories are a fundamental part of the OCSA educational experience. For this reason, prospective students are invited to attend a Preview Day to learn about OCSA's academic program and conservatories and level of conservatory for which they wish to apply. Parent/guardian attendance is voluntary at Preview Day. After becoming familiar with the various conservatories

and the skills characteristic of those conservatories at one of OCSA's Preview Days, prospective students are invited to fill out an application and participate in a Placement Activity to identify the appropriate placement in the conservatory to which they seek admission. There is no level of ability required to be considered for admission. OCSA shall admit all applicants on a space-available basis to the appropriate level of the conservatory of choice. When applicants exceed spaces, a public random lottery will be conducted to determine which students are admitted.

No minimum GPA or other academic, behavior, or performance criteria is required for admission. The Placement Activity Guidelines (enclosed as Exhibit E) describe important information for each conservatory level.

For the admissions and enrollment process, no student is required to provide documents regarding citizenship or immigration status. OCSA will comply with new requirements under AB 699. For admissions, OCSA also does not require birth certificate, transcripts, and IEPs/504 Plan.

Public Random Lottery

Where the number of students interested in enrolling in OCSA exceed the available open spaces for students, attendance, except for existing OCSA students who are guaranteed enrollment in the following school year, shall be determined by a public random lottery.

Preference in the public random lottery shall be given as required by Education Code section 47605(d)(2)(B)(i)-(iv). In the event of a lottery, the chartering authority shall make reasonable efforts to accommodate the growth of the OCSA in accordance with Education Code section 47605(d)(2)(C). In accordance with Education Code sections 47605(d)(2)(B)(iv) and 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Preferences shall not result in discouraging enrollment or limiting enrollment access for students with disabilities, academically low-achieving, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are socioeconomically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, sexual orientation, or immigration status.

In the event of a public random lottery, preference in admission to OCSA will be given to the following students in the order below:

1. Students who were previously enrolled at OCSA and are returning from an administrator-approved temporary leave of absence
2. Siblings of currently enrolled students or graduates of OCSA
3. Children of OCSA staff (defined as current full-time employees of OCSA at the time of lottery)
4. A preference shall be extended to students who reside in the elementary attendance area where OCSA is located because OCSA is located in the attendance area of a public elementary school in which 55 percent or more of the pupil enrollment is eligible for free or reduced-price meals (Charter School Facility Grant Program)
5. If a charter school site is physically located in the attendance area of a public elementary school in which 50% or more of the pupil enrollment is eligible for free or reduced-price meals, a preference will be given to pupils currently enrolled in that public elementary

school and to pupils who reside in the attendance area of that elementary school in accordance with Education Code section 47605.3

6. Preference shall be extended to pupils who reside in the Santa Ana Unified School District except as provided for in Education Code section 47614.5
7. All other students

OCSA and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

Those individuals whose names are drawn after all spaces in the particular conservatory have been filled will be given the option of being placed on the waiting list in the order drawn, except if the preferences described above require otherwise. This waiting list will allow students the option of enrollment in the case of an opening. In no event shall a waiting list extend beyond the end of the current school year. Mid-year offers of enrollment may be extended to applicants currently on the OCSA waitlist.

All admissions-related deadlines will be posted on OCSA's website and updated annually. A sample admissions timeline is provided below:

SAMPLE ADMISSIONS TIMELINE	
October 5	Preview Day
Mid-October	Online application made available
November 2	Preview Day
December 7	Preview Day
January 3	**Deadline to apply for the 2020-2021 school year**
January-February	Placement activities are held
Early March	If applicants exceed spaces available, enrollment lottery held
Mid-March	Notifications emailed

If a student or their parent/guardian requires translation in order to best understand OCSA's admission processes, OCSA provides support if the student or their parent/guardian emails admissions@ocsarts.net or calls 714.560.0900 Ext. 5510.

Applicants are encouraged to request and will receive accommodations if needed for the application process to ensure that students with special needs who may qualify for services pursuant to the IDEIA and/or Section 504 shall not be excluded from admission solely on the basis of the disability or language classification.

Students and families who require technology assistance in order to complete their application or first round placement activity are welcome to use one of the school's open computer labs during any Preview Day. If a student or their parent or guardian does not have an email address, OCSA invites the student or their parent or guardian to call 714.560.0900 Ext. 5510 to obtain information about registering for a Preview Day.

A parent/guardian who provides reliable evidence that the denial of admission is a direct result of the student applicant's special education/504 or EL status may seek review of the decision not to admit by making written request for such review within ten (10) calendar days of the decision to deny admission.

Student Fees and Free Schools Guarantee

Consistent with Education Code Section 47605(d)(1), OCSA will not charge tuition.

OCSA shall comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code sections 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, section 350, (collectively "Free Schools Guarantee") in all aspects of the Charter School program.

No student shall be adversely impacted in admission or in any academic program for financial reasons, including not making a financial contribution of any kind.

OCSA will provide funds relating to field trips, tours, transportation, or costs necessary for students to fully participate in OCSA performances or extracurricular activities. OCSA also will provide free or reduced priced tickets to all OCSA performances in which students appear, in order to ensure that parents and close family members of the student performers are encouraged and able to attend regardless of financial considerations. Policies regarding eligibility for these funds will be made available to all OCSA students. Requests for financial assistance will be handled confidentially by the OCSA Business Office.

OCSA's administrators meet annually to review admissions practices and procedures.

Outreach Plan

As part of OCSA's Outreach Plan the School shall target the programs described in Element Seven to students residing in the District.

As part of its commitment to the community of Santa Ana and the District, OCSA shall hold Preview Days to review the application processes with students, at least three (3) months prior to the opening of each application filing period. At a Preview Day, OCSA staff will explain and demonstrate such admissions policies as placement activity specifications, portfolio submission, and other performance or demonstration expectations.

In addition to the community programs described in Element Seven, the Outreach Plan includes a marketing plan which details significant outreach activities in Spanish language media, and other language media as needed, including without limitation newspaper and television. The marketing plan shall also include the preparation and distribution to the District of recruiting materials in English and Spanish. OCSA shall also develop applications in other languages, as needed.

The Outreach Plan includes scheduled dates, times, and locations of open house, informational meetings, placement activities, and other activities in a manner which ensures, to the extent possible, that District students and racial and ethnic minorities are able to attend.

The Outreach Plan also includes a program which ensures that arts teachers within the District have access to open houses, informational meetings, placement activities, student evaluation and ranking sessions, and other activities, such as meetings provided solely for arts instructors, so that they may be better equipped to prepare their students or identify talent for the Charter School.

Should OCSA enter a partnership with the California National Guard, OCSA may dismiss a pupil for failing to maintain the minimum standards of conduct required by the Military Department. (Education Code section 47605(d)(5).)

I. ELEMENT NINE - Annual Financial Audits/Financial Documents (Education Code Section 47605(b)(5)(I))

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Financial audits shall be conducted by an independent auditor selected by OCSA that demonstrates experience in education finance and is included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the School's financial statements, accounting practices, revenue-related data collection and reporting practices and will review the School's internal controls. The audit will include a review of ADA as reported by OCSA. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Audits will assure that the School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

Audit Exceptions and Deficiencies

Any potential audit exceptions or findings shall be promptly reported to the OCSA's governing board with recommendations on how to resolve them, and reported to the District Superintendent promptly after receiving notice of the potential exception or finding. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. OCSA will resolve outstanding issues from the audit prior to the completion of the auditor's final report.

Final Audit Report

The audit will be completed and submitted to the District's Superintendent, the California Department of Education, the State Controller and the Orange County Superintendent of Schools by December 15th following each school year or at a mutually agreed upon earlier date. OCSA will provide interim financial data required by the District to fulfill its obligation to the county and state.

The completed audit is a public record to be provided to the public upon request.

The District Board shall have the right to request or conduct an additional audit at any time of the year with the cost for such additional audit to be borne by the District.

Financial Reports

As required by Education Code section 47604.33, OCSA shall annually prepare and submit the following reports to the District and the Orange County Superintendent of Schools:

- On or before July 1, a preliminary budget, which will be satisfied by the information submitted pursuant to Education Code section 47605(g).
- On or before July 1, an annual update required pursuant to Education Code section 47606.5 addressing the goals of the proposed educational program and annual actions to achieve those goals.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report, which shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

Pursuant to Education Code section 47604.3, OCSA agrees to respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District.

In accordance with Education Code section 47604.32, OCSA agrees to the right of the District to visit annually to carry out District's statutory oversight duties.

Additional Reports

OCSA will submit the following reports to the District:

- P-1 Attendance Report – each January, reflecting attendance through the last full school month ending prior to December 31;
- P-2 Attendance Report – each April, reflecting attendance through the last full school month ending prior to April 15;
- Annual/P-3 Attendance Report – each June, reflecting entire year's attendance;
- Annual Update (Local Control Accountability Plan) – annually by July 1, as required pursuant to Education Code section 47606.5;
- Other financial information requested by the District from time to time to assess the fiscal condition of OCSA.

Other Notifications to District

In addition to the above:

1. OCSA will give SAUSD at least thirty (30) calendar days written notice prior to renegotiations of lease terms of existing facilities or before entering into new lease agreements for facilities.

2. OCSA will give SAUSD at least thirty (30) calendar days written notice prior to entering into any additional loan borrowings. If the District believes that it is not financially viable for OCSA to enter into new financial obligations, OCSA will address the concerns and inquires of the District, to the satisfaction of the District, prior to entering into any additional loan borrowings.

3. OCSA will provide written notification to SAUSD in the event of default or late payment of any current or future OCSA loan/lien holder obligations. Said notification must be provided within ten (10) calendar days of the default or late payment. When the late payment or default has been cured, written notification to the District must be provided within ten (10) calendar days of the cure.

4. In the event that OCSA needs to borrow funds from SAUSD, a corrective action plan will also be submitted with the request. OCSA shall provide SAUSD with written notice of its need to borrow funds at least thirty (30) days prior to requesting to borrow funds from the SAUSD and/or any other potential source of funds. Nothing in this Charter shall be interpreted as a guarantee that SAUSD will loan any funds to OCSA.

5. OCSA will notify SAUSD of any pending litigation or legal action taken against OCSA within thirty (30) calendar days of OCSA receiving said notice.

6. OCSA agrees to use SAUSD approved financial reporting formats that are in compliance with CDE specifications. This includes: Cash Flow, Multi-year Budget Projections, Interim reports, Current Year Budget Assumptions and the Charter School Unaudited Actuals Financial Report Form. **Please see OCSA Five Year Proforma Budget on the next page.**

Oversight

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one (1) percent of the Average Daily Attendance funds provided to the Charter as required by Education Code section 47613.

Budget Narrative

The below budget documents contain a Five Year Proforma, Revenue Assumptions, and LCFF Calculator Universal Assumptions. This Budget Narrative will describe the line items in one sample year, for OCSA's 2020-2021 projections. This Proforma is based on historical data collected from general operations in Santa Ana since our first approved charter in 2000.

REVENUE

- <u>Average Daily Attendance (ADA) - $20,301,194</u>
  OCSA's most important revenue component is based on its ADA (Average Daily Attendance). These dollars are generated from each student that attends the charter school. Funding levels are based on projections published by the California Department of Education (CDE). Included in the below budget documents is OCSA's LCFF (Local Control Funding Formula) Worksheet, which is provided by the CDE for projections of

our general aid. These projections are conservative, based on an enrollment of 2,160. We have budgeted the ADA revenue at 97% which is consistent with historical data for our student body.

- Lottery Revenue - $435,000
  The charter receives a portion of dollars collected from the sale of lottery tickets in California. This estimate is based on projections posted on the CDE website.
- Special Education Reimbursement - $1,190,000
  In 2020-2021 OCSA will take on the role and responsibility of running its own Special Education department with the support of the El Dorado County Office of Education SELPA. These dollars are restricted funds to be used only to support students with Special Education needs.
- Charter School Facility Grant (SB740) - $1,900,000
  The Charter School Facility Grant Program provides annual assistance with facilities rent and lease expenditures to charter schools that meet eligibility criteria. Charter schools are awarded per unit of classroom-based Average Daily Attendance (ADA), up to 75% of their annual facilities rent and lease costs for the school.
- Parent Funding Contributions - $7,359,461
  Parent Funding Contributions is based on 15 years of historical data, considering the anticipated amount of parent contributions the school will receive. Parent contributions are 100% voluntary and tax-deductible donations. Parent Funding Contributions is our second largest revenue source.
- Productions, net of expense – ($200,000)
  Annually, OCSA produces over 160 student productions and showcases. The net of expense is based on historical data for revenue and expenses related to these productions.
- Leadership Revenue, net of expense - $51,000
  OCSA's Leadership class manages the revenue and expenses of yearbooks, dances, and ASB parking, along with a number of other culture-enhancing programs and activities.
- Food Service, net of expense - $321,300
  OCSA provides food services in-house, and this revenue, net of expense, is related to all cafeteria sales.
- Miscellaneous, net of expense - $389,771
  This line item includes various other revenue, such as onsite facility use rentals, after school care, club revenue, testing, and locker rental.

Total School Revenue: $31,837,726

- OCSA Foundation Contributions - $740,000
  OCSA's Foundation annually contributes fundraised monies to further supplement arts and academic programming.

Total Revenue: $32,577,726

EXPENSES

- Salaries – Administrative - $5,813,311
  This projection includes all administrative and support staff salaries, including deans, counselors, and more.
- Salaries – Academic Teachers - $7,054,123
  This projection includes all academic teacher salaries.
- Salaries – Arts Teachers - $3,767,922
  This projection includes all arts conservatory teacher and director salaries.
- ER Tax and Retirement – $3,639,870
  This projection represents employer taxes and retirement that gets paid on behalf of employees.
- Health Benefits/Other - $2,758,335
  This line item represents all expenses towards Health Benefits.

Total Salaries and Related: $23,033,560

- Arts Staff Development and Supplies - $550,450
  These expenses are related to all development and supplies that support the daily operations of arts conservatory programs.
- Academic Expenses - $376,225
  These expenses are related to all development and supplies that support the daily operations of the academic program.
- General & Administrative - $724,219
  These expenses include payroll services, audit fees, and credit card fees. This also includes a fee for District Oversight services at 1% of our state aid.
- Consulting - $850,000
  OCSA uses an external consulting firm to support our Information Technology (IT) needs, which makes up the majority of this expense. This would also include any consulting necessary to operate our various software and programs.
- Insurance - $230,000
  OCSA's insurance broker is Corona Insurance Agency. This includes Commercial Property, General Liability, D&O, and Workers Comp.
- Legal - $50,000
  This represents a reserve for legal services, as needed.
- Utilities - $550,000
  This expense includes all utility bills.
- Building Maintenance and Security - $1,540,365
  The main areas of expense in this category include elevator maintenance, air and heating services, cleaning and trash services, and outsourced security services.
- Legacy Fund Rent/prop tax - $2,304,200

The Legacy Fund is a separate 501c3 that owns the majority of the property that OCSA is housed on. This expense item is the lease paid to the Legacy Fund.

- Copy Center Building/Parking Lot Rental - $220,000
  This expense item is representative of a new parking lot lease anticipated to begin in 2020.
- Technical - $154,500
  This expense includes technical supplies like toner and paper, as well as software programs and licensing.
- Marketing - $77,572
  This expense includes advertising, newsletters, flyers, videos, and photography for the school.

Total Expenses: $30,661,092

EBITDA (Earnings Before Interest, Taxes, Depreciation, and Amortization): $1,916,634

- Real Estate Debt Service - $1,336,992
  This expense is the annual costs related to the campus buildings and property.
- Capital Expenses - $400,000
  These expenses are related to the furniture, fixtures, and equipment replacement and updates that are needed on an annual basis. This also includes building improvements and leasehold improvements.

NET CHANGE IN ASSETS: $179,642

ORANGE COUNTY SCHOOL OF THE ARTS
FIVE YEAR PROFORMA BUDGET

	20-21		21-22		22-23		23-24		24-25	
Enrollment	**2,160**		**2,160**		**2,160**		**2,160**		**2,160**	
ADA	2,095		2,095		2,095		2,095		2,095	
LCFF per ADA	9,689		9,954		10,268		10,576		10,894	
REVENUE:										
State ADA Funding	20,301,194	**LCFF**	20,855,592	**LCFF**	21,514,013	**LCFF**	22,159,433	3%	22,824,216	3%
One Time Mandated Programs Block Grant	0		0		0		0		0	
Lottery Revenue	425,000		433,818		438,157		442,538		446,964	2%
Special Ed Reimbursement	1,190,000		1,210,000		1,230,000		1,250,000		1,270,000	
Other State and Federal Revenue	100,000		100,000		100,000		100,000		130,000	Title I, II
Charter School Facility Grant (SB740) *	1,900,000	95%	1,900,000	95%	1,900,000	95%	1,900,000	95%	1,900,000	95%
Parent Funding Contributions	7,359,461		7,519,000		7,591,900		7,714,320		7,974,600	
Productions, net of expense	(200,000)		(200,000)		(200,000)		(200,000)		(200,000)	
Leadership Revenue, Net of expense	51,000		52,020		53,060		54,122		55,204	2%
Food Service, net of expense	321,300		327,726		334,281		338,000		344,000	2%
Miscellaneous, net of expense	389,771		372,683		351,384		500,000		500,000	
TOTAL SCHOOL REVENUE	**31,837,726**		**32,570,839**		**33,312,795**		**34,258,413**		**35,244,984**	
OCSA Foundation Contributions	**740,000**		**650,000**		**650,000**		**650,000**		**650,000**	
TOTAL REVENUE	**32,577,726**		**33,220,839**		**33,962,795**		**34,908,413**		**35,894,984**	
EXPENSES:										
Salaries Admin	5,813,311		5,989,860		6,137,107		6,388,035		6,542,735	2.5% step/column
Salaries Academic Teachers	7,054,123		7,265,746		7,447,390		7,633,575		7,824,414	2.5% step/column
Salaries Arts	3,767,922		3,870,745		3,967,514		4,066,702		4,168,370	2.5% step/clmn (1 teacher per 20 enrollment)
ER Tax and Retirement	3,639,870		3,735,544		3,846,866		3,973,005		4,104,682	Incl STRS/PERS rate increase
Health Benefits/Other	2,758,335		2,712,103		2,742,123		2,850,000		2,875,000	
Total Salaries and Related	**23,033,560**		**23,574,000**		**24,141,000**		**24,917,000**		**25,515,201**	
Arts Staff Dev/Supplies	550,450		555,955		567,074		578,415		590,562	$253 per student; then 2% year
Academic Expenses	376,225		379,987		387,587		395,339		403,641	$173 per student; then 2% year
General & Administrative	724,219		738,704		753,478		769,231		784,701	2%
Special Ed Contribution SAUSD	0		0		0		0		0	
Consulting	850,000		875,500		901,765		924,818		952,562	3%
Insurance	230,000		241,500		253,575		266,254		279,566	5%
Legal	50,000		50,000		60,000		60,000		60,000	
Utilities	550,000		566,500		583,495		601,000		622,000	3%
Building Maint/Security	1,540,365		1,578,868		1,629,902		1,662,483		1,709,636	3%
Legacy Fund Rent/prop tax	2,304,200		2,304,200		2,304,200		2,304,200		2,304,200	
Copy Center Bldg/Parking Lot Rental	220,000		220,000		220,000		220,000		220,000	
Technical	154,500		159,135		163,909		168,826		173,891	3%
Marketing	77,572		79,899		82,296		84,765		87,308	3%
TOTAL EXPENSES	**30,661,092**		**31,324,248**		**32,048,281**		**32,952,330**		**33,703,269**	
EBITDA	**1,916,634**		**1,896,592**		**1,914,513**		**1,956,083**		**2,191,716**	
Real Estate Debt Service	**1,336,992**		**1,336,992**		**1,336,992**		**1,336,992**		**1,336,992**	
Capital Expenses	400,000		400,000		500,000		500,000		500,000	
NET CHANGE IS ASSETS	**179,642**		**159,600**		**77,521**		**119,091**		**354,724**	

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ORANGE COUNTY SCHOOL OF THE ARTS
REVENUE ASSUMPTIONS

		20-21		21-22		22-23		23-24		24-25
ENROLLMENT		**2,160**		**2,160**		**2,160**		**2,160**		**2,160**
		97.00%		97.00%		97.00%		97.00%		97.00%
STATE ADA		**2,095**		**2,095**		**2,095**		**2,095**		**2,095**
LCFF Funding Projection		**20,301,194**	**LCFF**	**20,855,592**	**LCFF**	**21,514,013**	**LCFF**	**22,159,433**	**3%**	**22,824,216**
PER ADA		9,689		9,954		10,268		10,576		10,894
TOTAL										
SB740 MAX		**1,987,500**		**1,987,500**		**1,987,500**		**1,987,500**		**1,987,500**
SB740 BUDGET		**1,900,000**	95%	**1,900,000**	95%	**1,900,000**	95%	**1,900,000**	95%	**1,900,000**
LOTTERY		205	1.0%	207	1.0%	209	1.0%	211		213
	Total	429,523		433,818		438,157		442,538		446,964
PARENT CONTRIBUTIONS										
ENROLLMENT		**2,160**		**2,160**		**2,160**		**2,160**		**2,160**
AVG ASK PER STUDENT		**4,925**		**5,000**		**5,125**		**5,150**		**5,250**
TOTAL ASK		**10,638,000**		**10,800,000**		**11,070,000**		**11,124,000**		**11,340,000**
PROJECTED FUNDING RATE		**68%**		**68%**		**67%**		**68%**		**69%**
TOTAL GIVE		**7,234,461**		**7,344,000**		**7,416,900**		**7,564,320**		**7,824,600**
AVERAGE FUNDING RATE		**$3,349**		**$3,400**		**$3,434**		**$3,502**		**$3,623**
TOTAL PFC GIVE/BUDGET		**$7,234,461**		**7,344,000**		**7,416,900**		**7,564,320**		**7,824,600**
Other Fundraising		**125,000**		**175,000**		**175,000**		**150,000**		**150,000**

LCFF Calculator Universal Assumptions

OCSA (3030723) - OCSA 5/22/2019

Summary of Funding

	2019-20	2020-21	2021-22	2022-23	2023-24
Target Components:					
COLA & Augmentation	*3.26%*	*3.00%*	*2.80%*	*3.16%*	*0.00%*
Base Grant	18,864,505	19,430,895	19,974,790	20,605,585	20,605,585
Grade Span Adjustment	387,585	398,750	409,915	422,675	422,675
Supplemental Grant	480,917	471,549	470,887	485,753	485,753
Concentration Grant	-	-	-	-	-
Add-ons	-	-	-	-	-
Total Target	19,733,007	20,301,194	20,855,592	21,514,013	21,514,013
Transition Components:					
Target	$ 19,733,007	$ 20,301,194	$ 20,855,592	$ 21,514,013	$ 21,514,013
Funded Based on Target Formula *(PY P-2)*	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	19,100,653	19,100,653	19,100,653	19,100,653	19,100,653
Remaining Need after Gap (informational only)	-	-	-	-	-
Gap %	*100%*	*100%*	*100%*	*100%*	*0%*
Current Year Gap Funding	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	**$ 19,733,007**	**$ 20,301,194**	**$ 20,855,592**	**$ 21,514,013**	**$ 21,514,013**

Components of LCFF By Object Code

	2019-20	2020-21	2021-22	2022-23	2023-24
8011 - State Aid	$ 10,170,951	$ 10,739,138	$ 11,293,536	$ 11,951,957	$ 11,951,957
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	3,562,056	3,562,056	3,562,056	3,562,056	3,562,056
Local Revenue Sources:					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000
Property Taxes net of in-lieu	-	-	-	-	-
TOTAL FUNDING	$ 19,733,007	$ 20,301,194	$ 20,855,592	$ 21,514,013	$ 21,514,013
Basic Aid Status	-	-	-	-	$ -
Less: Excess Taxes	$ -	$ -	$ -	$ -	$ -
Less: EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -
Total Phase-In Entitlement	***$ 19,733,007***	***$ 20,301,194***	***$ 20,855,592***	***$ 21,514,013***	***$ 21,514,013***

EPA Details

% of Adjusted Revenue Limit - Annual	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*
% of Adjusted Revenue Limit - P-2	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*	*28.56249995%*
EPA (for LCFF Calculation purposes)	*$ 3,562,056*	*$ 3,562,056*	*$ 3,562,056*	*$ 3,562,056*	*$ 3,562,056*
8012 - EPA, Current Year Receipt					
(P-2 plus Current Year Accrual)	*3,562,056*	*3,562,056*	*3,562,056*	*3,562,056*	*3,562,056*
8019 - EPA, Prior Year Adjustment					
(P-A less Prior Year Accrual)	-	*(0)*	*(0)*	*(0)*	*(0)*
Accrual (from Assumptions)	-	-	-	-	-

LCFF Calculator Universal Assumptions					
OCSA (3030723) - OCSA				5/22/2019	
Summary of Student Population					
	2019-20	2020-21	2021-22	2022-23	2023-24
Unduplicated Pupil Population					
Enrollment	2,165	2,165	2,165	2,165	2,165
COE Enrollment	-	-	-	-	-
Total Enrollment	*2,165*	*2,165*	*2,165*	*2,165*	*2,165*
Unduplicated Pupil Count	250	250	250	250	250
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated Pupil Count	*250*	*250*	*250*	*250*	*250*
Rolling %, Supplemental Grant	12.4900%	11.8900%	11.5500%	11.5500%	11.5500%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
FUNDED ADA					
Adjusted Base Grant ADA	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	495.00	495.00	495.00	495.00	495.00
Grades 9-12	1,595.00	1,595.00	1,595.00	1,595.00	1,595.00
Total Adjusted Base Grant ADA	***2,090.00***	***2,090.00***	***2,090.00***	***2,090.00***	***2,090.00***
Necessary Small School ADA	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	**2090.00**	**2090.00**	**2090.00**	**2090.00**	**2090.00**
ACTUAL ADA ***(Current Year Only)***					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	495.00	495.00	495.00	495.00	495.00
Grades 9-12	1,595.00	1,595.00	1,595.00	1,595.00	1,595.00
Total Actual ADA	**2,090.00**	**2,090.00**	**2,090.00**	**2,090.00**	**2,090.00**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-

LCAP Percentage to Increase or Improve Services					
	2019-20	2020-21	2021-22	2022-23	2023-24
Current year estimated supplemental and concent	$ 480,917	$ 471,549	$ 470,887	$ 485,753	$ 485,753
Current year Percentage to Increase or Improve Se	2.50%	2.38%	2.31%	2.31%	2.31%

ELEMENT TEN - Student Suspensions and Expulsions (Education Code Section 47605(b)(5)(J))

OCSA established a Behavior Management Policy (Exhibit F) to protect the safety and well-being of all students. The policy describes behavior standards and a progressive discipline plan. The policy includes procedures for student discipline, suspension, and expulsion that meet both state and federal laws relative to due process and mandatory expulsion offenses, and that incorporate the grounds and procedural requirements of Education Code Sections 48900 *et seq.* OCSA will enforce disciplinary rules and procedures set forth in the policy fairly and consistently among all students. When the policy is violated, it may be necessary to suspend or expel a student from classroom instruction.

OCSA will periodically review the policy, including the procedures for suspensions and expulsions and modify the policy as necessary to comport with legal requirements. The policy is included in OCSA's Student/Parent Handbook, which is provided to each student upon enrollment.

Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspension and Expulsion Procedures

OCSA will follow S.B. 419 commencing July 1, 2020:

- OCSA will not suspend or recommend expulsion for a student unless an OCSA administrator determines the student has committed a specified act, including among other acts, disrupting school activities or otherwise willfully defying the valid authority of teachers, supervisors, administrators, school officials, or other school personnel engaged in the performance of their duties.

- OCSA will not recommend expulsion of a student enrolled in grades 7 to 12 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

- OCSA will not suspend a student enrolled in grades 7 and 8 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

No student shall be involuntarily removed by OCSA for any reason unless the student's parent or guardian has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a

homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate procedures specified in Education Code section 47605(b)(5)(J)(ii) before the effective date of the action. If a parent, guardian, or educational rights holder initiates the procedures specified in Education Code section 47605(b)(5)(J)(ii), the student shall remain enrolled and shall not be removed until OCSA issues a final decision. (Education Code section 47605(b)(5)(J)(iii).) Involuntarily removed includes disenrolled, dismissed, transferred, or terminated, but does not include suspension in Education Code section 47605(b)(5)(J)(i) and (ii). (*Id.*)

For students with suspensions of fewer than ten (10) days, OCSA will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present the student's side of the story. (Education Code section 47605(b)(5)(J)(i).)

For students with suspensions of ten (10) days or more and all other expulsions for disciplinary reasons, OCSA will (1) provide timely, written notice of the charges against the student and an explanation of the student's basic rights, and (2) provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or a nonattorney advisor. (Education Code section 47605(b)(5)(J)(ii).)

Jurisdiction

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Suspension – Conference

A suspension will be preceded, if possible, by a conference conducted by the Executive Director/ OCSA Administrator or designee with the student and parents/guardians, and whenever practical, the teacher, supervisor or OCSA employee who referred the student to the Executive Director/ OCSA Administrator or designee. The conference may be omitted if the Executive Director/ OCSA Administrator or designee determines that an emergency situation exists. (*See* Education Code section 48911(c).) An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel.

If the student is suspended without a conference, both the student and parent/guardian will be notified of the student's right to return to school for the purpose of the conference.

At the conference, the student will be informed of the reason for the disciplinary action and evidence against the student, and will be given an opportunity to present the student's version of events. The process for investigating behavioral incidences and collecting evidence will be fair and thorough and will be conducted by impartial school personnel.

The conference will be held within two (2) school days, unless the student waives the right or is physically unable to attend for any reason including incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with OCSA personnel.

Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian will be notified in writing of the specific offense(s) committed by the student (reason for suspension) and date of return following suspension. The notice will be in the native language of the parent/guardian. If the Executive Director or designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Length of Suspension

Suspensions, when not including a recommendation for expulsion, will not exceed five (5) consecutive school days per suspension.

A student shall not be suspended for more than twenty (20) school days within a single academic year.

Upon recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing, and where OCSA has determined a suspension should be extended, the extension will be made after a conference is held with the student and the student's parent/guardian unless the student and the student's parent/guardian fail to attend the conference. This determination is made by the Executive Director/ OCSA Administrator or designee upon either of the following: (1) student's presence may be disruptive to the education process; or (2) student poses a threat or danger to others.

An extension of suspension will not cause a student's suspension for one offense to be no more than five (5) consecutive school days, or cause a student to be suspended for more twenty (20) school days within a single academic year."

Expulsion - Hearing and Decision

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30)

school days after the Executive Director/ OCSA Administrator or designee determines that the student has committed an expellable offense.

The written notice described in Education Code section 47605(b)(5)(J)(ii) will include the hearing date, time, location, a brief explanation of the hearing process before the administrative panel, a statement of specific facts, charges, and offenses upon which the proposed expulsion is based, a copy of OCSA's disciplinary policy which relates to the alleged violation, notification of the student's or parent/guardian's obligation to provide information about the student's status at OCSA to any other school district or school to which the student seeks enrollment, opportunity to be represented by legal counsel or a nonattorney advisor, opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and the right to inspect and obtain copies of documents to be used at the hearing.

OCSA has established rules for expulsion procedures. (Education Code section 48918.) All of Education Code section 48918's expulsion procedures shall not apply at OCSA.

The expulsion hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing. The administrative hearing panel shall be composed of three (3) neutral and impartial school administrators, all holding valid California administrative services credentials and selected by OCSA administrative staff. To the extent practicable, one administrator will be from the student's home district. A second member shall be from OCSA's sister school, for example, California School of the Arts – San Gabriel Valley. A third will be from another public school. No district may have more than one representative on the panel. No OCSA administrator shall be a panel member. The administrative panel shall hold a hearing wherein OCSA shall support its recommendation with substantial evidence. If the panel recommends expulsion, the parent/guardian and student may address the School's Board of Trustees, which shall make the final decision on behalf of the School.

The Executive Director/ OCSA Administrator or designee, following a decision by the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice will include (a) notice of the specific offense committed by the student; (b) 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 OCSA, (c) reinstatement eligibility review date, a copy of the rehabilitation plan, type of educational placement during the period of expulsion.

The pupil shall have no further right of appeal from expulsion from OCSA. Decisions to expel by the Board of Trustees shall be final. If the panel decides not to recommend expulsion, the pupil will immediately be returned to his/her educational program.

A record of the hearing will 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.

The procedures for considering and acting upon a recommendation of expulsion, consistent with Education Code section 47605(b)(5)(J)(ii), shall be included in the Behavior Management Policy.

In the event of a decision to expel a student, OCSA shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school in which the student enrolls.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 is dismissed, expelled or leaves OCSA without graduating or completing the school year for any reason, OCSA shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

Grounds for Suspension

Students may be suspended from OCSA on any of the enumerated grounds provided in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7. (See Suspension/Expulsion Chart below.)

A student may be suspended only with the approval of the School's Administrative Leadership. For suspensions that are not pending an expulsion hearing, OCSA shall make arrangements to provide the student with classroom material, current assignments, and homework to be completed at home during the length of the suspension.

In the event the student's suspension is extended, the Executive Director may provide the student with an interim placement.

Grounds for Expulsion

A student may be recommended for expulsion or expelled from OCSA for disciplinary reasons involving conduct as specified in Education Code sections 48915, 48900.2, 48900.3, 48900.4, and/or 48900.7. (See Suspension/Expulsion Chart below.)

OCSA regards expulsions as a last resort. The Administrative Leadership may recommend expulsion of a student from OCSA. For suspensions pending an expulsion hearing, OCSA shall be responsible for the appropriate interim placement of students.

Student Offenses with No Discretion for Suspension and Recommendation to Expel	Student Offenses with Limited Discretion for Recommendation to Expel	Student Offenses with Broad Discretion for Suspension and Recommendation to Expel
Executive Director or designee shall immediately suspend and recommend expulsion when the following occur at a school or at a school activity off campus.	Executive Director or designee shall recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.	Executive Director or designee may suspend and recommend expulsion when the following occur at school, a school activity, or on the way to/from school or a school activity.
1. Possessing, selling, or 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. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this	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 either of the following: (i) first offense of possession of no more than one avoirdupois ounce of marijuana other than concentrated cannabis, (ii)	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. 3. 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. 4. 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. (First offense - Possession of not more than 28.5 grams of cannabis [one ounce], or not more than eight grams of concentrated cannabis.)

subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq. 4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in Education Code section 48900 (n). 5. Possession of an explosive.	The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.) 4. Robbery or extortion. 5. Assault or battery, or threat of, upon any school employee.	5. 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. 6. Caused or attempted damage to school or private property. 7. Committed or attempted to commit robbery or extortion. 8. 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 the use or possession by a pupil of his or her own prescription products. 9. Committed an obscene act or engaged in habitual profanity or vulgarity. 10. Possessed, or unlawfully offered, arranged, or, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. 11. 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. 12. Knowingly received stolen school or private property. 13. Possessed an imitation firearm. 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.

		14. Committed or attempted to commit 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. 15. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. 16. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drug Soma. 17. Engaged in an act of hazing. 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, that 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. 18. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited

		to, electronic files and databases, or the personal property of the person threatened or his or her immediate family. 19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive. 20. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will apply to pupils in any of grades 4 to 12, inclusive. 21. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section will apply to pupils in any of grades 4 to 12, inclusive. 22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. 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) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: (i) A message, text, sound, video, or image. (ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (iii) (I) An act of cyber sexual bullying. (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be

		reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. (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. 23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to subdivision (1)(a)-(b).

Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

OCSA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that will be examined only by the OCSA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. OCSA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness will be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.

4. The entity/person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity/person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, OCSA must present evidence that the witness' presence is both desired by the witness and will be helpful to OCSA. The person presiding over the hearing will permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official will admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing will preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness will have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness will 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 will be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Dismissal

Apart from suspensions and expulsions, dismissals shall satisfy the requirements of Education Code section 47605(b)(5)(J). At the discretion of OCSA, a student who has accumulated 25 or more demerits or 25 or more unexcused absences in a single school year may be dismissed.

No student shall be involuntarily dismissed unless the parent/guardian is served with written notice of intent to dismiss no less than five (5) schooldays before the effective date of the dismissal. The notice will comply with the requirements of Education Code section 47605(b)(5)(J)(iii) discussed above and outline the reasons for the issuance of the demerits by date and offense. The student shall be provided, on request, a hearing before a neutral officer at which the student has a fair opportunity to provide testimony, evidence, and witnesses and confront and cross examine adverse witnesses, and be represented by legal counsel or advocate at his/her own expense. The decision of the neutral officer shall be final. Students who are dismissed may immediately return to a school within their district of residence.

Suspension, Dismissal, and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom OCSA has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandate additional or different procedures. OCSA will follow Section 504, the IDEIA, and all applicable federal and state laws governing charter schools, including but not limited to the Education Code,

when disciplining a student identified as an individual with disabilities or for whom OCSA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Special Procedures for the Consideration of Suspension, Dismissal, and Expulsion of Students with Disabilities

A student identified as an individual with disabilities may be suspended for up to, but not more than, five (5) consecutive school days.

If a student with disabilities is suspended for more than ten (10) consecutive school days (or 10 cumulative days for the same or similar offenses) or there is a decision to expel the student, it constitutes a change in placement and OCSA will call an IEP meeting called a manifestation determination.

1. Notification to SELPA

OCSA shall notify the SELPA and coordinate the procedures in this policy with the SELPA when a student with a disability identified under the IDEIA or for whom there may be a basis of knowledge that the student had a disability, or a student with a disability under Section 504, violates a code of student conduct, rule, or policy resulting in a suspension.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services to allow participation in the general education curriculum, although in another setting to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications designed to prevent reoccurrence of the behavior violation. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for dismissal, expulsion, or suspension (any decision to change the placement of a student with a disability for violation of a code of student conduct, rule, or policy), OCSA, the parent, and appropriate members of the IEP/504 Team shall review all relevant information in the student's file, including the IEP/504 Plan, teacher observations, and relevant information provided by the parents to determine:

(A) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

(B) If the conduct was the direct result of a failure to implement the IEP/504 Plan.

If OCSA, the parent, and members of the IEP/504 Team collectively determine that either of the above applies, the conduct shall be determined to be a manifestation of the student's disability.

If OCSA, the parent, and appropriate members of the IEP Team determine that the conduct was a manifestation of the student's disability, the IEP/ 504 Team shall:

(A) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for the student if the prior school district had not previously conducted such assessment.

(B) If a behavioral intervention plan has been developed, review and modify the plan, as necessary to address the behavior.

(C) Except in the case of a student removed to an interim alternative educational setting, OCSA shall return the student to the placement from which the student was removed, unless the parent and OCSA agree to a change of placement as part of the modification of the behavioral intervention plan.

If OCSA, the parent, and IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct was not a result of the failure to implement the IEP, then OCSA may apply disciplinary procedures to students with disabilities in the same manner and for the same duration as for students without disabilities.

4. Due Process Appeals

The parent or guardian of a pupil with a disability who disagrees with any decision regarding the placement or the manifestation determination, or OCSA, if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may request an expedited administrative hearing through California's Special Education Unit of the Office of Administrative Hearings or by utilizing dispute resolution provisions of 504 policy and procedures.

When an appeal relating to placement of the student or the manifestation determination has been requested by either the parent/guardian or OCSA, the student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, until the expiration of the forty-five (45) day time period provided for in the interim alternative educational setting, unless the parent/guardian and OCSA agree otherwise.

In accordance with 20 U.S.C. § 1415(k)(3), if a parent/guardian disagrees with any placement decision or manifestation determination, or if the current placement of the student is substantially likely to result in injury to the student or others, the parent/guardian or OCSA may request a hearing. In such an appeal, a hearing officer may: (1) return a student with a disability to the placement from which the student was removed; or (2) order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

OCSA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates the OCSA's behavior policies.

The Executive Director/ OCSA Administrator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student not identified as an individual with disabilities pursuant to IDEA who has violated OCSA's behavior policies will receive the procedural safeguards of this section only if OCSA had knowledge that the student was disabled before the behavior occurred.

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to OCSA supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the student.

3. The student's teacher, or other OCSA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other OCSA supervisory personnel.

If OCSA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

OCSA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Records

OCSA will maintain records of all student suspensions, expulsions, and dismissals at OCSA.

Rehabilitation Plans

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

Readmission

The decision to readmit a student or admit a student previously expelled from another school district or charter school shall be in the sole discretion of OCSA's Board. OCSA's Board shall make a final decision regarding readmissions consistent with the Brown Act. A student's readmission is contingent upon OCSA's capacity at the time the student seeks readmission.

Alternatives to Suspension

OCSA will develop alternatives to suspension, such as contacting the parent/guardian, completion of a student reflection, conference meetings, detention, and student behavior contract.

Restraint/Seclusion

OCSA will comply with restraint and seclusion provisions specified in Education Code section 49005 *et seq.*

A person providing educational or related services, support, or other assistance to a student enrolled in an educational program provided by OCSA is authorized to use behavioral restraints, including physical and mechanical restraints, or seclusion, as defined, only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive, and if other specified conditions

are met. (Education Code sections 49005.1, 49005.4.) The person described above cannot use behavioral restraint or seclusion in certain circumstances, including but not limited to, using seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation, and is prohibited from use of certain restraint and seclusion techniques. (Education Code sections 49005.1, 49005.6, 49005.8.) If OCSA meets the specified federal definition of "local educational agency" specified in Section 300.28 of Title 34 of the Code of Federal Regulations, OCSA will comply with the collection and reporting procedures specified in Education Code sections 49006, 49006.2, 49006.4.

K. ELEMENT ELEVEN – Employee Rights, STRS, PERS and Other Retirement Coverage (Education Code Section 47605(b)(5)(K))

Teachers and other persons working at OCSA will retain all previously vested rights in their respective retirement systems, including but not limited to California to the California State Teachers Retirement System (STRS), the Public Employees Retirement System (CalPERS), and Social Security.

The OCSA board may establish retirement plans for employees that may include, but shall not be limited to, establishment of a section 401(k) plan, a 403(b) plan and/or contracting with STRS and/or PERS.

Certificated employees of OCSA who are eligible shall be members of and participate in the STRS.

Noncertificated employees of OCSA who are eligible shall be members of and participate in the PERS. OCSA employees in PERS also qualify for Social Security.

The Executive Director or his/her designee shall be responsible for ensuring that contracts for coverage have been made and implemented, that contributions are promptly made, and documentation is maintained showing that PERS and STRS contributions were made.

A health and welfare benefits package will be offered to eligible OCSA employees consistent with applicable state and federal law.

L. ELEMENT TWELVE - Attendance Alternatives (Education Code Section 47605(b)(5)(L))

OCSA is a school of choice. No student is required to attend. Students who do not wish to attend OCSA may attend their local school of attendance or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the school district where they reside.

Parents or guardians who have children enrolled in the Charter School will be informed upon enrollment that the student has no right to admission in a particular school of any local education agency or a program of any local education agency as a consequence of enrollment in OCSA, except to the extent that such a right is extended by the local education agency.

Transportation is the parental responsibility for families who choose to attend OCSA, except as required for students with disabilities pursuant to an IEP or in compliance with the McKinney-Vento Homeless Education Assistance Act or any other transportation mandated by law.

OCSA shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

Students who demonstrate issues with attendance or behavior will receive interventions as described in the attached policy, **Exhibit F.**

M. ELEMENT THIRTEEN - Employee Return Rights (Education Code section 47605(b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at OCSA shall have no rights of return to the District after employment at OCSA unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the District's collective bargaining agreements. OCSA shall have no authority to provide for, or negotiate with OCSA's employees or employee representatives, any return rights to the District. District employees must consult with the District to determine their eligibility for leave.

N. ELEMENT FOURTEEN - Dispute Resolution (Education Code Section 47605(b)(5)(N))

Internal Disputes

OCSA will have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Disputes arising from within OCSA, including all disputes among and between parents, students, staff, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to these internal dispute resolution policies and processes developed by OCSA and in accordance with the law. OCSA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at OCSA will be provided with a copy of OCSA's internal dispute resolution process.

The District will refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to OCSA's Executive Director for resolution according to OCSA's internal dispute resolution process. Should the District receive a complaint regarding OCSA that is referred to OCSA for investigation and/or resolution, OCSA shall provide the District with updates regarding OCSA's investigation and resolution of the matter at least every two (2) weeks and upon resolution of the complaint or issue. In the event that the School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of OCSA's Board of Trustees.

Disputes between OCSA and the District

Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.

In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.

If the District determines that a violation does not constitute a severe and imminent threat, violation of the Charter or law may have occurred or a problem has arisen related to the operation of OCSA or the District's oversight obligations, or a dispute otherwise arises between the District and OCSA, the following procedures shall be followed to resolve the dispute:

(1) Written Notification. Any dispute shall be communicated in writing (Written Notification) identifying the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by electronic mail, personal delivery, or by certified mail. The Written Notification shall be deemed received for electronic mail upon electronic confirmation of receipt, for personal delivery upon the date of delivery to

the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery, for certified mail, upon receipt of mail. The Written Notification to the District and OCSA shall be addressed respectively as follows:

Santa Ana Unified School District
1601 East Chestnut Avenue, Santa Ana, CA 92701-6322

Orange County School of the Arts
1010 N Main St, Santa Ana, CA 92701

This notice will constitute the notice required under the provisions of Education Code section 47607(d) prior to revocation of a charter.

(2) Written Response. A written response shall be tendered to the other party within a reasonable time from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by e-mail, or by certified mail. The Written Response shall be deemed received if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; if by e-mail, upon electronic confirmation of receipt; or if by certified mail, upon receipt of mail.

(3) If the dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss and possibly resolve the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within ten (10) calendar days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

Both parties must have representatives present at this meeting. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the OCSA representative will be the OCSA Executive Director or Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance to the terms of any written agreement entered into by the parties within ten (10) calendar days of the conclusion of the meeting, the parties will proceed to the next step.

(4) If the dispute is not resolved in accordance with the procedures through Step 3 above, either party may pursue any alternative legal options for resolution, including the District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 and applicable law. Should the District revoke the charter, OCSA may appeal such revocation to the County Board of Education and State Board of Education as provided by Education Code section 47607 and applicable law.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Conditions

This Charter is subject to the following conditions, and may be revoked in the event these conditions are not met within one hundred fifty (150) days after this Charter is renewed:

OCSA shall demonstrate, to the District's sole and absolute satisfaction, that it currently has and will maintain the financial ability to assure the District (a) that the District will have no liability for any funding of the Charter School, and (b) that the risk of the Charter School defaulting on its financial obligations or obligations contained herein is acceptably low. Should the District have concerns regarding the financial stability of OCSA, both parties agree to submit to an arbitration panel comprised of one representative selected by the District, one representative selected by OCSA, and one mutually-agreed third party representative, to evaluate the financial solvency of the OCSA and render an advisory decision as to the financial stability of OCSA, which recommendation shall be presented to the District Board and considered prior to the District Board making a decision.

O. ELEMENT FIFTEEN – School Closure Procedures (Education Code Section 47605(b)(5)(O))

The following procedures shall apply in the event the School closes. In addition to the following procedures, OCSA shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school.

The following procedures shall constitute the "Closure Protocol" and shall apply in the event the OCSA ceases to be a charter school or otherwise closes for any reason:

Any decision to close OCSA as a charter school operating pursuant to this Charter shall be documented by official action of the OCSA Board of Trustees ("Closure Action") that identifies the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the OCSA Board of Trustees votes to close OCSA, or the Charter lapses. In the event of a Closure Action, OCSA shall implement the following steps:

A. Mr. Steven R. Wagner, Chief Operations Officer and Vice President of Business, 1010 N. Main Street, Santa Ana, CA 92701 shall be responsible for all closure-related activities.

B. The OCSA Board of Trustees shall provide written notification to the District of the determination of the Closure Action and of the effective date of the closure as a charter school within five (5) business days of the Closure Action.

C. OCSA shall provide written notification to the home districts of the list of returning students within five (5) business days of the determination of the Closure Action.

D. OCSA shall provide written notification of the Closure Action and the effective date of closure of OCSA shall be made by OCSA to the California Department of Education, the Orange County Office of Education, OCSA's SELPA, the retirement systems in which OCSA's employees participate by registered mail within five (5) business days of the Closure Action.

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

F. The OCSA governing board shall ensure notification to the parents and students of OCSA of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within ten (10) business days of the Closure Action. The written notification will include information on assistance in transferring each student to another appropriate school, a process for the transfer of all student records, and advise parents/guardians that OCSA will provide copies of student information that includes grade reports, discipline records, immunization records, and completed coursework upon request.

G. OCSA will provide parents, students, and the receiving school districts with copies of all appropriate student records within ten (10) business days from the determination of the Closure Action or within ten (10) business days of the last student attendance day at OCSA if OCSA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. OCSA will ask the District to store original records of Charter School students. If the District cannot do so, OCSA will distribute student records to the district of residence of each student with a copy to the family. All state assessment results, special education records, and personnel records will be transferred and maintained by the entity responsible for closure-related activities in accordance with applicable law.

H. As soon as is reasonably practical, but no later than sixty (60) days after the latter of the Closure Action or the effective date of the closure, OCSA shall prepare final financial records. OCSA shall also have an independent audit completed by an independent auditor included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure, and provide the audit report to the District promptly upon completion. The auditor and audit shall comply with all of the requirements for OCSA's annual audit as set forth in Element Nine of this Charter. In the case that OCSA either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Any costs for the audit incurred by the District shall remain a liability of OCSA until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by OCSA shall be the responsibility of OCSA and not the District. OCSA understands and acknowledges that OCSA will cover the outstanding debts or liabilities of OCSA. Any unused monies at the time of the audit will be returned to the appropriate funding source. OCSA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

I. For six (6) calendar months from the latter of the Closure Action or the effective date of the closure, or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the OCSA governing board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.

J. The OCSA governing board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code and file all necessary filings with the appropriate state and federal agencies.

K. In addition to the final audit, OCSA shall also submit any required year-end financial reports to the California Department of Education, the Orange County Department of Education, and the District, in the form and timeframe required.

L. If OCSA is operated by or as a nonprofit corporation, and the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation.

A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation is to be provided to the District prior to approval of this Charter.

M. OCSA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school. Any assets acquired from the District or District property will be promptly returned to the District upon the Charter School's closure. 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. All remaining assets of OCSA will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end OCSA's right to operate as a charter school pursuant to this Charter or cause OCSA to cease operation.

Mr. Wagner or another designated person will maintain all OCSA personnel records for five years from the date of closure.

IV. Other Charter Elements

A. Staff Employment

OCSA will select all School staff. No employee of Santa Ana Unified School District, or any other district, shall be required to be employed at OCSA. Any prospective employee shall be considered for employment through an open application process, and, if selected, shall enter into a contractual agreement to make their services available to OCSA. OCSA shall have the authority to terminate the position in accordance with the terms of that agreement.

OCSA employees shall have the option to join, or not to join, any collective bargaining unit they choose. OCSA is prohibited from and shall not negotiate any terms or conditions with its employees which violate or are in conflict with the terms of this Charter between the District and OCSA, and in the event of any such conflict, the terms of this Charter shall prevail.

The School may employ staff on-loan from the District. It may also employ staff on-loan from other districts in the region, subject to agreements with those districts that include return rights.

B. Funding

OCSA will act as its own fiscal agent for purposes of funding and reporting, and will receive the maximum revenue provided by law. The School will meet all funding conditions and requirements imposed by city, state or federal mandates.

OCSA intends to receive funding directly from the State of California through the Orange County Treasurer and Orange County Office of Education in accordance with applicable law. Any loan program, grant, or other funding which OCSA obtains from any source, including without limitation, the State of California, shall provide that the District shall have no liability for OCSA's failure to pay. Future funding requests for City, CDBG, or empowerment zone funds shall be made in cooperation with the District.

The OCSA Foundation may secure funding without the approval of the District.

SAUSD will cooperate with OCSA for the School to receive funding from new or “one-time” funding sources available to schools or school districts provided by the State of California in budget acts or local measures, expressly excluding general obligation bonds, if OCSA is eligible under State/District criteria. OCSA will also receive funding from related legislation to the extent that OCSA and its students generate such entitlements.

The School may accumulate financial reserves, revenues in excess of expenditures, without limitation. It may invest its reserves according to OCSA board policies.

OCSA shall pay an annual oversight fee (1% currently) to the District up to any maximum permitted by law (described and limited in Education Code section 47613). OCSA acknowledges that the District’s actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

No funds from this Charter may be transferred or used to start a new charter in another district without the prior approval of the District Board of Education.

OCSA will specifically state the policy regarding the extracurricular Parent Funding Model. Full disclosure of the following information will be made to parents and prospective students prior to enrollment:

a. Corporate donors to OCSA and/or the OCSA Foundation that have committed through donations and grants to support the OCSA conservatory through the new school year

b. All money raised and/or donated as part of the parent funding contract is to be included in the Conservatory budget

c. The average amount of the voluntary commitment of donations or fundraising activities

d. Availability of student sponsorship through the OCSA Foundation

e. Participation in and commitment to the Parent Funding Model is strictly voluntary

C. External Grants

OCSA may apply for and participate in externally funded projects, public or private. The District will support and help the School in applying for externally funded projects. Likewise, the School will help and support the District in applying for externally funded projects when the District deems it appropriate. When mutually agreeable, the two will collaborate on such grants. In any case, each will inform the other when one makes such a grant application that, if granted, may be shared with, benefit or materially affect the other.

D. Legal Status and Liability

As stated in Element 4, OCSA will operate as a nonprofit public benefit corporation. As such, no district, particularly its legal sponsor, Santa Ana Unified School District, shall be liable for the debts or obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School.

Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. OCSA shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax-exempt status upon the District's written request following renewal of this Charter. OCSA shall assist the District in meeting any and all oversight obligations under the law.

E. Administrative Services

The OCSA Board of Trustees will adopt policies and procedures identifying how administrative services are provided.

OCSA will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. OCSA approves only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

F. Indemnification

OCSA agrees to promptly, fully and completely indemnify, defend and hold harmless the Santa Ana Unified School District, the Santa Ana Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities, including, but not limited to, attorney's fees and litigation costs, that arise out of or relate to any actual or alleged act or omission on the part of OCSA, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other OCSA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of OCSA related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter, any MOU between the parties except to the extent specified in such MOU, and/or in any way related to the operation or operations of OCSA or of any other facility, program, or activity. The obligations of OCSA to defend the Santa Ana Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph.

Nothing in this section shall be constructed to obligate OCSA to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of OCSA shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

OCSA further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

OCSA's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this

Charter or any other act or event that would end OCSA's right to operate as a charter school pursuant to this Charter or cause OCSA to cease operations.

G. Insurance

OCSA shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Santa Ana Unified School District's risk manager and as specified below.

No coverage shall be provided to OCSA by the District, including self-insured programs or commercial insurance policies. It shall continue to be OCSA's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

OCSA's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end OCSA's right to operate as a charter school pursuant to this Charter or cause OCSA to cease operations until OCSA has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of OCSA, throughout the life of the Charter, or MOU or other agreement between the parties, OCSA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than " A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

> COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than $5,000,000 per occurrence and $10,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of $20,000,000 per occurrence.
>
> COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $5,000,000 per person and per occurrence.
>
> WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.
>
> PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of OCSA. If any Santa Ana Unified School District

property is leased, rented or borrowed, it shall also be insured by OCSA in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than $1,000,000 per "claim" with an aggregate policy limit of $20,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Santa Ana Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and District Personnel") as additional insureds; (b) shall insure District and District Personnel to the same extent as OCSA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by District Personnel shall be in excess of OCSA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by OCSA; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, OCSA shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, the District shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within five (5) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the District's option. The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of OCSA or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or District Personnel are waived.

Verification of Coverage

OCSA shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of OCSA to defend, indemnify, and hold harmless the District and District Personnel.

Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of OCSA to defend, indemnify, and hold harmless the District and District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District.

OCSA shall promptly respond to all inquiries from the District regarding any claims against OCSA and/or any obligation of OCSA under the foregoing provisions of this Charter.

Additionally, OCSA shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

H. Compliance with New and Recent Statutory Requirements

OCSA will comply with applicable statutory and regulatory requirements for mathematics placement, annual mandated reporter training, use of EpiPens, and other recently imposed requirements. Where recent laws have been enacted, OCSA addressed the laws in relevant sections of the petition.

I. School Facilities

The District agrees that OCSA shall acquire property for OCSA facilities. As a public charter school, incorporated as a nonprofit public benefit corporation in the State of California, OCSA shall assume any and all liability attendant to the use of the aforementioned property and shall hold the District harmless.

J. Business and Operations Management

OCSA shall at all times maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to OCSA including, but not limited to, any additional or new charter schools that may be approved after the effective date of this Charter. OCSA shall also maintain its own separate and distinct bank account(s), and OCSA's funds shall not be commingled in a joint bank account with the funds of any other school(s) and shall be kept physically separate from the funds of any other school(s).

At all times OCSA shall submit financial reports for OCSA as a distinct LEA and have audits performed on the financial statements of OCSA. In areas where overlap in purchasing or resource allocation might occur between Orange County School of the Arts and any other school(s) or entities that might be operated by or associated with the OCSA corporation, OCSA shall develop and provide to the District Financial Policies and Procedures describing how allocations will occur between distinct LEAs and entities. In no event shall OCSA develop or revise such Financial Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of this Charter and/or any MOU or other agreement between OCSA and the District.

Should the OCSA corporate entity obtain approval of or otherwise open another charter school or any other entity in addition to the Orange County School of the Arts, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, OCSA shall provide to the District a calculation of all costs projected to be shared between OCSA and any other OCSA operated school(s)/entity(ies), including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, OCSA shall immediately provide the District with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in OCSA's financial records and reviewed as part of OCSA's annual fiscal audit.

K. Information Exchange

OCSA agrees to permit the District to inspect and receive copies of all records relating to the operation of OCSA, including financial, personnel, and pupil records. OCSA shall promptly comply with all such reasonable written requests. The records of the School are public records under the California Public Records Act ("CPRA"), however, the District's right to inspect and receive OCSA records is not based on the CPRA, but is based on the District's oversight role over OCSA. In a similar fashion, the District agrees to permit OCSA to inspect and receive copies of all public records of the District.

L. Inspections

The District may inspect or observe any part of OCSA at any time, but shall endeavor to provide reasonable notice to the OCSA staff prior to any observation or inspection, except those related to students with exceptional needs, unless inspection without prior notice is determined by the District Superintendent or designee to be necessary or appropriate in order to maintain the health, safety or welfare of students, employees, members of the public, or otherwise to comply with the District's oversight obligations. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the

governing board of OCSA, except with respect to persons or entities with whom District may contract for the provisions of services to students with exceptional needs.

M. Term

OCSA may submit a request for renewal of its Charter between October 1, 2024 and January 31, 2025, unless otherwise agreed with the District, which timing the parties agree will provide adequate information regarding OCSA's performance during the current term, specifically including increases in pupil academic achievement both schoolwide and for numerically significant pupil subgroups, while also providing adequate time for the consideration of and action on the renewal request. For the 2020 Charter Renewal, OCSA understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not created internally be OCSA) and the documents specified below, has been submitted to the District Office, receipt of the Charter renewal will be placed on the next regular or special District Board meeting agenda for which meeting the agenda deadline has not passed, and such receipt by the District Governing Board shall commence the timelines for action on the renewal request. OCSA further acknowledges for the 2020 Charter Renewal, that District Governing Board agenda deadlines are generally at least three weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline requirements, and OCSA may obtain specific agenda deadline information promptly from the District Superintendent or designee prior to submittal.

Any renewal request shall include all of the following materials:

1. At least 12 hard copies (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal Charter to the current Charter included in each notebook;

3. An electronic (Word) version of both the clean and redline versions of the renewal Charter.

Should the above renewal submission/document formatting procedures change, OCSA will follow the District's updated renewal submission/document formatting procedures.

The renewal process shall be governed by the provisions of Education Code Section 47607 or the provisions of law that may supersede, modify, amend, or succeed that provision. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

For subsequent renewals, the renewal petition shall be deemed received by the District as provided by law applicable at the time of the renewal. Because A.B. 1505 is chaptered, "A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in [Education Code section 47605(b)(5) on the day the petitioner submits a petition to

the district office, along with a signed certification that the petitioner deems the petition to be complete."

N. Debts and Obligations

OCSA shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

OCSA shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including, but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be OCSA's sole responsibility.

OCSA shall require that the following language is included in any and all contracts it enters into:

> The Orange County School of the Arts shall have no authority to enter contracts for or on behalf of the Santa Ana Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Santa Ana Unified School District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the Santa Ana Unified School District and shall be the Orange County School of the Arts' sole responsibility.

O. Public School Employer

OCSA will operate as a nonprofit public benefit corporation. As such, no district, particularly its legal sponsor, Santa Ana Unified School District, shall be liable for the debts or obligations of the School. OCSA shall be deemed the exclusive "public school employer" of the employees of OCSA for the purposes of the Educational Employment Relations Act (Government Code Section 3540 *et seq*.), pursuant to Education Code section 47605(b)(6).

P. Attachments, Exhibits, and Appendices

All of the attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.

Appendix I

§ 15497. Local Control and Accountability Plan and Annual Update Template.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: OCSA

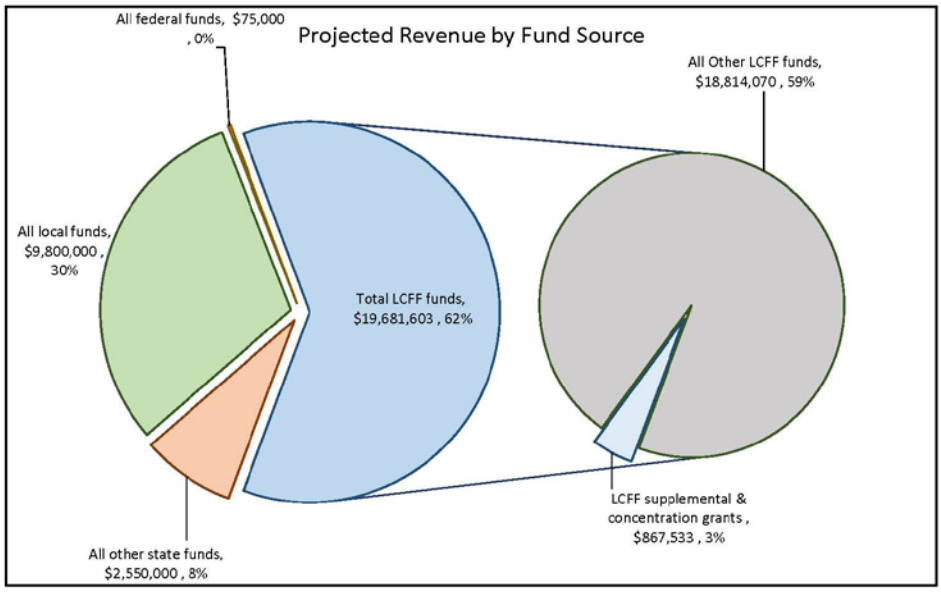
CDS Code: 30 66670 3030723

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Sally Lopez, 714-560-0900, sally.lopez@ocsarts.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

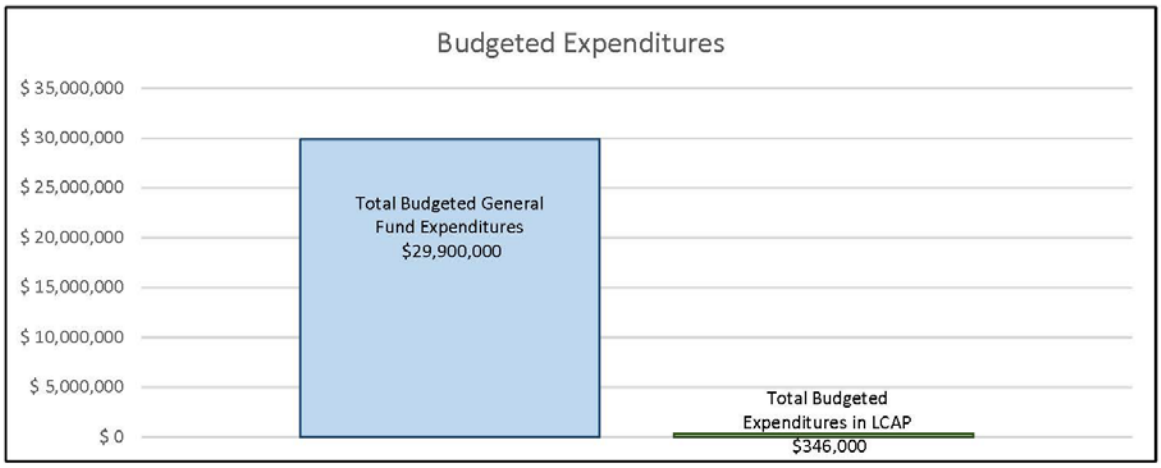


This chart shows the total general purpose revenue OCSA expects to receive in the coming year from all sources.

The total revenue projected for OCSA is $32,106,603.00, of which $19,681,603.00 is Local Control Funding Formula (LCFF), $2,550,000.00 is other state funds, $9,800,000.00 is local funds, and $75,000.00 is federal funds. Of the $19,681,603.00 in LCFF Funds, $867,533.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much OCSA plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

OCSA plans to spend $29,900,000.00 for the 2019-2020 school year. Of that amount, $346,000.00 is tied to actions/services in the LCAP and $29,554,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Personnel, Facilities, Other (marketing, insurance, legal counsel, technical support, general and admin costs, instructional supplies, etc.)

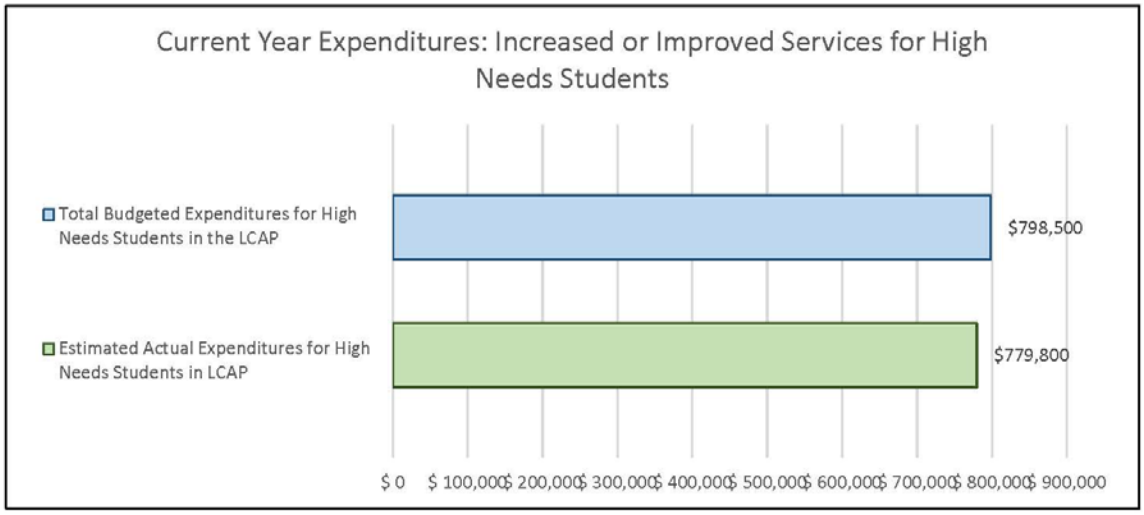
Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, OCSA is projecting it will receive $867,533.00 based on the enrollment of foster youth, English learner, and low-income students. OCSA must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, OCSA plans to spend $346,000.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The actions/services in the LCAP will help improve services for high need students by enabling teachers to provide targeted intervention to students based on need identified through state assessments, grades, etc. Additionally, providing access to instructional technology was benefical for the students who do not have access at home.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what OCSA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what OCSA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, OCSA's LCAP budgeted $798,500.00 for planned actions to increase or improve services for high needs students. OCSA estimates that it will actually spend $779,800.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of $18,700.00 had the following impact on OCSA's ability to increase or improve services for high needs students:

This difference did not impact the actions and services for high needs students as the difference was caused by reduced rates on professional development and less teacher release days being utilized.

SAMPLE LCAP FOR 2020-2021

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

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)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Orange County School of the Arts	Sally Lopez, Dean of Instruction	Sally.lopez@ocsarts.net; 714-560-0900 x. 6356

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The mission of the Orange County School of the Arts (OCSA) is to provide an unparalleled arts and academic education in a creative, challenging, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential. Founded in 1987 and still led by visionary Founder and Executive Director Dr. Ralph Opacic, OCSA has grown from a small after-school arts program to become a full time, innovative public charter arts school which embraces and encourages artistic creativity and academic excellence. We were one of the first public arts schools founded in California, and the only full-time, comprehensive public charter arts high school in Orange County. The school currently serves more than 2,100 culturally diverse and gifted students in grades 7-12 from 120 cities and five counties throughout Southern California. The diversity of our student population is reflective of our service area: 42% Caucasian and 56% ethnic minorities. Over 200 of our students are Free and Reduced Lunch students and 14% come from our home city of Santa Ana. Nearly 200 of our students travel to school on the Metrolink commuter train daily from great distances, and many families specifically move to the area to enroll their children in the school. Students with a passionate interest in the arts and a strong academic background are encouraged to apply. Acceptance to OCSA is based on a review of the student's application, their academic records, and a juried audition or portfolio review. The process is very competitive; only about 20% (it changes year to year) of the students who apply are accepted due to instructional space limitations and more importantly, the enforcement of a small teacher/student ratio in both the academics and arts classes. The school is a tuition-free, donation-dependent, public charter school; no student is admitted or denied based on family financial capacity.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP continues to be directly aligned with our WASC Action Plan as we are entering our third year of our 6 year accreditation and Action Plan. We will continue to focus on providing a rigorous and supportive learning environment to prepare our students for college and career by improving the use of instructional

technology, and developing supports for our students and teachers to ensure positive academic, social and emotional development.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Greatest Progress

We are proud of the culture we have created and continue to maintain at OCSA, as 83% of students feel connected and engaged at OCSA and 93% of students believe are in a safe and positive learning environment during their academic classes. Additionally, we are proud of our instructional technology program, as all academic classrooms have class sets of devices, and 85% of teachers feel supported and appropriately trained on technology implementation. Further support of this success is exemplified by the fact that 96% of students agree that academic teachers regularly use technology in a beneficial way, and 87% of students agree that the classroom sets of Chromebooks are positively impacting learning. Finally, we are extremely proud of the progress our counseling team has made in supporting our students as well as the professional development we have offered to teachers to help them support students with social, emotional and developmental needs.

Referring to the California School Dashboard, 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

We do not have any overall performance category in the "red" or "orange" or rated as "Not Met" or "Not Met for Two or More Years."

Referring to the California School Dashboard, 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

For our student group data, our White and Socioeconomically Disadvantaged student groups are "orange" for Chronic Absenteeism. We are working to revise our attendance probation policy and procedures to address this need.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Students will demonstrate college and career readiness by mastering content standards and demonstrating proficiency on school wide learner outcomes (SLOs).

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase % of students who meet or exceed standards in math by 2%	• 7th – 90% met or exceeded standard (1% increase) • 8th – 84% met or exceeded standard (5% increase) • 11th – 73% met or exceeded standard (3% increase)
Increase % of students who meet or exceed standards by 2% or maintain 90% met/exceed status	• 7th – 90% met or exceeded standard (Maintained) • 8th – 90% met or exceeded standard (5% increase) • 11th –89% met or exceeded standard (3% decrease)
Maintain UC Readiness rate above 90%	• 90% UC/CSU Readiness rate
Increase % of students who demonstrate college readiness	• 84.5% prepared for college/career (1.2% decrease)
Increase number of students enrolled in AP classes and increase % of students scoring 3 or higher on exams	• 3% decrease in number of students enrolled in AP classes • 12% increase in the number of AP exams being administered

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants and Incentivized PD program	Release time and professional development to support collaboration and creation of common units and assessments.	1a. $3,000 1b. $18,000 1c. $10,000	1a. $2,000 1b. $7,000 1c. $13,000
2. Assessment and intervention programs to identify and support underperforming students in math and ELA	Assessment and intervention programs to identify and support underperforming students in math and ELA	$7500	$7500
3. New Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	New Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	$12,500	$12,500

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.

Two AP teachers attended summer AP institutes to ensure curriculum alignment and grading of AP content and assessments. Additionally, five middle school science teachers participated in 4 release days throughout the year to develop NGSS aligned curriculum, and five high school biology teachers participated in 3 release days and one summer work day to develop NGSS aligned curriculum for full implementation next year. Nine academic teachers were awarded professional development grants ranging from $125 to $2000 to attend curriculum based conferences throughout the year. Finally, the OCSA Badge Project awarded 182 badges to academic teachers demonstrating mastery of specific technology skills including implementation of Actively Learn, Google Classroom, and Pear Deck, to name a few.

iReady math diagnostic exams were administered to students who were identified as having a need for intervention and students participated in iReady instruction at home and during the school's Block 7 tutorial.

Five academic teachers served as Curriculum Leads for their curriculum teams. The Curriculum Leads facilitated the development of curriculum team goals, team meetings and professional development days.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

AP Summer Institutes prepare our teachers to design AP curriculum that is rigorous, yet balanced, so our students are challenged to engage in critical thinking, reading and writing and are supported along the way. These professional development workshops are critical as we launch new AP classes, including the AP Capstone program.

Providing release time for our middle school and high school science teachers to develop NGSS aligned curriculum enabled them to completely redesign their units so they can effectively teach a three dimensional approach to science and assess students on the Performance Expectations. As a result of the release time, our Biology team has renamed the course to Biology of the Living Earth and we have eliminated our Biology Honors class as we believe the newly developed curriculum will meet the needs of a wide range of learners.

Professional Development grants have become a great way to support our teachers in receiving personalized professional development. Teachers have the opportunity to attend a conference of their choice and are then encouraged to implement ideas in their classrooms and share their findings with colleagues. This is one way to address the need for curriculum specific professional development that our teachers regularly ask for.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not all curriculum teams utilized the allocated release days to develop curriculum and assessments.

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.

We have developed a SLO Assessment Plan Committee to work on the creation of an SLO Assessment Plan as the curriculum leads were unable to accomplish this given their duties and time constraints (Goal 1).

We will be launching a math intervention class to support struggling students in Integrated I and Integrated II so they can successfully complete our graduation requirements and be better prepared for higher level math classes.

Goal 2

Students will have equitable access to rigorous and relevant learning tools and resources and will acquire 21st century technology skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2200 devices on campus	• 2200 devices on campus
100% of teachers using devices to improve teaching and learning in classroom	• 85% of teachers agree that there is sufficient support/training on technology implementation
6 teachers participate in Digital Fellow Program	• 6 teachers participated in Digital Fellow Program
Increased student satisfaction rate of digital devices	• 96% of students agree that academic teachers regularly use technology in a beneficial way • 87% of students agree that the class sets of Chromebooks are positively impacting learning

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Release time for science and social science teachers to find/develop online resources	Release time for science teachers to find/develop online resources	$12,000	$4000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Digital learning coach to mentor 6 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	Digital learning coach to mentor 6 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	$30,000	$30,000
Implement classroom sets of devices in all academic classroom with Class Hub device management software and suite of technology resources including Gale Research Databases, Actively Learn, G Suite, and Aeries Communication	Implement classroom sets of devices in all academic classroom with Class Hub device management software and suite of technology resources including Gale Research Databases, Actively Learn, G Suite, and Aeries Communication	$600,000	$600,000

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 middle school science teachers had 20 hours of summer collaboration time and 4 release days to find and create online instructional resources.

Our Digital Learning Coach mentored 6 digital fellows this year and worked to help them incorporate instructional technology into their curriculum. Additionally, our Digital Learning Coach developed the OCSA Badge Project, an incentivized PD program, where teachers could acquire technology skills and then demonstrate their mastery of skills to earn badges and a chance to win prizes.

All classrooms were assigned a Chromecart and class set of Chromebook devices. We purchased the following school wide subscriptions to support technology implementation: Gale Database, Pear Deck, Actively Learn, Class Hub, Akindi

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Digital Fellowship program provided support for 6 teachers which increased and improved the use of instructional technology in their classrooms. The OCSA Badge Project, an incentivized PD program for all staff and teachers, was a fun way for teachers to learn new technology skills and apply the skills in their classroom. We had over 182 badges earned and over 30 teachers that participated in the program.

The class sets of devices were extremely effective in providing teachers with the resources they need to enhance instruction and learning. On our Spring 2019 student survey, 96% of students agree that academic teachers regularly use technology in a beneficial way, and 87% of students agree that the classroom sets of Chromebooks are positively impacting learning. Part of this success was the professional development and support

provided to teachers along the way. On our Spring 2019 teacher survey, 85% of teachers feel supported and appropriately trained on technology implementation. In addition, our school wide subscriptions were widely used and implemented by a variety of teachers. Unfortunately, Class Hub, the Chromebook device management program did not prove to be reliable and we decided to abandon this subscription in April.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Social Science team did not use release days for curriculum development this year.

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.

One change to the actions related to this goal is the subscriptions we will be purchasing for next year. Because Class Hub proved to be unreliable, we are researching alternative Chromebook management programs. Additionally, we will be purchasing Go Formative, an assessment platform for school wide use. This purchase is included in our action steps under Goal 2. Finally, we will be eliminating the role of the Digital Learning Coach as our technology professional development needs are slightly changing given that we have fully implemented the Chromebooks in every classroom. As a result, our Digital Badge Project will also be ending.

Goal 3

Students will experience a positive school culture and system of supports for their personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain graduation rate	100% graduation rate
Maintain lower student/counselor ratio	Maintained high school student to counselor ratio of 330:1 this year which was a 21% decrease from 2016-2017.
Lower number of chronically absent students by 1%	Number of students chronically absent increased by 1%
Maintain or improve number of students feeling connected at OCSA	83% of students feel connected and engaged at OCSA

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns.	Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns.	$100,000	$100,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	$3500	$3500
Teacher professional development on supporting students with social and emotional needs and students with special services	Teacher professional development on supporting students with social and emotional needs and students with special services	$2000	$300

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.

Maintained five academic counselors which kept our counselor to student ratio at approximately 330:1.

Welcome Week is a four-day series of events designed to help new students acclimate to OCSA. All students are matched up with a buddy and are introduced to peers within their conservatory. They participate in icebreaker activities, team building games, a guest speaker and a culminating carnival to celebrate the start of a new school year and learn the culture of OCSA.

Teachers participated in two professional development days related to supporting students with social and emotional needs. Dr. Hussey, head Psychologist at CHOC, provided a Mental Health presentation to all academic teachers in September and Dr. Passaro from the Anxiety and Depression Center of Newport Beach provided information and resources for teachers on supporting students with anxiety and depression in January.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Maintaining a lower student to counselor ratio creates more time for counselors to provide individualized counseling time with students. Welcome Week enables students to meet students with common interests and interact with their conservatory director which is critical given that their conservatory director plays an important role in supporting their students during the conservatory portion of the day.

The PD gave teachers a better understanding of the mental health issues they are experiencing with students and strategies for how to support students. Additionally, our counseling and special services staff received professional development on how to support students in crisis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through a partnership with Children's Hospital of Orange County (CHOC) we received free professional development for our teachers and staff.

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.

N/A

Stakeholder Engagement

LCAP Year: **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?

Our school conducted a student, parent and staff survey in March to assess our instructional programs and help us reflect on areas of growth. We had 1864 students respond, 841 parents respond, and 67 academic and elective teachers respond. Survey key findings and relevant data were presented at a PSO meeting on April 19, 2019. Finally, the school's curriculum teams and leadership teams reviewed the survey data in May and provided insights to guide the LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The survey data and subsequent discussions led our team to focus on how to address high student stress levels and chronic absenteeism and we are in the process of revising our attendance probation policy and attendance monitoring procedures. Additionally, our survey results revealed that a quarter of parents responding do not feel well informed about what is happening in their child's academic classes. As a result, we plan to offer technology related trainings for parents at the beginning of the year to train them on how to access class websites so they can be better informed about their child's classes.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Students will demonstrate college and career readiness by mastering content standards and demonstrating proficiency on school wide learner outcomes (SLOs).

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Identified Need:

Our high school SBAC math scores continue to demonstrate room for improvement and our WASC self-study identified math performance as a critical learner need. Additionally, our action plan identifies a need to assess students on our school wide Learner Outcomes and monitor progress on these.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math	7th – 88% met or exceeded standard 8th – 81% met or exceeded standard 11th – 67% met or exceeded standard	7th – 89% met or exceeded standard (1% increase) 8th – 79% met or exceeded standard (2% decrease)	7th – 90% met or exceeded standard (1% increase) 8th – 84% met or exceeded standard (5% increase)	Increase % of students who meet or exceed standards by 2% or maintain 90% meet/exceed status

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		11th – 70% met or exceeded standard (3% increase)	11th – 73% met or exceeded standard (3% increase)	
SBAC ELA	7th – 90% met or exceeded standard 8th – 92% met or exceeded standard 11th – 94% met or exceeded standard	7th – 90% met or exceeded standard (maintain) 8th – 85% met or exceeded standard (7% decrease) 11th – 92% met or exceeded standard (2% decrease)	7th – 90% met or exceeded standard (maintain) 8th – 90% met or exceeded standard (5% increase 11th – 89% met or exceeded standard (3% decrease)	Increase % of students who meet or exceed standards by 2% or maintain 90% met/exceed status
UC Readiness	92% CSU/UC eligible	90% A/G Readiness rate	90% UC/CSU Readiness rate	Maintain UC Readiness rate above 90%
EAP College Preparedness		83% demonstrate college/career readiness	TBD	Increase % of students who demonstrate college readiness
AP Enrollment and Passing Rates	855 students enrolled in AP classes, 703 students tested, 1258 AP exams taken, 83% of exams scoring 3 or higher	946 students enrolled in AP classes, 725 students took AP exams, 1363 AP exams taken, 84% of exams scoring 3 or higher	888 students enrolled in AP Classes, 720 students took AP Exams, 1537 AP exams taken	Increase number of students enrolled in AP classes and increase % of students scoring 3 or higher on exams

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: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants	1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants and Incentivized PD program	1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1a. $3,000 1b. $18,000 1c. $5,000	1a. $3,000 1b. $18,000 1c. $10,000	1a. $3,000 1b. $18,000 1c. $10,000
Source	LCFF	LCFF	LCFF
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assessment and intervention programs to identify and support underperforming students in math and ELA	Assessment and intervention programs to identify and support underperforming students in math and ELA	Assessment and intervention programs to identify and support underperforming students in math and ELA a. Intervention Integrated IABC math class b. English Learner Support class and Rosetta Stone

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7500	$7500	$40,000
Source	Grant and LCFF	Grant and LCFF	Grant and LCFF
Budget Reference	Instructional Materials	Instructional Materials	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
New Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	Curriculum Lead positions to plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content SLO Committee to develop SLO Assessment Plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,500	$12,500	$14,500
Source	LCFF	LCFF	LCFF
Budget Reference	Discretionary Personnel	Discretionary Personnel	Discretionary Personnel

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

Goal 2

Students will have equitable access to rigorous and relevant learning tools and resources and will acquire 21st century technology skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Identified Need:

Continued desire from teachers to have greater access to technology to provide relevant learning tools and experiences. In adopting more technology, we need to provide teachers the time to develop curriculum that utilizes technology.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Total number of devices	750 devices on campus	1200 devices on campus.	2200 devices on campus	2200 devices on campus

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Satisfaction level on technology and online resource pilot PD surveys	To be determined after PD during 2017-2018 school year	50% of teachers were somewhat satisfied with BAK devices 92% of teachers use devices at least a few times a week, if not daily	85% of teachers agree that there is sufficient support/training on technology implementation	Increase satisfaction rate of technology implementation and training on teacher surveys
Teacher participation in Digital Fellow program	N/A	3 teachers participated in Digital Fellow Program	6 teachers participate in Digital Fellow Program	N/A
Student and parent surveys on 1:1 program	N/A	55% of students were somewhat satisfied to extremely satisfied with BAK devices	• 96% of students agree that academic teachers regularly use technology in a beneficial way • 87% of students agree that the class sets of Chromebooks are positively impacting learning	Increase satisfaction rate of technology implementation on student and parent surveys

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: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Release time for social science online resource pilot where teachers will find/develop online resources in place of purchasing new textbooks	Release time for science and social science teachers to find/develop online resources	Release time for science teachers to find/develop online resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$12,000	$5000
Source	College and Career Readiness Grant	LCFF	LCFF
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Digital learning coach to mentor 5 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	Digital learning coach to mentor 6 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	Personnel	Personnel	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	N/A

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pilot 1:1 devices with all middle school students	Implement classroom sets of devices in all academic classroom with Class Hub device management software and suite of technology resources including Gale Research Databases, Actively Learn, G Suite, and Aeries Communication	Maintain classroom sets of devices in all academic classrooms, replacing older Chromebooks as needed. Purchase subscriptions for technology resources including Gale Research Databases, Actively Learn, G Suite, Aeries, Pear Deck, and Go Formative.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200,000	$600,000	$150,000
Source	LCFF	LCFF	LCFF
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

Goal 3

Students will experience a positive school culture and system of supports for their personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Identified Need:

Student surveys showed a high number of students experience stress or anxiety on a regular basis. There was an increase in the number of chronically absent students this year and is something our academic teachers have been commenting frequently about.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	100% graduation rate	100% graduation rate	Maintain graduation rate	Maintain graduation rate
Student/counselor ratio	420:1	330:1	330:1	Maintain lower student/counselor ratio
% of students chronically absent	Approx. 5% of students with 15 or more all day absences	6.2% of students chronically absent	7.3% of students chronically absent	Lower number of chronically absent students by 1%
New student survey results	100% of responding families believe OCSA	Maintain high satisfaction levels	N/A – no longer administered. Switched to	N/A – no longer administered. Alternate between California Health

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	creates a safe environment		California Healthy Kids Survey	Kids Survey and Student and Parent Instructional Surveys
California Healthy Kids Survey or Spring Instructional Surveys for Students and Parents	N/A	50% of 7th grade students and 35% of 9th grade students strongly agree to feeling connected and happy to be at OCSA	• 83% of students agree that they feel connected and engaged at OCSA • 93% of students agree that they are in a safe and positive learning environment during academic classes	Increase % of students feeling connected and engaged at OCSA

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: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire additional high school counselor to lower caseload and provide more support for students to closely monitor attendance, behavior, and academic concerns. Counselors will participate in Positive Behavior Intervention Support system.	Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns.	Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

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 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3500	$3500	$3500

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference			

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 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Teacher professional development on supporting students with social and emotional needs and students with special services	Teacher professional development on supporting students with social and emotional needs and students with special services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$2000	$2000
Source		LCFF	LCFF
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 867,533	3%

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).

All funds are being expended on a school wide basis while also targeting unduplicated pupils as described below:

Intervention Programs – These programs are the most effective use of funds because they enable our teachers to provide targeted intervention to students who are identified in need based on state assessment results, grades, etc.

Instructional Technology – This service positively impacts our unduplicated pupils by providing access to instructional technology at school, and at home, if needed. This enables all students to have equitable access to class resources, instructional materials, etc.

SAMPLE LCAP FOR 2020-2021
Appendix II

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2020-2021

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)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Orange County School of the Arts	Sally Lopez, Dean of Instruction	Sally.lopez@ocsarts.net; 714-560-0900 x. 6356

2018-21 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The mission of the Orange County School of the Arts (OCSA) is to provide an unparalleled arts and academic education in a creative, challenging, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential. Founded in 1987 and still led by visionary Founder and Executive Director Dr. Ralph Opacic, OCSA has grown from a small after-school arts program to become a full time, innovative public charter arts school which embraces and encourages artistic creativity and academic excellence. We were one of the first public arts schools founded in California, and the only full-time, comprehensive public charter arts high school in Orange County. The school currently serves more than 2,200 culturally diverse and gifted students in grades 7-12 from over 100 cities and five counties throughout Southern California. The diversity of our student population is reflective of our service area: 42% Caucasian and 56% ethnic minorities. Over 200 of our students are Free and Reduced Lunch students and 14% come from our home city of Santa Ana. Nearly 200 of our students travel to school on the Metrolink commuter train daily from great distances, and many families specifically move to the area to enroll their children in the school. Students with a passionate interest in the arts and a strong academic background are encouraged to apply. Enrollment in OCSA is based the student's application, and their placement activity. The school is a tuition-free, donation-dependent, public charter school; no student is admitted or denied based on family financial capacity.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP continues to be directly aligned with our WASC Action Plan as we are entering our third year of our 6 year accreditation and Action Plan. We will continue to focus on providing a rigorous and supportive learning environment to prepare our students for college and career by improving the use of instructional technology, and developing supports for our students and teachers to ensure positive academic, social and emotional development.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Greatest Progress

We are proud of the culture we have created and continue to maintain at OCSA, as 83% of students feel connected and engaged at OCSA and 93% of students believe are in a safe and positive learning environment during their academic classes. Additionally, we are proud of our instructional technology program, as all academic classrooms have class sets of devices, and 85% of teachers feel supported and appropriately trained on technology implementation. Further support of this success is exemplified by the fact that 96% of students agree that academic teachers regularly use technology in a beneficial way, and 87% of students agree that the classroom sets of Chromebooks are positively impacting learning. Finally, we are extremely proud of the progress our counseling team has made in supporting our students as well as the professional development we have offered to teachers to help them support students with social, emotional and developmental needs.

Referring to the California School Dashboard, 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

We do not have any overall performance category in the “red” or “orange” or rated as “Not Met” or “Not Met for Two or More Years.”

Referring to the California School Dashboard, 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

For our student group data, our White and Socioeconomically Disadvantaged student groups are “orange” for Chronic Absenteeism. We are working to revise our attendance probation policy and procedures.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2019-20

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

Students will demonstrate college and career readiness by mastering content standards and demonstrating proficiency on school wide learner outcomes (SLOs).

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase % of students who meet or exceed standards in math by 2%	• 7th – 90% met or exceeded standard (1% increase) • 8th – 84% met or exceeded standard (5% increase) • 11th – 73% met or exceeded standard (3% increase)
Increase % of students who meet or exceed standards by 2% or maintain 90% met/exceed status	• 7th – 90% met or exceeded standard (Maintained) • 8th – 90% met or exceeded standard (5% increase) • 11th –89% met or exceeded standard (3% decrease)
Maintain UC Readiness rate above 90%	• 90% UC/CSU Readiness rate
Increase % of students who demonstrate college readiness	• 84.5% prepared for college/career (1.2% decrease)
Increase number of students enrolled in AP classes and increase % of students scoring 3 or higher on exams	• 3% decrease in number of students enrolled in AP classes • 12% increase in the number of AP exams being administered

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants and Incentivized PD program	Release time and professional development to support collaboration and creation of common units and assessments.	1a. $3,000 1b. $18,000 1c. $10,000	1a. $2,000 1b. $7,000 1c. $13,000
2. Assessment and intervention programs to identify and support underperforming students in math and ELA	Assessment and intervention programs to identify and support underperforming students in math and ELA	$7500	$7500
3. New Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	New Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	$12,500	$12,500

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.

Two AP teachers attended summer AP institutes to ensure curriculum alignment and grading of AP content and assessments. Additionally, five middle school science teachers participated in 4 release days throughout the year to develop NGSS aligned curriculum, and five high school biology teachers participated in 3 release days and one summer work day to develop NGSS aligned curriculum for full implementation next year. Nine academic teachers were awarded professional development grants ranging from $125 to $2000 to attend curriculum based conferences throughout the year. Finally, the OCSA Badge Project awarded 182 badges to academic teachers demonstrating mastery of specific technology skills including implementation of Actively Learn, Google Classroom, and Pear Deck, to name a few.

iReady math diagnostic exams were administered to students who were identified as having a need for intervention and students participated in iReady instruction at home and during the school's Block 7 tutorial.

Five academic teachers served as Curriculum Leads for their curriculum teams. The Curriculum Leads facilitated the development of curriculum team goals, team meetings and professional development days.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

AP Summer Institutes prepare our teachers to design AP curriculum that is rigorous, yet balanced, so our students are challenged to engage in critical thinking, reading and writing and are supported along the way. These professional development workshops are critical as we launch new AP classes, including the AP Capstone program.

Providing release time for our middle school and high school science teachers to develop NGSS aligned curriculum enabled them to completely redesign their units so they can effectively teach a three dimensional approach to science and assess students on the Performance Expectations. As a result of the release time, our Biology team has renamed the course to Biology of the Living Earth and we have eliminated our Biology Honors class as we believe the newly developed curriculum will meet the needs of a wide range of learners.

Professional Development grants have become a great way to support our teachers in receiving personalized professional development. Teachers have the opportunity to attend a conference of their choice and are then encouraged to implement ideas in their classrooms and share their findings with colleagues. This is one way to address the need for curriculum specific professional development that our teachers regularly ask for.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not all curriculum teams utilized the allocated release days to develop curriculum and assessments.

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.

We have developed a SLO Assessment Plan Committee to work on the creation of an SLO Assessment Plan as the curriculum leads were unable to accomplish this given their duties and time constraints (Goal 1).

We will be launching a math intervention class to support struggling students in Integrated I and Integrated II so they can successfully complete our graduation requirements and be better prepared for higher level math classes.

Goal 2

Students will have equitable access to rigorous and relevant learning tools and resources and will acquire 21st century technology skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2200 devices on campus	• 2200 devices on campus
100% of teachers using devices to improve teaching and learning in classroom	• 85% of teachers agree that there is sufficient support/training on technology implementation
6 teachers participate in Digital Fellow Program	• 6 teachers participated in Digital Fellow Program
Increased student satisfaction rate of digital devices	• 96% of students agree that academic teachers regularly use technology in a beneficial way • 87% of students agree that the class sets of Chromebooks are positively impacting learning

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Release time for science and social science teachers to find/develop online resources	Release time for science teachers to find/develop online resources	$12,000	$4000
Digital learning coach to mentor 6 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	Digital learning coach to mentor 6 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	$30,000	$30,000
Implement classroom sets of devices in all academic classroom with Class Hub device management software and suite of technology resources including Gale Research Databases, Actively Learn, G Suite, and Aeries Communication	Implement classroom sets of devices in all academic classroom with Class Hub device management software and suite of technology resources including Gale Research Databases, Actively Learn, G Suite, and Aeries Communication	$600,000	$600,000

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 middle school science teachers had 20 hours of summer collaboration time and 4 release days to find and create online instructional resources.

Our Digital Learning Coach mentored 6 digital fellows this year and worked to help them incorporate instructional technology into their curriculum. Additionally, our Digital Learning Coach developed the OCSA Badge Project, an incentivized PD program, where teachers could acquire technology skills and then demonstrate their mastery of skills to earn badges and a chance to win prizes.

All classrooms were assigned a Chromecart and class set of Chromebook devices. We purchased the following school wide subscriptions to support technology implementation: Gale Database, Pear Deck, Actively Learn, Class Hub, Akindi

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Digital Fellowship program provided support for 6 teachers which increased and improved the use of instructional technology in their classrooms. The OCSA Badge Project, an incentivized PD program for all staff and teachers, was a fun way for teachers to learn new technology skills and apply the skills in their classroom. We had over 182 badges earned and over 30 teachers that participated in the program.

The class sets of devices were extremely effective in providing teachers with the resources they need to enhance instruction and learning. On our Spring 2019 student survey, 96% of students agree that academic teachers regularly use technology in a beneficial way, and 87% of students agree that the classroom sets of Chromebooks are positively impacting learning. Part of this success was the professional development and support provided to teachers along the way. On our Spring 2019 teacher survey, 85% of teachers feel supported and appropriately trained on technology implementation. In addition, our school wide subscriptions were widely used and implemented by a variety of teachers. Unfortunately, Class Hub, the Chromebook device management program did not prove to be reliable and we decided to abandon this subscription in April.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Social Science team did not use release days for curriculum development this year.

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.

One change to the actions related to this goal is the subscriptions we will be purchasing for next year. Because Class Hub proved to be unreliable, we are researching alternative Chromebook management programs. Additionally, we will be purchasing Go Formative, an assessment platform for school wide use. This purchase is included in our action steps under Goal 2. Finally, we will be eliminating the role of the Digital Learning Coach as our technology professional development needs are slightly changing given that we have fully implemented the Chromebooks in every classroom. As a result, our Digital Badge Project will also be ending.

Goal 3

Students will experience a positive school culture and system of supports for their personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain graduation rate	100% graduation rate
Maintain lower student/counselor ratio	Maintained high school student to counselor ratio of 330:1 this year which was a 21% decrease from 2016-2017.
Lower number of chronically absent students by 1%	Number of students chronically absent increased by 1%
Maintain or improve number of students feeling connected at OCSA	83% of students feel connected and engaged at OCSA

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns.	Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns.	$100,000	$100,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	$3500	$3500
Teacher professional development on supporting students with social and emotional needs and students with special services	Teacher professional development on supporting students with social and emotional needs and students with special services	$2000	$300

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.

Maintained five academic counselors which kept our counselor to student ratio at approximately 330:1.

Welcome Week is a four-day series of events designed to help new students acclimate to OCSA. All students are matched up with a buddy and are introduced to peers within their conservatory. They participate in icebreaker activities, team building games, a guest speaker and a culminating carnival to celebrate the start of a new school year and learn the culture of OCSA.

Teachers participated in two professional development days related to supporting students with social and emotional needs. Dr. Hussey, head Psychologist at CHOC, provided a Mental Health presentation to all academic teachers in September and Dr. Passaro from the Anxiety and Depression Center of Newport Beach provided information and resources for teachers on supporting students with anxiety and depression in January.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Maintaining a lower student to counselor ratio creates more time for counselors to provide individualized counseling time with students. Welcome Week enables students to meet students with common interests and interact with their conservatory director which is critical given that their conservatory director plays an important role in supporting their students during the conservatory portion of the day.

The PD gave teachers a better understanding of the mental health issues they are experiencing with students and strategies for how to support students. Additionally, our counseling and special services staff received professional development on how to support students in crisis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through a partnership with Children's Hospital of Orange County (CHOC) we received free professional development for our teachers and staff.

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.

N/A

Stakeholder Engagement

LCAP Year: **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?

Our school conducted a student, parent and staff survey in March to assess our instructional programs and help us reflect on areas of growth. We had 1864 students respond, 841 parents respond, and 67 academic and elective teachers respond. Survey key findings and relevant data were presented at a PSO meeting on April 19, 2019. Finally, the school's curriculum teams and leadership teams reviewed the survey data in May and provided insights to guide the LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The survey data and subsequent discussions led our team to focus on how to address high student stress levels and chronic absenteeism and we are in the process of revising our attendance probation policy and attendance monitoring procedures. Additionally, our survey results revealed that a quarter of parents responding do not feel well informed about what is happening in their child's academic classes. As a result, we plan to offer technology related trainings for parents at the beginning of the year to train them on how to access class websites so they can be better informed about their child's classes.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Changed Goal

Goal 1

Students will demonstrate college and career readiness by mastering content standards and demonstrating proficiency on school wide learner outcomes (SLOs), especially English Learners (ELs) and socio-economic disadvantaged youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Identified Need:

Our high school SBAC math scores continue to demonstrate room for improvement and our WASC self-study identified math performance as a critical learner need. Additionally, our action plan identifies a need to assess students on our school wide Learner Outcomes and monitor progress on these.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math	7th – 88% met or exceeded standard 8th – 81% met or exceeded standard	7th – 89% met or exceeded standard (1% increase) 8th – 79% met or exceeded standard (2% decrease)	7th – 90% met or exceeded standard (1% increase) 8th – 84% met or exceeded standard (5% increase)	Increase % of students who meet or exceed standards by 2% or maintain 90% meet/exceed status

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	11th – 67% met or exceeded standard	11th – 70% met or exceeded standard (3% increase)	11th – 73% met or exceeded standard (3% increase)	
SBAC ELA	7th – 90% met or exceeded standard 8th – 92% met or exceeded standard 11th – 94% met or exceeded standard	7th – 90% met or exceeded standard (maintain) 8th – 85% met or exceeded standard (7% decrease) 11th – 92% met or exceeded standard (2% decrease)	7th – 90% met or exceeded standard (maintain) 8th – 90% met or exceeded standard (5% increase 11th – 89% met or exceeded standard (3% decrease)	Increase % of students who meet or exceed standards by 2% or maintain 90% met/exceed status
UC Readiness	92% CSU/UC eligible	90% A/G Readiness rate	90% UC/CSU Readiness rate	Maintain UC Readiness rate above 90%
EAP College Preparedness		83% demonstrate college/career readiness	TBD	Increase % of students who demonstrate college readiness
AP Enrollment and Passing Rates	855 students enrolled in AP classes, 703 students tested, 1258 AP exams taken, 83% of exams scoring 3 or higher	946 students enrolled in AP classes, 725 students took AP exams, 1363 AP exams taken, 84% of exams scoring 3 or higher	888 students enrolled in AP Classes, 720 students took AP Exams, 1537 AP exams taken	Increase number of students enrolled in AP classes and increase % of students scoring 3 or higher on exams

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: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants	1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants and Incentivized PD program	1. Release time and professional development to support collaboration and creation of common units and assessments. a. AP Conferences b. Curriculum team release days for PD c. Professional Development Grants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1a. $3,000 1b. $18,000 1c. $5,000	1a. $3,000 1b. $18,000 1c. $10,000	1a. $3,000 1b. $18,000 1c. $10,000
Source	LCFF	LCFF	LCFF
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assessment and intervention programs to identify and support underperforming students in math and ELA	Assessment and intervention programs to identify and support underperforming students in math and ELA	Assessment and intervention programs to identify and support underperforming students in math and ELA a. Intervention Integrated IABC math class b. Provide Academic Support for English Learners c. Implement a class for Language Arts for EL students who require additional intensive support d. Develop a learning plan for each student e. Monitor academic progress and report to parents at the end of each grading period

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7500	$7500	$52,000
Source	Grant and LCFF	Grant and LCFF	Grant and LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Instructional Materials	Instructional Materials	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
New Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	Curriculum Lead positions to develop SLO assessment plan, plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content	Curriculum Lead positions to plan professional development for curriculum teams, coordinate teacher rounds, and manage/guide curriculum maps and course content SLO Committee to develop SLO Assessment Plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,500	$12,500	$14,500
Source	LCFF	LCFF	LCFF
Budget Reference	Discretionary Personnel	Discretionary Personnel	Discretionary Personnel

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

Goal 2

Students will have equitable access to rigorous and relevant learning tools and resources and will acquire 21st century technology skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4

Local Priorities:

Identified Need:

Continued desire from teachers to have greater access to technology to provide relevant learning tools and experiences. In adopting more technology, we need to provide teachers the time to develop curriculum that utilizes technology.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Total number of devices	750 devices on campus	1200 devices on campus.	2200 devices on campus	2200 devices on campus

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Satisfaction level on technology and online resource pilot PD surveys	To be determined after PD during 2017-2018 school year	50% of teachers were somewhat satisfied with BAK devices 92% of teachers use devices at least a few times a week, if not daily	85% of teachers agree that there is sufficient support/training on technology implementation	Increase satisfaction rate of technology implementation and training on teacher surveys
Teacher participation in Digital Fellow program	N/A	3 teachers participated in Digital Fellow Program	6 teachers participate in Digital Fellow Program	N/A
Student and parent surveys on 1:1 program	N/A	55% of students were somewhat satisfied to extremely satisfied with BAK devices	• 96% of students agree that academic teachers regularly use technology in a beneficial way • 87% of students agree that the class sets of Chromebooks are positively impacting learning	Increase satisfaction rate of technology implementation on student and parent surveys

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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Release time for social science online resource pilot where teachers will find/develop online resources in place of purchasing new textbooks	Release time for science and social science teachers to find/develop online resources	Release time for science teachers to find/develop online resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$12,000	$5000
Source	College and Career Readiness Grant	LCFF	LCFF
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Digital learning coach to mentor 5 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	Digital learning coach to mentor 6 fellows and provide coaching and co teaching opportunities to incorporate technology into the classroom	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	Personnel	Personnel	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	N/A

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pilot 1:1 devices with all middle school students	Implement classroom sets of devices in all academic classroom with Class Hub device management software and suite of technology resources including Gale Research Databases, Actively Learn, G Suite, and Aeries Communication	Maintain classroom sets of devices in all academic classrooms, replacing older Chromebooks as needed. Purchase subscriptions for technology resources including Gale Research Databases, Actively Learn, G Suite, Aeries, Pear Deck, and Go Formative.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200,000	$600,000	$150,000
Source	LCFF	LCFF	LCFF
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

Goal 3

Students will experience a positive school culture and system of supports for their personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Identified Need:

Student surveys showed a high number of students experience stress or anxiety on a regular basis. There was an increase in the number of chronically absent students this year and is something our academic teachers have been commenting frequently about.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	100% graduation rate	100% graduation rate	Maintain graduation rate	Maintain graduation rate
Student/counselor ratio	420:1	330:1	330:1	Maintain lower student/counselor ratio
% of students chronically absent	Approx. 5% of students with 15 or more all day absences	6.2% of students chronically absent	7.3% of students chronically absent	Lower number of chronically absent students by 1%
New student survey results	100% of responding families believe OCSA	Maintain high satisfaction levels	N/A – no longer administered. Switched to	N/A – no longer administered. Alternate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	creates a safe environment		California Healthy Kids Survey	between California Health Kids Survey and Student and Parent Instructional Surveys
California Healthy Kids Survey or Spring Instructional Surveys for Students and Parents	N/A	50% of 7th grade students and 35% of 9th grade students strongly agree to feeling connected and happy to be at OCSA	• 83% of students agree that they feel connected and engaged at OCSA • 93% of students agree that they are in a safe and positive learning environment during academic classes	Increase % of students feeling connected and engaged at OCSA
# of students identified as low socio-economic participating in student activities	50% of students identified do not attend student activities (school dances, after-school events, etc.)		•	Ensure that any student who desires to participate in student activities can do so

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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire additional high school counselor to lower caseload and provide more support for students to closely monitor attendance, behavior, and academic concerns. Counselors will participate in Positive Behavior Intervention Support system.	Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns.	Maintain five high school counselors to ensure lower caseload and more support for students to closely monitor attendance, behavior, and academic concerns

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

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 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.	Welcome Week activities and festival for new and returning students to ensure new students have a positive first week of school and connect with other students and their conservatory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3500	$3500	$3500
Source	LCFF	LCFF	LCFF
Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA/Schoolwide	All grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2020-21
		New

		2020-21 Actions/Services
		Develop comprehensive list of services, supports, and opportunities to maintain student connection to the OCSA community. 1. Create shareable document that identifies all services offered 2. Maintain connection with school counselor to establish 4-year plan, course selection access, and learning supports needed to maintain access to class materials (technology, classroom supplies) 3. Establish annual plan for counselors to check in with students and connect them with necessary resources or activities – follow up each grading period to ensure grades and activities remain on track

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$10,000
Source			LCFF and Student Activities
Budget Reference			

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 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All students	OCSA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Teacher professional development on supporting students with social and emotional needs and students with special services	Teacher professional development on supporting students with social and emotional needs and students with special services Implement the Multi-Tiered System of Supports (MTSS) to deliver improved

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		services to English Learners and socio-economic disadvantaged youth. Year 1 of the implementation is to include: 1. Appoint a MTSS TOSA to provide leadership and coordination to the MTSS program. 2. Develop criteria for students fitting into MTSS levels 3. Create a flow chart indicating support services by MTSS level 4. Establish indicators of success 5. (school-wide and department-wide) when do we use it? how do we use it? 6. Organize translation services for non-English speaking parents whose students are in the MTSS support programs 7. Create Personal Learning Plan (PLP) for identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$2000	$75,000
Source		LCFF	LCFF
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 867,533	3%

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).

All funds are being expended on a school wide basis while also targeting unduplicated pupils as described below:

Intervention Programs – These programs are the most effective use of funds because they enable our teachers to provide targeted intervention to students who are identified in need based on state assessment results, grades, etc.

Instructional Technology – This service positively impacts our unduplicated pupils by providing access to instructional technology at school, and at home, if needed. This enables all students to have equitable access to class resources, instructional materials, etc.

SAMPLE

SAMPLE

EXHIBIT "A"

Coordinator of Special Education
Orange County School of the Arts
Job Description

Basic Function:
Provide leadership for special education support services at Orange County School of the Arts ("OCSA"); assign and evaluate support staff and administer the implementation of services according to current state and federal laws, and District policies and procedures; provide coordination, program development, and evaluation, serve as the liaison with the Santa Ana Unified School District's ("District") special education department regarding all matters relating to special education services for OCSA students. The Coordinator of Special Education for OCSA will serve under the direction of the Assistant Superintendent of Pupil Personnel Services for the District, or his/her designee.

Representative Duties:
Supervise assigned employees; provide technical direction and guidance; provide required supervision to support staff personnel for licensure and certification of clinical competency. Conduct observations, conferences and evaluations of support staff; monitor implementation of pupils' Individualized Education Programs through classroom observations, consultation with staff, and review of documentation. Identify training needs for support staff and provide for and conduct training. Direct and monitor record keeping performed by staff for required data and ongoing evaluation of program effectiveness. Organize and coordinate the preparation of District and site Coordinated Compliance Reviews of Special Education performed by the California State Department of Education; monitor legal maintenance of records and prepare required reports. Meet with teachers regarding program planning for individual students (e.g. additional intervention strategies, behavioral concerns, inclusion of students in the least restrictive environment, etc.). Serve as liaison with the District's special education department regarding expulsions and suspensions of special education pupils. Coordinate the child find effort for evaluations of students not currently identified as students with disabilities attending OCSA. Respond to questions and concerns regarding support services from parents, community, site administrators, and District administrators. Perform related duties as assigned and/or necessary and appropriate in order to assure OCSA's compliance with state and federal law and District special education policies and procedures.

Knowledge and Abilities:
Knowledge of:

- Applicable sections of State Education Codes, including eligibility criteria for special education

- State and federal laws regarding identification and placement process, including alternative assessments and alternative service delivery models

- School District organization, operations, objectives and procedures for identification and placement of students in special education
- Statistical methods and principles
- Rights and due process of special education students
- Principles and practices of administration, supervision, and training
- Record-keeping techniques
- City and community cultures
- Student needs of differing socioeconomic and ethnic backgrounds
- Technology
- State standards and assessments
- Social, cultural, and linguistic diversity of District, city and community

Ability To:

- Organize and coordinate
- Work cooperatively with others
- Communicate effectively both orally and in writing
- Plan and supervise work
- Train and supervise personnel
- Provide adequate clinical supervision of, and certify staff according to professional regulations and procedures
- Maintain records and prepare reports
- Work confidentially and with discretion
- Perform statistical calculations
- Maintain appropriate staff relationships
- Work effectively with administrators, staff, parents and community and in multicultural and bilingual environments
- Effectively interpret and analyze data and/or assessments

- Perform the essential functions of the job, either with or without reasonable accommodations

Education and Experience:
A Master's degree in counseling, psychology, or communicative disorders and at least five years experience in special education as support staff.

Licenses and Other Requirements:
Required to have all of the following:

- California Administrative credential
- Pupil Personnel Services credential (authorizing service as a school psychologist) or Communicative Disorders credential
- Valid California driver's license
- Biliterate (English/Spanish) desirable

Working Conditions:
Environment:
Indoor environment
Driving a vehicle to conduct work

Physical Abilities:
Hearing and speaking accurately to exchange information and make presentations

Seeing to read a variety of materials and to drive a vehicle
Sitting or standing for extended periods of time
Bending at the waist, kneeling or crouching to file materials
Lifting or moving objects, normally not exceeding 20 pounds
Reasonable accommodation will be made to enable a person with a disability to perform the essential functions of the job

EXHIBIT "B"

OCSA Articles of Incorporation & Bylaws

2186946 FILED
In the Office of the Secretary of State
of the State of California

MAR 3 2000

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
ORANGE COUNTY HIGH SCHOOL OF THE ARTS

I

The name of this corporation is Orange County High School of the Arts.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Orange County High School of the Arts, a California public school.

III

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

Ralph Opacic
3591 Cerritos Avenue
Los Alamitos, CA 90720

IV

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to public and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer of member hereof or to the benefit of any private person. Upon dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for public purposes or for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Dated: 2/3/00

Ralph Opacic, Incorporator

ORANGE COUNTY
HIGH SCHOOL OF THE ARTS FOUNDATION

3591 Cerritos Avenue
Los Alamitos, CA 90720
(562)596-1435

February 3, 2000

SECRETARY OF STATE

To Whom It May Concern:

The undersigned is the President of the ORANGE COUNTY HIGH SCHOOL OF THE ARTS FOUNDATION. As a foundation, we have elected to form a charter school to operate as a nonprofit corporation and bear the name of ORANGE COUNTY HIGH SCHOOL OF THE ARTS.

On behalf of our foundation, I hereby give permission to the nonprofit corporation to incorporate under the name of ORANGE COUNTY HIGH SCHOOL OF THE ARTS.

Dated: 2-3-2000

RALPH OPACIC, President of the
Orange County High School of the Arts Foundation
and Incorporator of the Orange County High School
of the Arts

State of California

SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 9 2000

Bill Jones

Secretary of State

A0733145

NCTO

2186946

CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION
OF
ORANGE COUNTY HIGH SCHOOL OF THE ARTS

FILED
in the office of the Secretary of State
of the State of California

SEP 17 2012

The undersigned certifies that:

1. They are the President and Secretary, respectively of Orange County High School of the Arts.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows. The name of this corporation is:

ORANGE COUNTY SCHOOL OF THE ARTS

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

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

August 15, 2012 _____, President
Michal Mekjian

_____, Secretary
Carolyn Breeden

OCHSA/Gen/Articles.CertAmd.OCHSA

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A0783778

2186946

FILED
Secretary of State
State of California
APR 28 2016

CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION
OF
ORANGE COUNTY SCHOOL OF THE ARTS

The undersigned certifies that:

1. They are the president and secretary, respectively of Orange County School of the Arts, a California corporation.

2. Article V of the Articles of Incorporation of this corporation is amended to read as follows.

> The property of this corporation is irrevocably dedicated to public and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the Santa Ana Unified School District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

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

April 26, 2016

Ralph S. Opacic, President

Vince Foley, Secretary

4820-2332-1649, v. 1

BYLAWS
OF
ORANGE COUNTY SCHOOL OF THE ARTS

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BYLAWS
OF
ORANGE COUNTY SCHOOL OF THE ARTS

ARTICLE I
Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

The Corporation shall be obligated to comply with the provisions of the Charter that created the Orange County School of the Arts (the "Charter School") and any attachments, exhibits, and/or appendices thereto, without regard to whether the corporation, the Charter School, or both entities is referenced or specifically listed or identified therein.

ARTICLE II
Offices

Section 1. Principal Office.

The corporation's principal office shall be located at1010 North Main Street, Santa Ana, California 92701. The Board of trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

ARTICLE III
Membership

Section 1. Sole Statutory Member.

Unless and until these bylaws are amended to provide otherwise, Orange County High School of the Arts Foundation, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of

the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

ARTICLE IV
Board of Trustees

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

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

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

Section 2. Number of Trustees.

The Board of Trustees shall consist of five (5) members. The Governing Board of the Santa Ana Unified School District shall retain its statutory right pursuant to Education Code Section 47604(b) to appoint one (1) additional member and one (1) alternate for such member to the Board of Trustees. The corporation shall be allowed to advise the Board in the selection of such District Board member.

Section 3. Appointment and Term of Office.

Except for those trustees appointed by the Governing Board of the Santa Ana Unified School District, as provided under Section 2, the trustees shall be appointed by the Statutory Member.

Section 4. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Subject to the restrictions under Section 5 applicable to trustees appointed by the Governing Board of the Santa Ana Unified School District, a trustee may be removed only by the Statutory Member.

Section 5. Restrictions on Appointment, Service, and Removal.

No restrictions on the appointment, service, or terms for removal of other members of the corporation's Board of Trustees shall apply to any member appointed by the Governing Board of the Santa Ana Unified School District. Any member appointed by the Governing Board

of the Santa Ana Unified School District shall serve at the pleasure of and be removed only by the action of the Governing Board of the Santa Ana Unified School District or designee.

Section 6. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. Notwithstanding Section 4, the Board may declare vacant the office of any trustee who has been convicted of a felony, except a trustee appointed by the Governing Board of the Santa Ana Unified School District, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by the Statutory Member or by the Governing Board of the Santa Ana Unified School District as provided in Section 2.. Each trustee so elected, appointed, or designated by the Statutory Member shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Section 7. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation. The Board may also designate that a meeting be held at any place within California that has been identified in a notice in compliance with the provisions of the Ralph M. Brown Act.

Section 9. Annual Meeting.

All meetings of the Board, including annual meetings, shall be called, noticed, and held in compliance with the Ralph M. Brown Act. Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member.

Section 10. Regular Meetings.

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

Section 11. Special Meetings.

Special meetings of the Board for any purpose may be called at any time, by the chair of the Board, if there is such an officer, the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 12. Notice of Special Meetings.

i. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each trustee and to the public through posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board shall adhere to the following notice requirements for special meetings:

ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 13. Quorum.

During open session, a majority of the trustees then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board shall be by a majority vote based upon the presence of a quorum. Should there be fewer than a majority of trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy.

Section 14. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment so long as all of the following requirements in the Ralph M. Brown Act are followed:

i. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the corporation's school operates.

ii. All votes taken during a telephone conference meeting shall be by roll call.

iii. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting.

iv. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda.

v. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference locations.

vi. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 15. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the trustee who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

Section 16: Rights of Inspection.

Every trustee has the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 17. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

a. The approval of any action for which the California Nonprofit Public Benefit corporation Law requires the approval of the Statutory Member;

b. The filling of vacancies on the Board or on any committee which has the authority of the Board;

c. The fixing of compensation of the trustees for serving on the Board or on any committee;

d. The amendment or repeal of bylaws or the adoption of new bylaws;

e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

f. The appointment of other committees having the authority of the Board;

g. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or

h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 18. Other Committees.

a. The chair of the Board (if there is such a position) or the president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the

committee chair. If a trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the chair of the Board (if there is such a position), the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chair of the committee or to the President. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chair may, with prior approval of the Board, remove any appointed member of a committee. The President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 19. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 20. Non-liability of trustees.

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

Section 21. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

a. Borrow money in the name of the corporation for corporate purposes in excess of Five Hundred Thousand Dollars ($500,000) or utilize property (real or personal) owned by the corporation as security for loans in excess of $1 million;

b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the corporation except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the corporation;

c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;

d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;

e. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or

f. Make any loan of money or property to or guarantee the obligation of any trustee or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit corporation Law.

Section 22. Interested Persons.

Not more than forty-nine percent (49 %) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 23. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the

trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 24. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation:

ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or Fifty Thousand Dollars ($50,000).

iv. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

(1) The corporation entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(3) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(4) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

(5) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

Section 25. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self- dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 26. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 26 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 27. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 28. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however,

that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 29. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 30. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 28 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any "covered transaction" (defined below) during the previous fiscal year. of the corporation involving (a) more than Fifty Thousand Dollars ($50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any trustee or officer of the corporation, or its parent or subsidiary;

or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person. "

ARTICLE V
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, a chair of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer my serve concurrently as the president or chair of the Board.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. Chair of the Board.

The chair of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

Section 5. President.

The president is the chief executive office of the corporation and has, subject to the control of and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. [The president shall be an ex officio voting member of each Board committee.]

Section 6. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 7. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business; but failure to affix it shall riot affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are property kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI
Indemnification

Section 1. Definitions.

For the purposes of this Article, "agent" means any person who is or was a trustee, trustee, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its

equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such

insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General corporation Law.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President and the Chair of the Board.

Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be

determined by the Board, or the Chair of the Board, or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Effective Date and Amendments

Section 1. Effective Date.

These bylaws shall become effective immediately upon their adoption. Amendments to these bylaws shall become effective immediately upon their adoption, unless the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

Section 2. Amendments.

a. These bylaws may be amended or repealed and new bylaws adopted only by the Statutory Member.

b. The corporation shall provide written notice to the Santa Ana Unified School District Superintendent or designee of proposed revisions of the corporation's Articles of Incorporation and/or bylaws at least three weeks prior to consideration for a revision by the Board of trustees of the corporation, and shall promptly provide a final version of any such Board-approved revisions. Should the Santa Ana Unified School District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to the Orange County School of the Arts' governance structure and/or Charter, the corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter.

ARTICLE XIV
Conflicts

Section 1. Conflicts in Operating Policies.

In the case of a conflict between the corporation's Articles of Incorporation or these bylaws and the Orange County School of the Arts Charter, the Board shall take prompt action to revise the Articles of Incorporation or bylaws or seek a material revision to the Orange County School of the Arts Charter to ensure consistency between the Articles of Incorporation, bylaws, and Orange County School of the Arts Charter. In the case of a conflict between the requirements of the Orange County School of the Arts Charter and the provisions of the corporation's Articles of Incorporation and these bylaws, action taken in accordance with such Articles of Incorporation or these bylaws which conflict with or is inconsistent with the requirements of the Charter shall be a violation of the Charter.

Section 2. Compliance with Conflicting Laws.

Notwithstanding any conflict in the corporation's Articles of Incorporation or these bylaws, all business of the corporation and its Board shall comply with all laws controlling charter schools. The corporation shall comply with the Ralph M. Brown Act, Government Code Section 1090 et seq., the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.) and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. By the terms of the Charter that created the Orange County School of the Arts, the corporation is obligated to comply with the requirements of Government Code Section 1090 et seq. and the Political Reform Act of 1974 to the same extent as if Orange County School of the Arts were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 et seq. and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

ARTICLE XV
DEDICATION OF ASSETS

Section 1. Notwithstanding any rule, regulation, provision under the Charter School's Charter, or document to the contrary, on closure of the corporation, all assets of the corporation, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and any other revenues generated exclusively through state and federal apportionment funds for the Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school. Any assets acquired from the Santa Ana Unified School District or District property will be promptly returned to the Santa Ana Unified School District upon the corporation's closure. 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. All remaining assets of the corporation will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation, (including any obligations requiring the return of any grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or in part with public funds will be distributed to the Santa Ana Unified School District. Any remaining assets of the corporation shall be distributed to wither (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

(1) That I am the Secretary of Orange County School of the Arts.

(2) That the foregoing bylaws constitute the bylaws of such corporation as duly adopted by the Statutory Member and the Board of trustees on July 29, 2015.

EXHIBIT "C"

Draft Conflict of Interest Policy

OCSA Board of Trustees

Conflict of Interest Policy

Approved by BOT at 2/26/15 meeting

Conflict of Interest

It is the policy of the Board to comply with the terms of Title 2 California Code of Regulations, Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission.

Board members and designated employees shall file statements of economic interests with the Executive Director or designee, who will make public, file and disseminate the statements according to government codes and local requirements. The Executive Director will maintain an administrative regulation identifying its procedures for such statements and the designations for employees.

Board members and designated employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as board members.

Board members and designated employees shall not be considered to be financially interested in contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

Board members who have a remote interest in any contract considered by the Board shall disclose his or her interest during a board meeting and have the disclosure noted in the official board minutes. The board member shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract.

Board members and designated employees shall not engage in any employment or activity that is inconsistent with, incompatible with, or in conflict with his or her duties as an officer of the district.

The following Appendices to the Conflict of Interest Policy are pending board-approval as of 10/4/2019.

APPENDIX A

DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Executive Director	1, 2
Financial Consultant/Business Manager	1, 2
Members of the Board of Trustees	1, 2
Legal Counsel	1, 2
Consultants/New positions	*

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

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

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code §87200.

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

a. Interests in real property which are located in whole or in part within two (2) miles of any facility utilized by OCSA charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
b. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which engage in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which are contractors engaged in the performance of work or services or sources which manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment of the type to be utilized by OCSA charter school.

Category 3

Designated positions assigned to this category must report:

a. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which are contractors engaged in the performance of work or services or sources with manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Exhibit "D"

OCSA Emergency Procedures

OrangeCountySchoolofthearts

EMERGENCY PROCEDURES

This information is provided as a guideline for actions in the event of an emergency. Understand that all situations in a critical incident cannot be predicted.

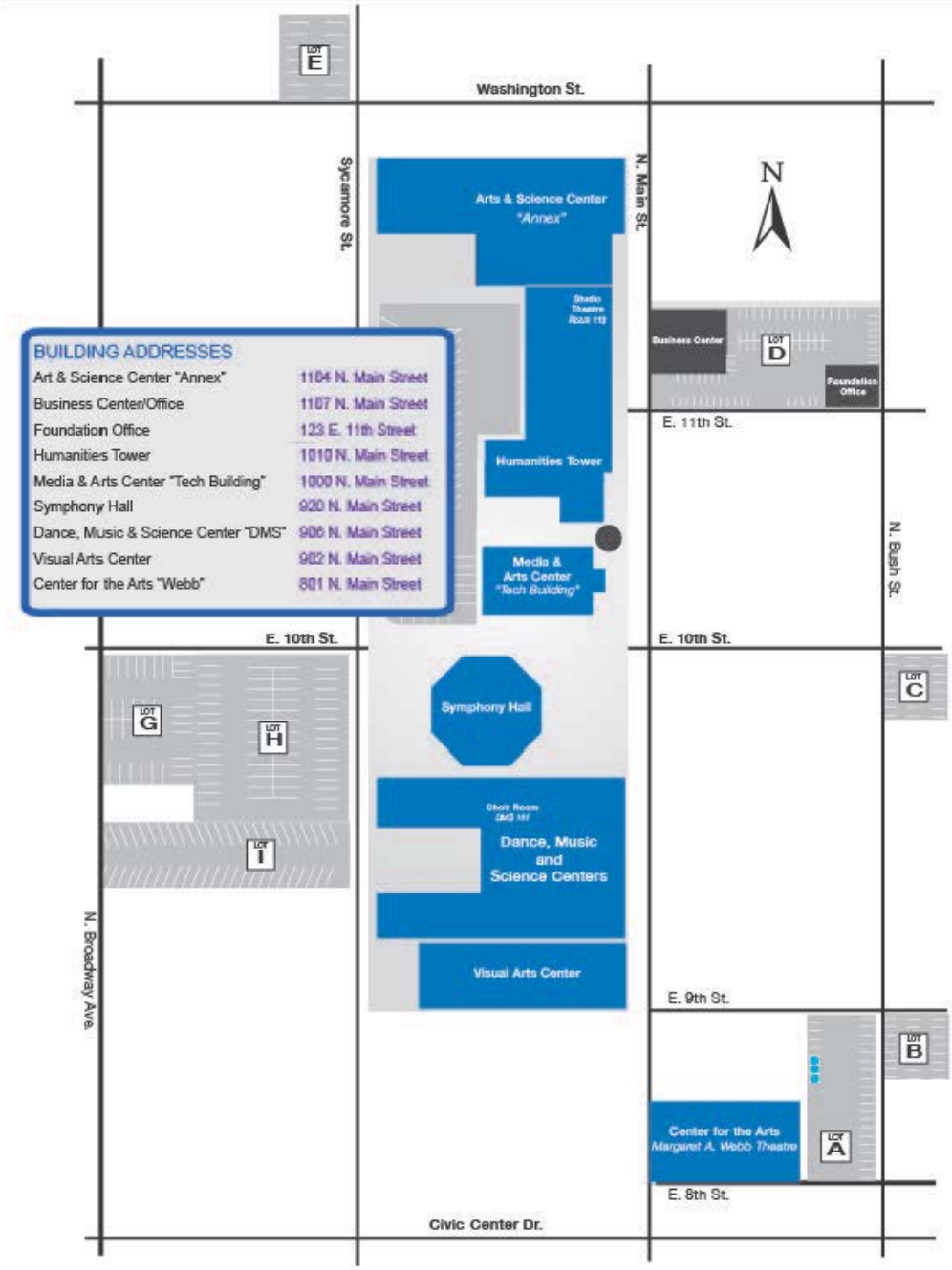
Always remember that the first priority is the safety and protection of life.

Santa Ana Police	714-834-4211
Orange County Sheriff	714-647-7000
Orange County Fire	714-573-6000
OCSA Security	949-565-5215
OCSA Text-a-Tip	657-529-6272

OrangeCountySchooloftheArts

BUILDING ADDRESSES

714.560.0900 | www.ocsarts.net



BUILDING ADDRESSES	
Art & Science Center "Annex"	1104 N. Main Street
Business Center/Office	1107 N. Main Street
Foundation Office	123 E. 11th Street
Humanities Tower	1010 N. Main Street
Media & Arts Center "Tech Building"	1000 N. Main Street
Symphony Hall	920 N. Main Street
Dance, Music & Science Center "DMS"	906 N. Main Street
Visual Arts Center	902 N. Main Street
Center for the Arts "Webb"	801 N. Main Street

005382.00423
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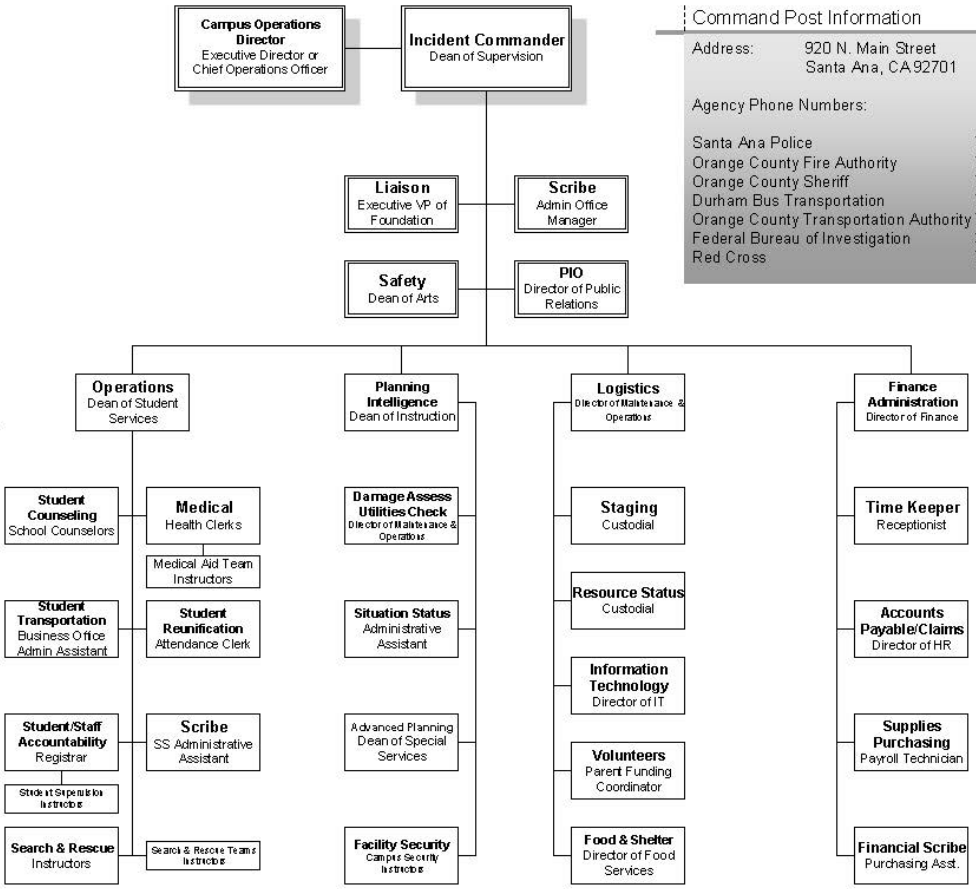
Incident Command System Assignments
Regular School Hours
7:30 AM – 4:45 PM M-TH, 7:30 AM – 1:30 PM F



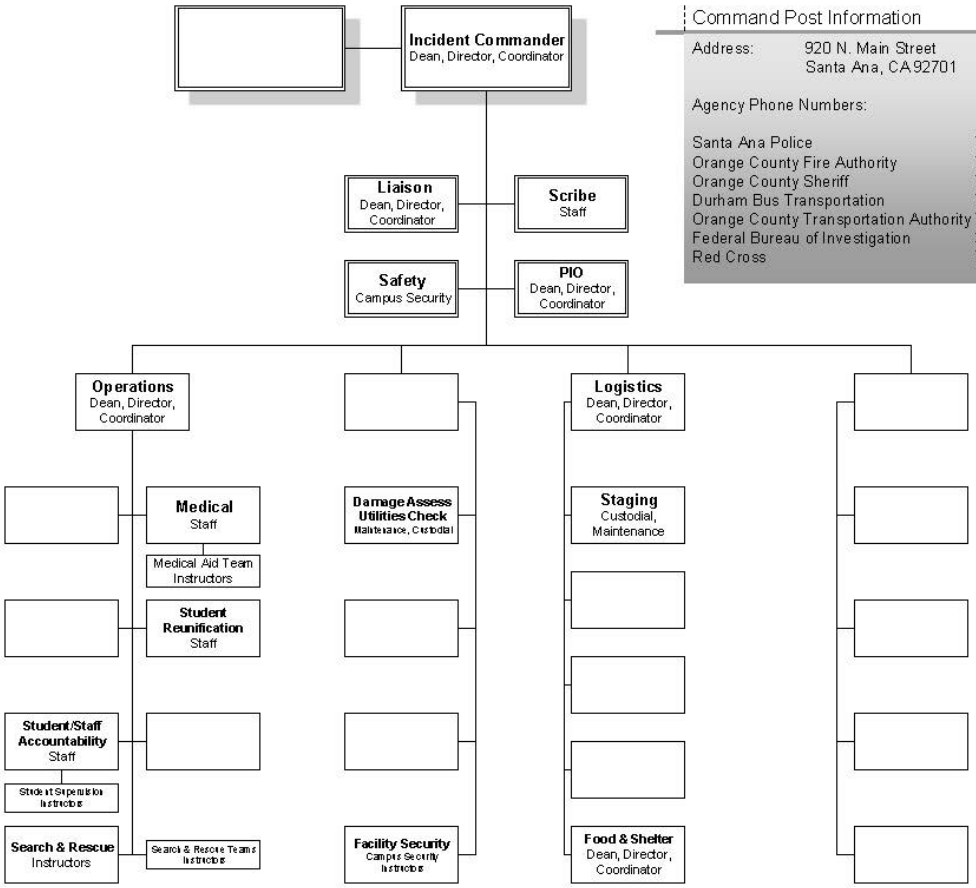
Command Post Information

Address: 920 N. Main Street
Santa Ana, CA 92701

Agency Phone Numbers:

Santa Ana Police	714-834-4211
Orange County Fire Authority	714-573-6000
Orange County Sheriff	714-647-7000
Durham Bus Transportation	714-542-8989
Orange County Transportation Authority	714-560-6282
Federal Bureau of Investigation	310-477-6565
Red Cross	714-481-5300

Incident Command System Assignments After Hours & Weekends



Command Post Information

Address: 920 N. Main Street
Santa Ana, CA 92701

Agency Phone Numbers:

Santa Ana Police	714-834-4211
Orange County Fire Authority	714-573-6000
Orange County Sheriff	714-647-7000
Durham Bus Transportation	714-542-8989
Orange County Transportation Authority	714-560-6282
Federal Bureau of Investigation	310-477-6565
Red Cross	714-481-5300

INCIDENT COMMAND POST STAFF

CAMPUS OPERATIONS DIRECTOR

Regular Hours: Executive Director or Chief Operations Officer
After Hours/Weekends: N/A
Location: Symphony Hall Steps/Command Post

The Campus Operations Director is responsible for:

- Establishing the basic policies which govern the Emergency Management Organization
- Declaring an emergency when required
- Functioning as the highest level of authority during an emergency

Modified 12/21/2018

INCIDENT COMMANDER

Regular Hours:	Dean of Supervision
After Hours/Weekends:	Dean, Director, or Coordinator
Location:	Symphony Hall Steps/Command Post

The Incident Commander, has complete authority and responsibility for the overall operations of the incident. This includes activating, directing, and managing the Command Post; establishing objectives and strategies; approving action plans developed by Command Post staff to implement objectives and strategies; and approving requests for ordering or releasing resources through mutual aid. The Incident Commander directs the emergency response for a major disaster to minimize casualties and injuries, sets priorities and delegates tasks, and provides the Campus Operations Director with current information on the status of the emergency response. The Incident Commander is responsible for:

- Ensuring the emergency organization follows established policies and procedures
- Establishing priorities for the use of personnel and resources
- Authorizing deviations of procedures for implementing the emergency plan
- Adjudicating conflicting demands for support
- Managing the recovery process
- Developing strategies and tactics
- Ordering and/or releasing resources
- Assessing the situation and/or obtain a briefing from the prior Incident Commander
- Determining incident objectives and strategies
- Establishing immediate priorities
- Establishing an Incident Command Post
- Establishing an appropriate organization
- Ensuring planning meetings are scheduled as required
- Approving and authorizing the implementation of Incident Action Plans
- Ensuring that adequate safety measures are in place
- Coordinating activities for all Command and General Staff
- Coordinating with key people and officials
- Approving requests for additional resources or for the release of resources
- Keeping the Campus Operations Director informed of the incident status
- Authorizing the release of information to the news media
- Ordering the demobilization of the incident when appropriate

Modified 12/21/2018

PUBLIC INFORMATION OFFICER (PIO)

Regular Hours:	Director of Public Relations
After Hours/Weekends:	Dean, Director, or Coordinator until Director of Public Relations assumes responsibility
Location:	Symphony Hall Steps/Command Post

The Public Information Officer (PIO) is responsible for preparing and disseminating emergency public information regarding the incident size, cause, ongoing situation, resources, and other matters of interest associated with the emergency. The PIO, with the assistance of the Personnel Unit (Student and Personnel Accountability) provides information to employees, students, parents, and the general campus community. The PIO is the point of contact for the public and the news media, coordinating releases for the school and with other agencies, and holding news conferences as necessary. The PIO is responsible for establishing a Rumor Control Center and assisting with plans for the rapid release of emergency instructions and information to the public through all available means. The PIO shall:

- Determine from the Incident Commander if there are any limits on information release
- Establish "news center" site as a media reception area, away from Command Post
- Develop materials for use in media briefings
- Obtain the Incident Commander's approval of media releases
- Inform media and conduct media briefings
- Arrange for tours and other interviews or briefings that may be required
- Obtain media information that may be useful to incident planning
- Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel
- Maintain a log of activities

Modified 12/21/2018

LIAISON OFFICER

Regular Hours:	Executive Vice President of the Foundation
After Hours/Weekends:	Dean, Director, Coordinator, or other Staff
Location:	Symphony Hall Steps/Command Post

The Liaison Officer is the contact person for the personnel assigned to the incident by assisting or cooperating agencies. These are personnel other than those on direct tactical assignments or those involved in a Unified Command. Incidents that are multi-jurisdictional, or have several agencies involved, may require the establishment of the Liaison Officer position on the Command Staff. The Liaison Officer functions as the point of contact for the supporting agencies and mutual aid agency representatives. The Liaison Officer assists with intergovernmental communications and liaison. This may include representatives from other law enforcement agencies, fire services, emergency medical providers, city and county agencies, and private organizations. The Liaison Officer shall:

- Determine an operating area with necessary supplies and equipment
- Be a contact point for Agency Representatives
- Maintain a list of assisting and cooperating agencies and Agency Representatives
- Assist in establishing and coordinating inter-agency contacts
- Keep agencies supporting the incident aware of incident status
- Monitor incident operations to identify current or potential inter-organizational problems
- Participate in planning meetings, provide current resource status, including limitations and capability of assisting agency resources
- Maintain a log of activities

Modified 12/21/2018

SAFETY OFFICER

Regular Hours: Dean of Arts
After Hours/Weekends: Campus Security
Location: Symphony Hall Steps/Command Post

The Safety Officer is responsible for monitoring and assessing hazardous and unsafe situations and developing measures for assuring student and personnel safety. The Safety Officer has the authority to stop all unsafe activity on an incident that is deemed to be outside the scope of the incident action plan. The Safety Officer is the point of contact for coordinating the response and deployment of counseling and psychology personnel for critical incident stress management.

The Safety Officer's function is to develop and recommend measures for assuring student and personnel safety, and to assess and/or anticipate hazardous and unsafe situations. Only one Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary, and the assistants may also represent assisting agencies or jurisdictions. Safety Assistants may have specific responsibilities such as assessing hazardous materials incidents. The Safety Officer shall:

- Participate in planning meetings
- Identify hazardous situations associated with the incident
- Review the Incident Action Plan for safety implications
- Exercise emergency authority to stop and prevent unsafe acts that are outside the scope of the Incident Action Plan
- Investigate accidents that have occurred within the incident area
- Assign assistants as needed
- Review and approve the medical plan
- Maintain a log of activities

COMMAND POST SCRIBE

Regular Hours: Tower Room 100 Office Manager
After Hours/Weekends: Staff
Location: Symphony Hall Steps/Command Post

The Command POST Scribe, is responsible for maintaining a log and time record of all activities within the Command Post. The Scribe will record time and description of all communications, Incident Action Plans, mobilization/demobilization of units and maintain all records for the Command Staff.

Modified 12/21/2018

OPERATIONS SECTION

OPERATIONS CHIEF

Regular Hours: Dean of Student Services
After Hours/Weekends: Dean, Director, or Coordinator
Location: Symphony Hall Steps/Command Post

The Operations Chief, is responsible for overseeing and managing the tactical operations of the various response elements involved in the disaster/emergency. The Operations Chief will:

- Assist in the development of the Operations portion of the Incident Action Plan
- Supervise the execution of the Incident Action Plan
- Ensure safe tactical operations
- Request additional resources to support tactical operations
- Make or approve expedient changes to the Incident Action Plan during the Operational Period as necessary
- Maintain close communication with the Incident Commander
- Coordinate units within the Operations Section
- Maintain a log of activities

STUDENT COUNSELING UNIT

Regular Hours: School Counselors
After Hours/Weekends: N/A
Location: West side of Symphony Hall

The Student Counseling Unit is responsible for:

- Assisting students with stress management
- Responding to student grief situations
- Maintaining a log of activities

MEDICAL UNIT

Regular Hours: Health Clerks
After Hours/Weekends: Staff
Location: Parking Lot F, West side of Media & Arts Tech Building

The Medical Unit is responsible for:

- Developing a Medical Aid Plan
- Coordinating and obtaining medical aid for students, employees, and visitors during the emergency/disaster
- Preparing reports and records
- Maintaining a log of activities

Modified 12/21/2018

STUDENT TRANSPORTATION UNIT

Regular Hours: Business Office Administrative Assistant
After Hours/Weekends: N/A
Location: Business Office/Parking Lot D

The Student Transportation Unit is responsible for:

- Coordinating and providing transportation for evacuations as necessary
- Coordinating and providing vehicles to transport critical supplies and emergency workers as necessary
- Maintaining a log of activities

STUDENT/STAFF ACCOUNTABILTY UNIT

Regular Hours: Registrar, T101 Administrative Assistant
After Hours/Weekends: Staff
Location: Symphony Hall Steps/Command Post

The Student/Staff Accountability Unit is responsible for:

- Maintaining an updated list of class sections each semester with student totals for each section
- Maintaining an accurate list of enrolled students at the school
- Receiving and verifying all emergency attendance sheets
- Coordinating with the Attendance Clerk for known student absences
- Communicating with the Search and Rescue Unit for students known to still be inside campus buildings
- Developing a plan for student supervision until reunification can take place
- Preparing reports and records, maintaining a log of activities
- Assisting the Student Reunification Unit with student-parent reunification

STUDENT REUNIFICATION UNIT

Regular Hours: Attendance Clerks
After Hours/Weekends: Staff
Location: Symphony Hall Steps/Command Post, Parking Lot C

The Student Reunification is responsible for:

- Maintaining an accurate record of student attendance each day, as well as emergency cards for each student
- Assisting the Student/Staff Accountability Unit in receiving and verifying emergency attendance sheets during an emergency/disaster
- Developing a Student-Parent Reunification Plan
- Preparing reports and records
- Maintaining a log of activities

Modified 12/21/2018

OPERATIONS SECTION SCRIBE

Regular Hours: Tower Room 101 Administrative Assistant
After Hours/Weekends: N/A
Location: Symphony Hall Steps/Command Post/with Operations Chief

The Operations Section Scribe is responsible for maintaining a log to record the activities of the Operations Section.

SEARCH AND RESCUE UNIT

Regular Hours: Instructors/Staff
After Hours/Weekends: Instructors/Staff
Location: Stage in Lot F near ceramics kiln and emergency container

The Search and Rescue Unit is responsible for:

- Organizing search and rescue teams
- Searching predetermined areas of the campus, in established patterns, after a disaster
- Locating endangered, trapped, disabled and/or isolated persons.
- Coordinating with the Student/Staff Accountability Unit to determine known absences and/or missing individuals
- Rescuing any trapped or injured persons according to established rescue plans
- Assisting injured persons with first aid
- Sending for help if the person cannot be safely moved
- Extinguishing small fires

Modified 12/21/2018

PLANNING AND INTELLIGENCE SECTION

PLANNING AND INTELLIGENCE CHIEF

Regular Hours: Dean of Instruction
After Hours/Weekends: N/A
Location: Symphony Hall Steps/Command Post

The Planning and Intelligence Chief, is responsible for collecting, evaluating and disseminating the incident information needed to measure the size, scope, and seriousness of an incident, and to plan an appropriate response. The Planning Chief will:

- Assist in the development of the Incident Action Plan
- Supervise the execution of the Incident Action Plan
- Gather intelligence on the incident for use in planning meetings
- Develop a plan of action that will last for the duration of the incident
- Anticipate necessary materials and resources needed for the incident
- Maintain close communication with the Incident Commander
- Coordinate units within the Planning and Intelligence Section
- Maintain a log of activities

DAMAGE ASSESSMENT AND UTILITIES CHECK UNIT

Regular Hours: Maintenance, Custodial, and other staff
After Hours/Weekends: Maintenance, Custodial, or other staff
Location: Stage in Lot F near ceramics kiln and emergency container

Damage Assessment and Utilities Check Unit is responsible for:

- Checking all facilities for damage
- Checking all utilities and disconnecting or shutting down if necessary
- Maintaining communication with the Planning and Intelligence Chief
- Coordinating with the Search and Rescue Unit to locate injured students and staff
- Maintaining a log of activities

Modified 12/21/2018

SITUATION STATUS UNIT

Regular Hours: Testing Coordinator
After Hours/Weekends: N/A
Location: Symphony Hall Steps/Command Post

The Situation Status Unit is responsible for:

- Disseminating the status of the incident to all units at regular intervals
- Maintaining communication with the Planning and Intelligence Chief
- Developing reports that can be approved by the Planning and Intelligence Chief for distribution
- Developing reports that can be read by the Public Information Officer during media briefings
- Maintaining a log of all activities

ADVANCED PLANNING UNIT

Regular Hours: Dean of Special Services
After Hours/Weekends: N/A
Location: Symphony Hall Steps/Command Post

The Advanced Planning Unit is responsible for:

- Collecting intelligence that can be shared with the Planning and Intelligence Chief for use in the Incident Action Plan
- Anticipating changes in the incident situation
- Using community connections to anticipate changes in the incident
- Maintaining communication with the Planning and Intelligence Chief
- Maintaining a log of all activities

FACILITY SECURITY UNIT

Regular Hours: Campus Security
After Hours/Weekends: Campus Security and Instructors
Location: Stage around campus perimeter

The Facility Security Unit is responsible for:

- Preventing unauthorized individuals from entering campus buildings during a disaster/emergency
- Reporting individuals trying to access buildings during an incident
- Assisting law enforcement to provide perimeter security

Modified 12/21/2018

LOGISTICS SECTION

LOGISTICS CHIEF

Regular Hours: Director of Maintenance and Facilities
After Hours/Weekends: Dean, Director, or Coordinator
Location: Symphony Hall Steps/Command Post

The Logistics Chief is responsible for overseeing and managing the supply and staffing needs of the disaster/emergency. The Logistics Chief will:

- Assist in the development of the Logistics portion of the Incident Action Plan
- Supervise the execution of the Incident Action Plan
- Acquire the resources needed to assist emergency responders
- Develop a long range plan for needs like food, water, and bathroom facilities
- Maintain close communication with the Incident Commander
- Coordinate units within the Logistics Section
- Maintain a log of activities

STAGING UNIT

Regular Hours: Maintenance, Custodial, and other staff
After Hours/Weekends: Maintenance, Custodial, or other staff
Location: Stage in Lot F near ceramics kiln and emergency container

The Staging Unit is responsible for gathering and preparing supplies needed for campus operations and emergency responders. The Staging Unit will:

- Bring the disaster supplies contained within the container in the Parking Lot F parking lot to the Command Post
- Respond to requests for additional materials from the Logistics Chief
- Maintain communication with the Logistics Chief
- Maintain a log of all activities

Modified 12/21/2018

RESOUCE STATUS UNIT

Regular Hours: Maintenance, Custodial, and other staff
After Hours/Weekends: N/A
Location: Stage in Lot F near ceramics kiln and emergency container

The Resource Status Unit is responsible for gathering intelligence on quantities of supplies necessary for the Operations Section and emergency responders. The Resource Status Unit will:

- Establish a list of available resources and quantities of each resource
- Maintain communication with the Logistics Chief
- Respond to requests for additional materials from the Logistics Chief
- Work in conjunction with the Staging Unit to gather and prepare resources for the Operations Section and emergency responders
- Prepare reports and records

INFORMATION TECHNOLOGY UNIT

Regular Hours: Director of IT and IT Staff
After Hours/Weekends: NA
Location: IT Office and Server Room located in Media Arts Building

The Information Technology Unit is responsible for reestablishing and maintaining necessary IT systems during an emergency/disaster. The Information Technology Unit will:

- Secure the software and database systems for the school.
- Ensure that school information has been backed up and archived appropriately
- Reestablish internet connections in the school and the Command Post
- Provide the Command Post with 2 work stations and a printer when ICS is activated
- Maintain communications with the Logistics Chief
- Maintain a log of all activities

VOLUNTEER UNIT

Regular Hours: Family Liaison
After Hours/Weekends: NA
Location: Business Office/Parking Lot D

The Volunteer Unit is responsible for coordinating volunteers who arrive at the school during an emergency/disaster. The Volunteer Unit will:

- Develop an action plan for registering volunteers and their capabilities
- Maintain a record of all volunteers and their abilities when they arrive at the school
- Maintain communication with the Logistics Chief
- Assign volunteers to necessary jobs requested from the Logistics Chief
- Maintain a log of all activities

Modified 12/21/2018

FOOD AND SHELTER UNIT

Regular Hours:	Director of Food Services
After Hours/Weekends:	Dean, Director, Coordinator, or Staff
Location:	Stage in Lot F near ceramics kiln and emergency container

The Food and Shelter Unit is responsible for:

- Developing and implementing a plan for distribution of food, water, and shelter
- Providing emergency shelter, food, water, and basic necessities for students, employees, and visitors following an emergency/disaster
- Coordinates with the Logistics Chief for building and utility status

Modified 12/21/2018

FINANCE SECTION

FINANCE CHIEF

Regular Hours: Director of Finance
After Hours/Weekends: N/A
Location: Business Office/Parking Lot D

The Finance Chief is responsible for tracking incident related costs, personnel records, requisitions, and administrating procurement contracts required by the Logistics Section. The Finance Chief will:

- Develop a plan for acquiring necessary materials required for the disaster/emergency
- Develop a plan to maintain fiscal solvency during the disaster/emergency
- Track all purchases and expenditures related to the disaster/emergency
- Maintain communications with the Incident Commander
- Maintain a log of all activities

TIME KEEPER UNIT

Regular Hours: Humanities Tower Receptionist
After Hours/Weekends: N/A
Location: Symphony Hall Steps/Command Post

The Time Keeper is responsible for recording the events that are a part of the disaster/emergency. The Time Keeper Unit will:

- Record the times of all events that occur during the disaster/emergency
- Maintain communication with the Finance Chief
- Maintain communication with the section scribes
- Develop reports of all events
- Create a "master log" of all activities from all sections for incident debrief once the disaster/emergency is concluded

Modified 12/21/2018

ACCOUNTS PAYABLE/CLAIMS UNIT

Regular Hours: Director of Human Resources
After Hours/Weekends: N/A
Location: Business Office/Parking Lot D

The Accounts Payable/Claims Unit is responsible for paying for all necessary materials needed during the disaster/emergency. In addition, the Accounts Payable Unit will take steps to ensure that all staff members are paid on their normal schedule. The Accounts Payable Unit will:

- Provide the funding in order to purchase the necessary equipment and resources for emergency responders and the overall disaster/emergency
- Work closely with the Purchasing Unit to acquire necessary resources
- Develop a plan to maintain fiscal solvency for future purchases
- Develop a plan to maintain the payroll for staff
- Maintain communication with the Finance Chief
- Develop reports of all items/resources purchased during the incident
- Maintain a log of all activities

PURCHASING UNIT

Regular Hours: Payroll Technician
After Hours/Weekends: N/A
Location: Business Office/Parking Lot D

The Purchasing Unit is responsible for purchasing the necessary materials and resources during the disaster/emergency. The Purchasing Unit will:

- Purchase all materials and resources necessary for emergency responders and the overall disaster/emergency
- Work closely with the Accounts Payable Unit to acquire the necessary funding
- Receive direction from the Finance Chief on purchases necessary
- Develop a plan for purchasing and acquiring materials when necessary
- Maintain communication with the Finance Chief
- Develop reports of items purchased
- Maintain a log of all activities

FINANCE SECTION SCRIBE

Regular Hours: Purchasing Administrative Assistant
After Hours/Weekends: N/A
Location: Business Office/Parking Lot D

The Finance Section Scribe is responsible for maintaining a log to record the activities of the Finance Section.

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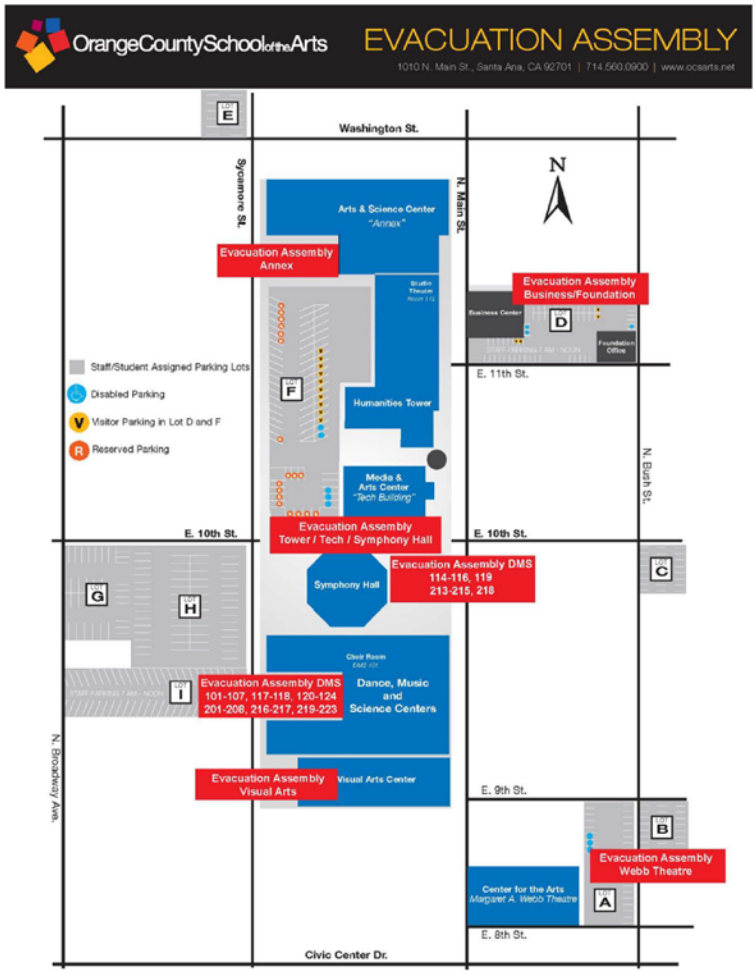
CIVIL DISTURBANCE



Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCKDOWN procedure.)

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

Once the incident is contained, determine what disciplinary action to take, if any. Invite Administrative Team members to discern the basis for the problem and take action to address those concerns.

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ACTION STEPS
CIVIL DISTURBANCE

Action Step	Primary Person Responsible	If Primary Not Available
Secure perimeter of incident	Campus Security	Teachers/Maintenance Staff
Establish Command Post	Administrative Team	Administrative Team
Establish Action Plan	Administrative Team	Administrative Team
Contact SRO/SAPD (714-834-4211) if situation becomes out of control	Administrative Team/Receptionist	Administrative Team/Receptionist
Initiate Lockdown if necessary (see Lockdown Action Steps)	Administrative Team	Administrative Team
Detain students/persons involved	Campus Security	Teachers
Assign behavior consequences if necessary	Administrative Team	Administrative Team
Be prepared for medical injuries	Health Office	Health Office
Contact law enforcement if criminal acts have occurred	Administrative Team	Administrative Team
Update staff every 15 minutes until conclusion of incident	Administrative Team	Administrative Team

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ACCIDENT, INJURY, SUDDEN ILLNESS

Stay calm and disperse the crowd, if necessary. Remain with the injured person to provide comfort and reassurance. If a criminal act has caused injuries, identify and detain witnesses. Secure the scene.

If the injury is serious or life threatening, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the building address and room number or area of the building.
- Remain on the phone until told to hang up.
- Contact The Receptionist Desk to notify security that emergency personnel are responding.
- Ask security to meet emergency officials at the street.

If the injury is not serious or life threatening:

- Locate a CPR or First Aid certified person to assist.
- Send another individual to Health Office or call Health Office from your phone
- Administer first aid, if indicated.
- Avoid handling bodily fluids or clothing stained by them.
- If simple first aid is not enough, transport the person to the nearest medical center as listed at the back of these quick reference emergency procedures.
- Request that school officials notify the person's emergency contact of any decision to transport for medical care.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS
ACCIDENT, INJURY, SUDDEN ILLNESS

Action Step	Primary Person Responsible	If Primary Not Available
Contact Health Office (x4101) or OCSA Receptionist	Instructor	Student
Apply First Aid	Instructor	Campus Security
Contact 911/OCFA (714-573-6000) if injury becomes life threatening	Administrator	Health Office
Contact parents or significant other	Administrator	Health Office
Complete any necessary paperwork following the incident	Health Office	Administrator

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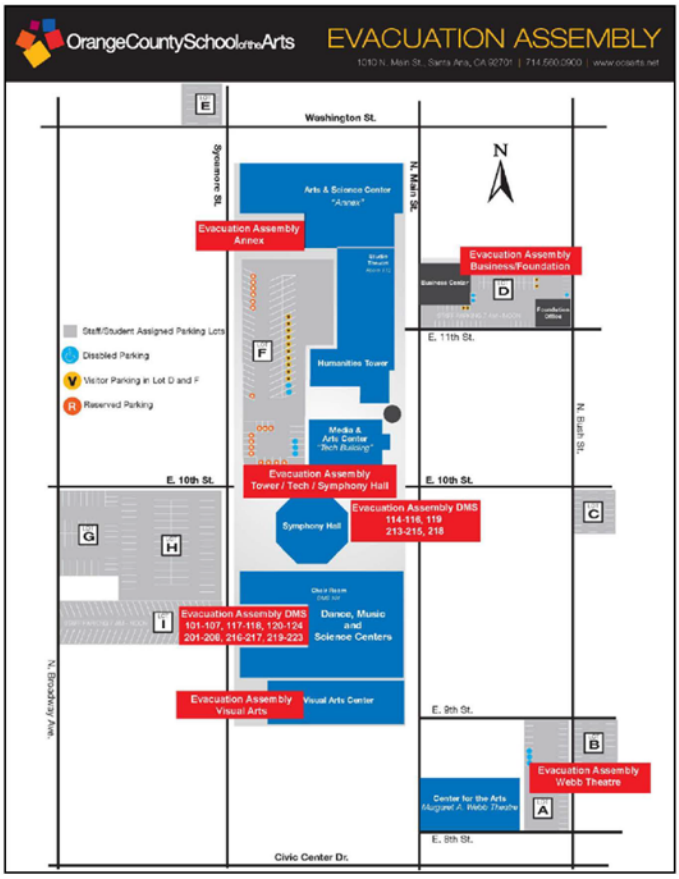
EVACUATION



Evacuation of the building or work area may seem necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency officials or command and evacuation personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Take your purse or wallet and cellular phone with you. Do not take time to collect belongings or to shut down computers.
- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- Report attendance and injuries to command personnel as quickly as possible.
- Assemble with your division in the designated area and remain there until instructed otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Do not leave the site unless instructed to do so.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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OFF-SITE EVACUATION

1010 N. Main St., Santa Ana, CA 92701 | 714.560.0900 | www.ocsarts.net

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ACTION STEPS
EVACUATION

Action Step	Primary Person Responsible	If Primary Not Available
Ensure orderly evacuation of students and staff	Teachers	Campus Security
Campus Security assist in the direction of classes to evacuation area	Campus Security	Maintenance/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Attendance Office/Room 101 Staff	Attendance Office/Room 101 Staff
Report missing students and staff to Command Staff	Attendance Office/Room 101 Staff	Attendance Office/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance & Operations Staff
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Be prepared for medical injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff/Business Office Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff

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BIOLOGICAL HAZARD

If you encounter any suspicious mail or package (one with handwritten or poorly typed address; oily stains, discoloration or odor; excessive tape or string; protruding wires or aluminum foil) or you encounter a substance you think may be biological in nature:

- Do not touch, shake, open, move around or allow other staff or individuals to handle the item.
- Evacuate and isolate the area or room that contains the suspected substance.
- Immediately notify **SECURITY**, who will evaluate the situation and call 911 and/or notify the FBI and/or County Health Department. Dial 911 to report the incident.
- Mark the room or area "DO NOT ENTER."
- Contain and isolate any individuals that may have been contaminated.
- Wear protective gloves, if available; then wet lightly any potentially contaminated area or person. Remove and triple bag any potentially contaminated clothing.
- Do not eat or drink while handling suspicious mail, package or substance.
- Wash hands with soap and warm water.

It is safest to assume that all blood and bodily fluids contain bloodborne pathogens such as HIV and Hepatitis. Avoid contact with bodily fluids, if possible. If contact is unavoidable:

- Wear protective gloves if available.
- Wash all exposed skin with soap and water.
- Flush eyes with water.
- Do not eat, drink smoke, apply cosmetics or handle contact lenses in the area in which the exposure occurred.
- Arrange to inspect and decontaminate any equipment or furnishings in the area, before it is reused.

Report the incident as soon as possible to Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS
BIOLOGICAL HAZARD

Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Room/Floor/Building Effected	Teachers	Campus Security
Gather information on scope and extent of damage, hazard	Maintenance/Custodial	Campus Security
Seal and isolate location of emergency	Maintenance/Custodial	Campus Security
Call 911/OCFA (714-573-6000) to report address, building, floor, room, campus location (compass directions)	Administrator/Receptionist	Administrator/Receptionist
Radio campus supervisors to inform them of response by OCFA	Room 100 Office Manager	Room 100 Administrative Assistant
Shutdown electricity and gas to effected building if safe to do so and if necessary	Maintenance/Custodial	Campus Security
Ensure orderly evacuation of students and staff	Teachers	Campus Security
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Registrar/Attendance Clerk	Room 101 Staff
Report missing students and staff to Command Staff and fire department	Registrar/Attendance Office	Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Police/Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Office Manager	Room 100 Administrative Assistant
Communicate notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Establish biohazard, chemical detox location	OCFA	OCFA
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Office Manager	Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff

LOCKDOWN/LOCKOUT PROCEDURES

A lockdown is called when there is a need to shelter and protect students and staff from violent intruders, disputes, and active shooters (defined as one individual (or more individuals) armed with a firearm who has (have) already shot or attempted to shoot someone with the firearm and continues to shoot others, actively seeks or attacks others, or has access to students and staff).

A lockout is called when there is an actual or potential threat in the area (such as criminal activity in the area or dangerous animal on school grounds), and all students and staff should be kept inside. All activities held outside would return to buildings and classrooms.

If a violent intruder or a threat to safety is identified in the building or in the immediate area, a lockdown may be declared by command or emergency personnel. In this situation, immediate action is required.

PA announcement of **"This is a lockdown/lockout. This is not a drill."** Instructors must secure all doors and prevent entry into your classroom.

If in the building,

- Lock all classroom doors
- Bring students in hallways into classrooms
- Keep students and staff away from doors and windows
- Move students and staff out of line of sight of any corridor windows.
- Move to a secure (concealed or walled) area of the building (not a bathroom)
- Barricade doors with heavy objects and furniture
- Cover windows and close blinds
- Silence all electronic devices (phones, TVs, computers, etc.)
- Turn off all lights, remain silent
- If gunshot or explosion is heard, drop to the floor and seek cover
- Move a telephone into the secure area and call 911 as soon as possible
- Create list of all students in your room
- Notify police to cover or contain students and staff who may be outside the building
- If a medical emergency arises, render first aid and report to command or emergency personnel.
- Maintain a silent and calm environment
- Remain sheltered until given the all clear or law enforcement evacuates you from the room
- Guard outside exits to prevent anyone from leaving the building
- Update locked down personnel at 5-10 minute intervals, as information is received from command or emergency personnel. If possible, monitor email and listen for announcements over PA

If outside,

- Proceed immediately to designated secure areas and remain there until instructed otherwise by command or emergency personnel, even if the school/work day is over
- If unable to proceed to designated secure areas, duck and hide wherever possible
- If you leave campus, notify administration or police as soon as possible
- Silence all electronic devices

Report the incident immediately to The Receptionist Desk AND Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS
LOCKDOWN/LOCKOUT PROCEDURES

Action Step	Primary Person Responsible	If Primary Not Available
Order Lockdown of all buildings and rooms	Administrative Team	Academic Advisors
Contact 911/SAPD (714-834-4211) to report the lockdown situation and reason for it	Administrative Team	Academic Advisors
Lock down all access doors in Access Control	Administrative Team/IT Staff	Administrative Team/IT Staff
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Establish Action Plan	Administrative Team	Administrative Team
Gather information on location, floor, room, etc.	Police/Campus Security	Learning Specialist
Gather floorplans for law enforcement use	Director of Maintenance & Operations	Director of Maintenance & Operations
Establish perimeter around school campus; designate teachers for Facility Security	Police/Campus Security	Maintenance/Custodial
Communicate with classrooms via email or telephone	Learning Specialist/Room 100 Administrative Assistant	Room 100 Office Manager/ Room 101 Admin Assistant
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Monitor media coverage of incident	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

Drills

Lockdown and lockout drills will be performed during the schoolyear. Secure areas will be designated.

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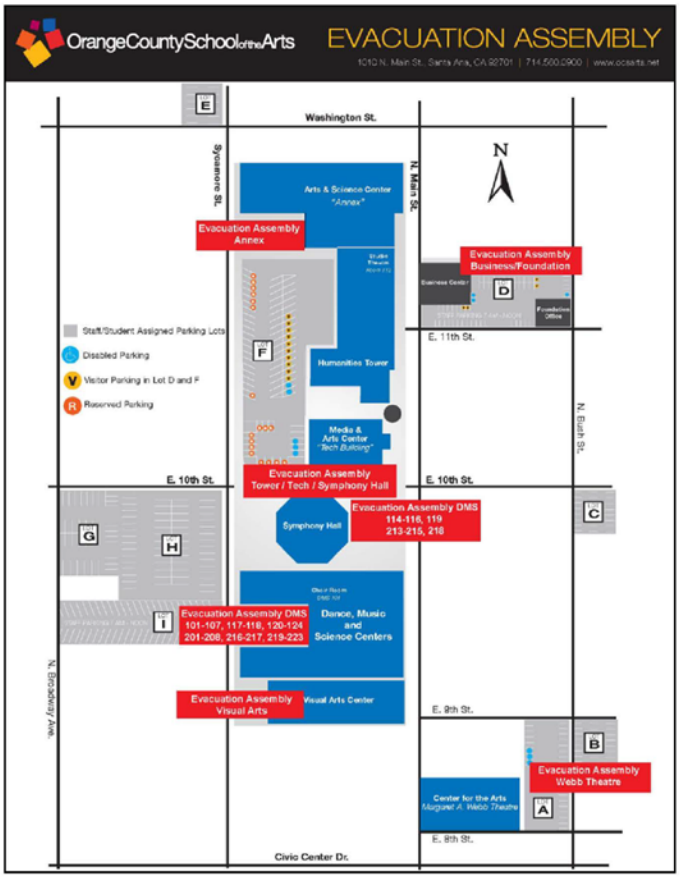
BOMB OR TERRORIST THREAT

Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether in person or by telephone, remain calm and permit the person to talk without interruption. Ask questions:

- Where is the bomb?
- When is it going to go off?
- What kind is it?
- What does it look like?
- What will cause it to go off?
- What is the intended target?
- Take actual or mental notes on everything said and your observations : time; description of person; voice characteristics, background noise (if a telephone threat)

For all bomb threats:

- Call Administrative Staff in order to call 911.
- Prohibit any radio frequency transmissions and use of cell phones, PDAs, etc.
- Evacuate any suspected area and alert other staff.
- Advise all individuals not to touch, move or disarm any object or item.
- Advise all individuals not to change any equipment or electrical switches.
- All action regarding disposal or handling of the bomb or device will be handled by the local police agency or fire department.



If you have a written threat:

- Handle the note carefully and minimally – just enough to make a copy.
- Protect the original note from further handling or loss.
- Wait for further instructions from emergency personnel.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS
BOMB OR TERRORIST THREAT

Action Step	Primary Person Responsible	If Primary Not Available
Contact SAPD (714-834-4211) to report bomb threat	Administrative Team	School Counselor
Lock down all access doors in Access Control	Dean of Supervision/IT Staff	Dean of Supervision/IT Staff
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Establish Action Plan	Administrative Team	Administrative Team
Gather information on location, floor, room, etc.	School Resource Officer/Maintenance & Operations Staff	Campus Security
Gather floor plans for law enforcement use	Maintenance & Operations Staff/Administration/School Resource Officer	Maintenance & Operations Staff/Administration/School Resource Officer
Establish perimeter around school campus; designate teachers for Facility Security	Police/Campus Security	Maintenance/Custodial
Communicate the prohibition to use electronic equipment	Administration/Room 100 Administrative Assistant	Room 100 Office Manager/ Room 101 Admin Asst
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Monitor media coverage of incident	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 100 Office Manager/ Room 101 Admin Asst
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Police/Campus Security	Maintenance/Custodial

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EXPLOSION, HAZARDOUS MATERIALS, OR CHEMICAL SPILL

For an explosion,

- Remain calm.
- Immediately drop to the floor, close eyes, clasp both hands behind neck, and cover ears and head with forearms.

When the explosion(s) have stopped,

- Keep everyone inside the location unless instructed to evacuate.
- Close windows, shut off vents, turn off fans, seal gaps at windows and doorways.
- Do not smoke, light matches or activate any electrical or equipment switches.
- Avoid inhaling toxic fumes if possible.
- Monitor individuals for any signs of injury and report as soon as possible to command or emergency personnel.

For hazardous materials or chemical spill,

- Stay away from the hazard source. Do not touch or step in any of the material.
- Do not eat or drink anything; it may be contaminated.
- Isolate any individuals that may have become contaminated.
- Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency personnel.

If evacuation is indicated,

- Proceed uphill, upstream or upwind of the material, fumes or smoke.
- Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- Quickly assemble in an area away from the exit door and any emergency operations.
- Do not return to the building unless instructed to do so.

Dial 911 as soon as possible and report the incident to The Receptionist Desk or Security (press buttons on phone) and/or supervisor. Submit any requested documentation immediately.

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ACTION STEPS

EXPLOSION, HAZARDOUS MATERIALS, OR CHEMICAL SPILL

	Primary Person Responsible	If Primary Not Available
Evacuate Room/Floor/Building Effected	Teachers	Campus Security
Gather information on scope and extent of damage, hazard	School Resource Officer/Campus Security	Maintenance & Operations Staff
Seal and isolate location of emergency	Maintenance/Custodial	Campus Supervisors
Call 911/OCFA to report address, building, floor, room, campus location (compass directions)	Administrative Team	Administrative Team
Radio campus supervisors to inform them of response by OCFA	Room 100 Office Manager	Room 100 Administrative Assistant
Shutdown electricity and gas to effected building if safe to do so and if necessary	Maintenance/Custodial	Campus Security
Ensure orderly evacuation of students and staff	Support Staff	Campus Supervisors
Establish Command Post	Administrative Staff	Administrative Staff
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Attendance Office/Room 101 Staff	Attendance Office/Room 101 Staff
Report missing students and staff to Command Staff and OCFA	Attendance Office/Room 101 Staff	Attendance Office/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance & Operations Staff
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Foundation Staff
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Establish biohazard, chemical detox location	OCFA	OCFA
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff

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HOSTAGE SITUATION, SUSPECTED TERRORIST, VIOLENT INTRUDER

Perpetrators in these situations are unpredictable and may create panic and chaos at the location. This makes it difficult to establish a specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions.

RUN - If an escape is possible

- Take note of nearest exits
- Communicate escape route and predetermined safe offsite assembly point
- Evacuate regardless of others' decisions to stay or follow; leave personal belongings
- Assist others, warn people and prevent others from entering area
- Assemble students, create a list of students you have with you, take attendance and make your way towards your Evacuation Assembly Area.

HIDE - If evacuation is not possible

- Bring students in hallway into classrooms
- Lock classroom doors
- Barricade door(s) with available items
- Cover windows and door openings
- Silence all phones, TVs, and computers
- Turn off all lights, remain silent
- Create list of all students in your room
- Remain sheltered until given the all clear or law enforcement evacuates you from the room

FIGHT - As a last resort

- Prepare to defend yourself with anything readily
- available (books, stapler, fire extinguisher, chair)
- Throw items at violent intruder
- Target vulnerable/sensitive parts of the body (face, eyes, etc.)
- Physically attack the violent intruder

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ACTION STEPS

HOSTAGE SITUATION, SUSPECTED TERRORIST, VIOLENT INTRUDER

Action Step	Primary Person Responsible	If Primary Not Available
Order Lockdown of all buildings and rooms	Administrative Team	Academic Advisors/Learning Specialist
Contact 911/SAPD (714-834-4211) to report the lockdown situation and reason for it	Administrative Team	Administrative Team
Lock down all access doors in Access Control	Administrative Team /IT Staff	Administrative Team /IT Staff
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Establish Action Plan	Administrative Team	Administrative Team
Gather information on location, floor, room, etc.	Police/Campus Security	Maintenance & Custodial Staff
Gather floorplans for law enforcement use	Administrative Team/ Police/Maintenance	Administrative Team/ Police/Maintenance
Establish perimeter around school campus; designate teachers for Facility Security	SRO/Campus Security	Maintenance/Custodial
Communicate with classrooms via email or telephone	Room 100 Office Staff	Room 101 Office Staff
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Monitor media coverage of incident	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

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UTILITY FAILURE

Building	Address	Electrical Shutoff Location	Electrical Shutoff Procedures	Water Shutoff Location	Water Shutoff Procedures	Gas Shutoff Location	Gas Shutoff Procedures	Person(s) Responsible
Center for the Arts	801 N. Main St	Basement, electrical room just outside elevator lobby	Select service disconnect on main panel	Exterior, N/W corner of building on Main Street	Use T-Wrench to close valve to off position	Exterior, N/W corner of building on Main Street	Use T-Wrench to turn valve to off position	1. Eric Hamme 2. Dan St. Marseille
Visual Arts Building	902 N. Main St.	Interior of building, North wall, inside Room 110	Select service disconnect on main panel	Exterior, N/W corner of building on Sycamore Street	Use T-Wrench to close valve to off position	Exterior, N/W corner of building on Sycamore Street	Use T-Wrench to turn valve to off position	1. Paige Oden 2. Patrick Williams 3. Randy Au
Dance, Music & Science Center	906 N. Main St.	Interior, N/W corner of building, Room 103C	Select service disconnect on main panel	Exterior, N/E corner of building on Main St.	Use T-Wrench to turn valve to off position	Exterior, S/W corner of building on Sycamore Street	Use T-Wrench to turn valve to off position	1. Dave Rosique 2. Oscar Avelar
Michael Harrah Symphony Hall	920 N. Main St.	S/W corner of building, exterior location	Select service disconnect	East side of property on Main Street	Use T-Wrench to turn valve to off position	NA	NA	1. Dave Rosique 2. Oscar Avelar
Media & Arts Center	1000 N. Main St.	Interior south side of building, electrical room across from Room 105A	Shutoff breakers on electrical panel	South side of building in 10th Street sidewalk	Use T-Wrench to turn valve to off position	NA	NA	1. Dave Rosique 2. Oscar Avelar
Humanities Tower	1010 N. Main St.	Basement electrical room directly across from elevator	Select service disconnect on main panel	Exterior west side, near driveway on Sycamore Street	Use T-Wrench to turn valve to off position	Exterior west side, near driveway on Sycamore Street	Use T-Wrench to turn valve to off position	1. Marty Tilley 2. Oscar Avelar
Arts & Science Center	1110 N. Main St.	Interior, N/W electrical room inside production shop	Select service disconnect on main panel	Exterior west side, in driveway on Sycamore Street	Use T-Wrench to turn valve to off position	NA	NA	1. Marty Tilley 2. Oscar Avelar
Business Office	1107 N. Main St.	Interior, service room across from reception	Select service disconnect on main panel	Exterior, S/W corner of building on Main St.	Use T-Wrench to turn valve to off position	NA	NA	1. Steve Wagner 2. Jena Duca
Foundation Office	123 E. 11th St.	At 1107 N. Main Street	Shutoff breaker to 123 E. 11th Street	Exterior, S/W corner of building on 11th St.	Use T-Wrench to turn valve to off position	NA	NA	1. Teren Shaffer 2. Anna Belmer

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ACTION STEPS
POWER OUTAGE OR UTILITY FAILURE

Action Step	Primary Person Responsible	If Primary Not Available
Communicate with classrooms and direct teachers and students to wait for further instructions	Administrative Team	Room 101 Staff
Check/verify extent of loss of power for campus and surrounding buildings	Maintenance & Custodial Staff	Campus Security
Designate 2 person teams to check elevators and bathrooms in each campus building	Administrative Team	Administrative Team
Shutdown servers and backup data for all critical systems at school	IT Staff	Webmaster
Designate Building Leads to communicate with teachers and students in each building	Administrative Team	Administrative Team
Building Leads establish Floor Leads as the point of contact for each floor	Teachers	Teachers
Contact Southern California Edison to report loss of power (800-611-1911)	Maintenance & Custodial Staff	Maintenance & Custodial Staff
Establish Command Post and Action Plan for incident	Administrative Team	Administrative Team
Communicate Action Plan to Building Leads	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Communicate with Building Leads every 15 minutes	Room 100 Administrative Assistant	Room 100 Office Manager
Communicate with Southern California Edison every 30 minutes	Maintenance & Custodial Staff	Maintenance & Custodial Staff
Evacuate building if situation requires	Administrative Team	Administrative Team

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EARTHQUAKE

If you are inside,

- Move away from windows, mirrors, tall bookcases, file cabinets or high stacked items and out from under beams, architectural elements and suspended light fixtures.
- Drop to the floor and, if possible, crawl under a sturdy table or desk.
- If not possible, stand in a corner or against a solid wall.
- Close eyes, clasp both hands behind neck, and cover ears and head with forearms.
- Do not move or evacuate the building unless instructed to do so by emergency personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured.
- Take your purse or wallet you. Do not take time to collect all belongings or to shut down computers.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- Report attendance and injuries to command personnel.
- Assemble with your division in the designated area and remain there until instructed otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Be prepared for after shocks.
- Keep a radio on for information and updates.

If you are outside,

- Move away from buildings/areas subject to falling debris, glass, electrical wires, poles or trees.
- The safest place is in the open. Take cover in a doorway or archway if you cannot get to a clear area.
- Stay low, close eyes, and cover ears and head with forearms.
- Do not enter buildings until they have been officially declared safe.
- Be prepared for after shocks.
- Keep a radio on for information and updates.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS EARTHQUAKE

Action Step	Primary Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Room 101 Staff	Room 101 Staff
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	School Resource Officer/Maintenance & Ops Staff	Learning Specialist/Campus Security
Utility check for damages; all utilities, all buildings	Maintenance & Ops Staff	Maintenance & Ops Staff
Shutdown utilities if necessary	Maintenance & Ops Staff	Maintenance & Ops Staff
Verify attendance of all classes	Registrar/Attendance Clerk	Attendance Clerk/Room 101 Admin Assistant
Backup all data on servers and shutdown	IT Staff/Webmaster	IT Staff/Webmaster
Mobilize Search and Rescue team; organize supplies, search locations	Instructional Staff	Instructional Staff
Report missing students and staff to Search and Rescue team	Registrar/Attendance Clerk	Attendance Clerk/Room 101 Admin Assistant
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Maintenance & Ops Staff	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Custodial organization of supplies, food, water	Maintenance & Operations Staff	Food Service Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

Remain calm and be patient. Remain in your work area unless instructed otherwise. Heed the instructions of emergency officials or command and evacuation personnel.

- Check for fires, smoke, fumes, electrical hazards, gas leaks or other potential hazards.
- If there are injuries, give first aid.
- Do not attempt to move seriously injured people.
- Call your prearranged family contact.
- Do not use the telephone again, except to dial 911 to report a life-threatening emergency.
- Keep a radio on for information and updates.
- Report all injuries and hazards to the Health Office and/or command personnel.
- Site emergency personnel will dial 911 to report the disaster, if the incident seems to be isolated to this location. If the disaster seems to be widespread, site emergency personnel will assume control of the situation until emergency officials arrive.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- Report attendance and injuries to command personnel.
- Assemble with your class in the designated area and remain there until instructed otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Keep radios on for information and updates.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

In the event of instructions to “shelter in place” or “lock down” the facility, all entrances will be locked and no one will be permitted to exit or enter the building(s) until emergency officials determine that it is safe to do so. Keep a radio on for information and updates.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS DISASTER

Action Step	Primary Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Administrative Team	Administrative Team
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	Maintenance & Operations Staff	SRO/Campus Security
Utility check for damages; all utilities, all buildings	Maintenance & Operations Staff	Maintenance & Operations Staff
Shutdown utilities if necessary	Maintenance & Operations Staff	Maintenance & Operations Staff
Verify attendance of all classes	Registrar/Attendance Office	Room 101 Admin Assistant/ Attendance Office
Backup all data on servers and shutdown	IT Staff/Webmaster	IT Staff/Webmaster
Mobilize Search and Rescue team; organize supplies, search locations	Instructional Staff	Instructional Staff
Report missing students and staff to Search and Rescue team	Registrar/Attendance Clerk	Attendance/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/ Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Custodial organization of supplies, food, water	Maintenance & Operations Staff	Food Service Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

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FIRE

If you smell smoke or see flames, contact The Receptionist Desk or Security (press buttons on phone), or Mike Ciecek x6400. That person will assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the building address and room number or area of the building.
- Remain on the phone until told to hang up.
- Ask someone to meet emergency officials at the street.
- Use the fire extinguisher nearest you, if personal safety permits.
- DO NOT USE A FIRE EXTINGUISHER ON AN ELECTRICAL FIRE. EVACUATE IMMEDIATELY.

Use nearest designated evacuation route exit and assembly area unless otherwise instructed.

- If smoke is present, stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
- Close doors behind you as you exit. Do not use elevators.
- Hold handrails. If no broken glass, remove high heels to avoid tripping.
- Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- After exit, quickly assemble in an area away from the exit door and any emergency operations.
- Report attendance and injuries to command personnel.
- Do not return to the building until you are instructed to do so.
- Keep building entrances and access roads clear for emergency personnel and vehicles.

If evacuation is not possible:

- Put closed doors between yourself and the smoke and heat.
- Stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Seal cracks around windows and doors.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

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ACTION STEPS
FIRE

VERIFIED FIRE ACTION STEPS		
Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Building Effected	Teachers	Campus Supervisors
Gather information on scope and extent of fire (location, ignition point, etc.)	Maintenance & Operations Staff	Room 100 Staff
Call 911/OCFA to report address, building, floor, room, campus location (compass)	Administrative Team	Administrative Team
Radio campus supervisors to inform them of response by OCFA	Room 100 Office Manager	Room 100 Administrative Assistant
Shutdown electricity and gas to effected building if safe	Maintenance & Operations Staff	Maintenance & Operations Staff
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Attendance Clerk/Room 101 Staff	Attendance Clerk/Room 101 Staff
Report missing students and staff to Command Staff and fire department	Attendance Clerk/Room 101 Staff	Attendance Clerk/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leads	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
FALSE ALARM ACTION STEPS		
Evacuate Building Effected	Teachers	Campus Security
Gather information on scope and extent of fire (location, ignition point, etc.); verify false alarm	Maintenance & Operations Staff/Campus Security	Maintenance & Operations Staff/Campus Security
Call OCFA and alarm company to verify false	Maintenance & Operations Staff	Maintenance & Operations Staff
Establish Command Post	Administrative Team	Administrative Team
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Verify attendance of all classes	Attendance Office	Room 101 Staff
Reset alarm panel and pull stations, open all fire doors	Maintenance & Operations Staff	Maintenance & Operations Staff
Ensure orderly return to building for all classes	Teachers/Support Staff	Teachers/Custodial

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WEATHER - FLOOR, TORNADO, HURRICANE, COLD, HEAT

Storm, Tornado, Hurricane

- If outdoors, stop all activities and seek shelter. If possible, avoid assembling or seeking shelter in gymnasiums, auditoriums or other structures with large, open roof spans.
- Assemble in windowless rooms or hallways located in the center of the building and on the ground floor.
- Close doors, windows and blinds.
- If weather becomes severe enough, crawl under a sturdy table or desk and close eyes, clasp hands behind neck, and cover ears and head with forearms.
- Report wet or broken electrical lines, or broken gas lines.
- Be aware of hazardous debris and contaminated food and water.
- Watch for or call for assistance.

Extreme Cold

- Dress in several layers of warm, loose-fitting clothing. Remove extra layers when you feel too warm.
- Stay indoors and stay dry. Conserve heat.
- Close off unneeded rooms; cover windows with blankets; stuff rags or towels in cracks under doors.
- Stay awake, but avoid exertion; and as you sit, keep moving your arms and legs to improve circulation.
- Eat well balanced meals. Drink warm, sweet beverages to maintain body temperature. Do not drink alcoholic beverages, which will cause your body to lose heat more rapidly.
- Be careful of the potential hazards of space heaters, fireplaces and candles. Never use a charcoal grill indoors. Ensure adequate ventilation if using a propane gas camp stove or heater indoors.
- Recognize the symptoms of hypothermia: shivering/exhaustion, confusion, fumbling hands, memory loss or slurred speech, drowsiness, bright red/cold skin, loss of consciousness. If any symptoms are present, take the person's temperature and begin warming the person: offer warm beverages; remove any wet clothing; warm the center of the body first; use skin-to-skin contact; wrap the entire body in blankets, including head and neck. Also administer CPR if the person is not breathing, even if there is no pulse. *A TEMPERATURE OF 95 DEGREES OR LOWER IS A LIFE THREATENING EMERGENCY – DIAL 911.*

Extreme Heat

- Wear light-colored clothing and take advantage of shade and air conditioning whenever possible.
- Limit outdoor activities and drink lots of water or other non-alcoholic and caffeine-free beverages.
- DO NOT leave people or pets in vehicles with windows closed or only partially open.
- Since hot weather increases fire hazard, be careful with possible sources of ignition.
- Be aware of the symptoms of heat emergencies:
    - Heat cramps: Muscle cramps.
      Get the person to a comfortable position in a cooler place. Lightly stretch the affected muscle.
      Give half glass of non-alcoholic, caffeine-free liquid every 15 minutes – drink slowly.
    - Heat exhaustion: Cool, moist, pale or flushed skin; heavy sweating; headache; nausea or vomiting; dizziness or exhaustion. Body temperature will be near normal.
      Get the person to a comfortable position in a cooler place. Remove or loosen clothing and apply cool, wet cloths (towels or sheets) to the entire body. If the person is conscious, give half glass of non-alcoholic, caffeine-free liquid every 15 minutes - drink slowly. Watch carefully for changes in condition.
    - Heat stroke: Hot, red skin; changes in consciousness; rapid, weak pulse; and rapid, shallow breathing. Body temperature can be very high. Skin may be wet or dry.
      HEAT STROKE IS A LIFE THREATENING EMERGENCY – DIAL 911.

Poor Air Quality or Smog

- Limit or cancel outdoor activities.

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WEATHER - FLOOR, TORNADO, HURRICANE, COLD, HEAT

Storm, Tornado, Hurricane

- If outdoors, stop all activities and seek shelter. If possible, avoid assembling or seeking shelter in gymnasiums, auditoriums or other structures with large, open roof spans.
- Assemble in windowless rooms or hallways located in the center of the building and on the ground floor.
- Close doors, windows and blinds.
- If weather becomes severe enough, crawl under a sturdy table or desk and close eyes, clasp hands behind neck, and cover ears and head with forearms.
- Report wet or broken electrical lines, or broken gas lines.
- Be aware of hazardous debris and contaminated food and water.
- Watch for or call for assistance.

Extreme Cold

- Dress in several layers of warm, loose-fitting clothing. Remove extra layers when you feel too warm.
- Stay indoors and stay dry. Conserve heat.
- Close off unneeded rooms; cover windows with blankets; stuff rags or towels in cracks under doors.
- Stay awake, but avoid exertion; and as you sit, keep moving your arms and legs to improve circulation.
- Eat well balanced meals. Drink warm, sweet beverages to maintain body temperature. Do not drink alcoholic beverages, which will cause your body to lose heat more rapidly.
- Be careful of the potential hazards of space heaters, fireplaces and candles. Never use a charcoal grill indoors. Ensure adequate ventilation if using a propane gas camp stove or heater indoors.
- Recognize the symptoms of hypothermia: shivering/exhaustion, confusion, fumbling hands, memory loss or slurred speech, drowsiness, bright red/cold skin, loss of consciousness. If any symptoms are present, take the person's temperature and begin warming the person: offer warm beverages; remove any wet clothing; warm the center of the body first; use skin-to-skin contact; wrap the entire body in blankets, including head and neck. Also administer CPR if the person is not breathing, even if there is no pulse. *A TEMPERATURE OF 95 DEGREES OR LOWER IS A LIFE THREATENING EMERGENCY – DIAL 911.*

Extreme Heat

- Wear light-colored clothing and take advantage of shade and air conditioning whenever possible.
- Limit outdoor activities and drink lots of water or other non-alcoholic and caffeine-free beverages.
- DO NOT leave people or pets in vehicles with windows closed or only partially open.
- Since hot weather increases fire hazard, be careful with possible sources of ignition.
- Be aware of the symptoms of heat emergencies:
    - Heat cramps: Muscle cramps.
      Get the person to a comfortable position in a cooler place. Lightly stretch the affected muscle.
      Give half glass of non-alcoholic, caffeine-free liquid every 15 minutes – drink slowly.
    - Heat exhaustion: Cool, moist, pale or flushed skin; heavy sweating; headache; nausea or vomiting; dizziness or exhaustion. Body temperature will be near normal.
      Get the person to a comfortable position in a cooler place. Remove or loosen clothing and apply cool, wet cloths (towels or sheets) to the entire body. If the person is conscious, give half glass of non-alcoholic, caffeine-free liquid every 15 minutes - drink slowly. Watch carefully for changes in condition.
    - Heat stroke: Hot, red skin; changes in consciousness; rapid, weak pulse; and rapid, shallow breathing. Body temperature can be very high. Skin may be wet or dry.
      HEAT STROKE IS A LIFE THREATENING EMERGENCY – DIAL 911.

Poor Air Quality or Smog

- Limit or cancel outdoor activities.

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ACTION STEPS

WEATHER - FLOOR, TORNADO, HURRICANE, COLD, HEAT

Action Step	Primary Person Responsible	If Primary Not Available
Monitor/verify extent of weather incident	Room 101 Staff	Room 101 Staff
Possible Lockdown of all buildings/move students and staff away from windows	Administrative Team	Room 101 Staff
Communicate to keep all students inside	Administrative Team	Administrative Team
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Establish Action Plan	Administrative Team	Administrative Team
Be prepared to shutdown utilities if necessary	Maintenance & Operations Staff	Campus Security
Communicate with classrooms via email or telephone	Assistant Principal/Room 100 Administrative Assistant	Room 100 Office Manager/Room 101
PIO communicates emergency messages to OCSA platforms	Foundation Staff	Foundation Staff
Monitor media coverage of incident	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Implement bridges and decks to assist students and staff out of flooding	Campus Security	Maintenance/Custodial
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Community	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Police/Campus Security/Teachers	Maintenance/Custodial

EXHIBIT "E"

Conservatory Placement Activity Guidelines

ACTING CONSERVATORY
Placement Activity Guidelines

Acting: (All Grades)
The Acting Conservatory placement activity is a two-round process.

Round One: Application & YouTube Video Submission
Please submit a completed application and YouTube video, no more than 4 minutes in length, based upon the guidelines described below.

Video Content Guidelines:
Prepare two memorized monologues – one dramatic and one comedic (no longer than 1 - 2 minutes each). In addition to published plays and monologue anthologies, some of the following titles are available at bookstores, libraries, and online. Placement activity material is not limited to these titles but should be age-appropriate and must be from a published source – no original works:

- "Monologues for Teenage Girls" by Susan Pomerance
- "Winning Monologues for Young Actors" by Peg Kehret
- "Audition Speeches for Young Actors 16+" edited by Jean Marlow
- "Monologues for Young Actors" edited by Lorraine Cohen
- "The Methuen Audition Book for Young Actors" by Anne Harvey
- "Neil Simon Monologues" by Neil Simon
- "Monologues From The Classics" by Shaun McKenn

Video Submission Guidelines:
- To protect your privacy, the YouTube video should be saved as "UNLISTED" so it cannot be publicly viewed.
- Copy and paste your YouTube video URL (web address) directly into your conservatory application.
  Note: *You may combine both monologues into a single link or submit individual monologue links.*
- YouTube videos must be included at the same time as the application submission.
- At the beginning of your video, please clearly state your name and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and, if so, which conservatory you are in.
- YouTube videos should have no disruptive background noise, good lighting, and a framing that views ¾ of the student's body in the video.
- Once your YouTube video has been submitted to OCSA, the submission is final and changes cannot be made.
- YouTube videos should be specifically produced for your OCSA placement activity. Do not include filmed excerpts from previous stage performances.
- Please do not wear a costume or use a handheld microphone. No electronic vocal enhancement is necessary.

Round Two: On-Site Placement Activity
Applicants invited to the on-site placement activity should be prepared to perform one or both of their initial Round-One monologues. Please bring a current, wallet size photo. A school photo is acceptable.

BALLROOM DANCE CONSERVATORY
Placement Activity Guidelines

Ballroom Dance Conservatory: (All Grades)
The Ballroom Dance Conservatory placement activity is a one-round process.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

- Come prepared to learn routines based on International Ballroom and Latin Dances dances such as Cha Cha, Samba, Jive, Waltz, Tango, and Quickstep at the Bronze Level.
- The placement activity will end with an interview briefly covering your personal dance experience.
- Please bring a current, wallet-sized photo. School photo is acceptable.

Recommended Attire:
Male dancers are encouraged to wear a black t-shirt and black pants. Female dancers are encouraged to wear a black leotard and a knee length black skirt with shorts underneath. Please wear Ballroom and/or Latin dance heels, if available.

BALLET FOLKLORICO DANCE CONSERVATORY
Placement Activity Guidelines

Ballet Folklorico Dance Conservatory: (All Grades)
The Ballet Folklorico Dance Conservatory placement activity is a one-round process.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

- After a brief warm-up, students will review folklorico technique and will learn and perform choreography in Ballet Folklorico and Flamenco.
- You may be asked to present a dance or routine of your choice demonstrating your strength as a dancer.
- Please bring your own music to the placement activity (CD, iPod, iTunes or YouTube link).
- Please bring a current, wallet size photo. A school photo is acceptable.

Recommended Attire:
It is recommended that you come prepared to dance. Please wear dance attire and folklorico or flamenco shoes if available.

- All females should have their hair slicked back in a bun and wear a practice skirt, if available. If you do not own a practice skirt, one will be provided for you.
- All males should wear workout type pants or shorts and a t-shirt. Please bring folklorico boots, if available.

THE MEKJIAN FAMILY
CULINARY ARTS & HOSPITALITY CONSERVATORY
Placement Activity Guidelines

Culinary Arts & Hospitality: (Grades 9-12)
The Culinary Arts & Hospitality Conservatory placement activity is a two-round process.

Round One: Application, YouTube Video, & Portfolio Submission
Please submit a completed application, YouTube video, and portfolio based upon the guidelines described below.

Video Content Guidelines:
Please create a 3-5 minute YouTube video. The video can demonstrate you preparing your favorite recipe, speaking about your submitted essay, or an explanation of why you would like to be part of the Culinary Arts & Hospitality Conservatory.

Portfolio Content Guidelines:

Essay
Please write an essay of 500 words or less, addressing **any of the questions** below and include this essay at the beginning of your portfolio:

- What is your motivation for entering the conservatory/industry?
- What are your personal/professional goals?
- What is your understanding of the industry?
- Who is your mentor and why? (Chef, teacher, family, etc.)
- Tell us about YOU, your heart, and your mind.

Your Favorite Recipe

- One recipe written in standard form. Copying and pasting from the internet is not acceptable.
- Photo of the finished product.

Video & Portfolio Submission Guidelines:

- To protect your privacy, the YouTube video should be uploaded as "UNLISTED" so it cannot be publicly viewed.
- Copy and paste your YouTube video URL (web address) directly into your conservatory application.
- YouTube video and portfolio submissions must be included at the same time as the application submission.
- At the beginning of your video, look directly into the camera and clearly state your name and the grade for which you are applying. Be sure to indicate if you are a current OCSA student, and if so, which conservatory you are in.
- Videos should have no disruptive background noise and good lighting.
- Once your YouTube video and portfolio have been submitted to OCSA, the submission is final and changes cannot be made.
- Please save all portfolio documents as PDF documents.

Round Two: On-Site Placement Activity
The Culinary Arts & Hospitality Conservatory placement activity process includes 2 components. The on-site placement activity and, if warranted, a cooking demonstration.

Placement Activity & Portfolio Review Guidelines:
The placement activity and portfolio review with Chef will run approximately 15 minutes and consist of:

- Discussion of your essay
- Participation in a conversation centered around professionalism, attitude, work ethic, passion, creativity, etc.
- Please bring a current, wallet size photo. A school photo is acceptable.

Round Two: Cooking Demonstration

THE MEKJIAN FAMILY
CULINARY ARTS & HOSPITALITY CONSERVATORY
Placement Activity Guidelines

Proceeding the on-site placement activity, you will be contacted by Chef Mattos via email discussing the next steps. If a cooking demonstration is warranted you will be scheduled a time and day to report to one of our kitchens to complete this portion of the placement activity process.

On-site Placement Activity Cooking Demonstration Guidelines:

- Students will be asked to participate in an egg cooking demonstration
- All ingredients and equipment will be provided
- Please arrive appropriately dressed for your cooking demonstration by wearing long pants, closed toed shoes, and your favorite apron and hat.
- Students will randomly select the egg preparation method during the cooking demonstration. Possible egg preparation methods include:
    - Poached
    - Sunny side up
    - Over easy
    - French Omelet

CLASSICAL AND CONTEMPORARY DANCE CONSERVATORY
Placement Activity Guidelines

Classical and Contemporary Dance Conservatory: (All Grades)
The Classical and Contemporary Dance Conservatory placement activity is a one-round process.

Online Application Guidelines

- Letters of recommendation are highly recommended, but not required. Please do not submit more than 2 letters with your online application. Confidential letters of recommendation must be signed and submitted by the recommender directly into the application.
- If applicable, list only the primary studio / school for ballet and modern dance training and years / months of ballet, point, modern training.
- If you would like to include a resume, please insert the resume into the conservatory application. The resume may include a complete list of all dance schools / studios and programs where the applicant has received training.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

Applicants will participate in a 2 hour ballet class.

- Grades 7 & 8: Students will partake in a 2 hour ballet class that incorporates a ballet barré & center, pointe barré, and modern phase. An intermediate-advanced level of technique is recommended, as is pre-pointe or pointe experience for girls.
- Grade 9-12: Students will partake in a 2 hour ballet class that incorporates a ballet barré & center, pointe barré & center, and modern phrase. An intermediate-advanced level of technique is recommended, as is pointe experience for girls.

Please bring a current, wallet size photo. A school photo is acceptable.

Recommended Attire:
We highly recommend that you arrive dressed in the dance attire outlined below.

- Girls: Black leotard, pink tights, pink ballet slippers, and pointe shoes. Please have hair pulled back in a neat, secure bun.
- Boys: Form fitting t-shirt. Black tights & black ballet slippers.

COMMERCIAL DANCE CONSERVATORY
Placement Activity Guidelines

Commercial Dance Conservatory: (All Grades)
The Commercial Dance Conservatory placement activity is a one-round process.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

- After a short warm-up, students will learn and perform choreography in jazz, ballet, and hip hop. Students do not need to prepare a routine ahead of time but will be allowed (optional) to demonstrate ability in a dance area not listed above, should time allow.
- If opting to show other dance form at the end of the placement activity, please have 30 seconds of music ready on iPod, Smart Phone, ITunes or link. For safety reasons we will not ask to see any ballet in pointe shoes.

Note: *Letters of Recommendation and pictures are not required and no more than two letters will be accepted at the placement activity.*

Recommended Attire:
Please bring jazz, ballet and tennis shoes. Wear form fitting dancewear of any color. Hair must be pulled back from face, any style is acceptable.

CLASSICAL VOICE CONSERVATORY
Placement Activity Guidelines

Classical Voice Conservatory: (All Grades)
The Classical Voice Conservatory placement activity is a one-round process.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

Please prepare two classical songs or arias. Classical musical theatre will also be accepted. Selections may be sung in English or in the original foreign language. Below is a list of songbooks which contain commonly used classical repertoire. Placement activity material is not limited to the following examples, but should be appropriate to the student's vocal range and ability:

- 24 Italian Art Songs – by G. Schirmer / Hal Leonard
- 15 Easy Folksong Arrangements – by G. Schirmer / Hal Leonard
- The First Book of (Soprano, Mezzo-Soprano, Tenor, Baritone) Solos – by G. Schirmer / Hal Leonard
- Musical Theatre Anthologies (the non-belter edition) - by Hal Leonard
- Songs by the following composers: Henry Purcell, Robert and/or Clara Schumann, Franz Schubert, Johannes Brahms, Gabriel Fauré, W.A. Mozart, G.F. Händel or Benjamin Britten.

- No CD or iPod track accompaniment.
- An accompanist will be provided or you can bring your own accompanist. Please bring clean sheet music for the accompanist. We do not recommend singing a cappella.
- Please have songs memorized.
- It is recommended that applicants arrive dressed professionally.
- Bringing a "Personal Evaluation" or "Recommendation" from current Choir Director or Music Teacher to the placement activity is highly recommended, but not required. All Recommendation Letters and Personal Evaluations must be signed and presented in a sealed envelope. Please bring all letters and evaluations to the on-site placement activity.
- Please bring a current, wallet size photo. A school photo is acceptable.

CREATIVE WRITING CONSERVATORY:
Placement Activity Guidelines

Creative Writing: (Grades 9-12)
The Creative Writing Conservatory placement activity is a two-round process.

Round One: Application & Portfolio Submission
Along with a completed online application, applicants must submit a portfolio of original creative writing examples which follow the guidelines below. Portfolio attachments must accompany the application at the time the application is submitted. Applications without a completed portfolio will be considered incomplete and will be delayed in processing.

Portfolio Content Guidelines:

- Your portfolio should consist of approximately 15 – 20 pages of original creative writing in any genre: short story, poetry, dramatic writing, creative non-fiction etc.
- A table of contents is preferred but not required.
- Book reports and academic essays are not creative portfolio material.
- The samples can be complete or incomplete. For example, you may submit two or three pages of a longer work, if the story or chapter is too long to submit in its entirety.
- All fonts should be 12 Times New Roman for poetry and prose. Prose should be double-spaced and poetry should be formatted as the poet prefers. Screenplays should be in the appropriate font: Courier New, size 12. Plays and screenplays should be formatted appropriately.
- Included in your portfolio should be a response to one of the prompts below. The Prompt Response should be the first piece in your portfolio.

  Prompt Response:
  Please choose one of the prompts below and write an original short piece of fiction, no more than five pages, as a response. This should be included as the first piece in your 15 – 20 page portfolio.

  - Write a short story in which the reader knows something that the character does not know.
  - Write a short story about two characters who are polar opposites of each other.
  - Write a short story that starts off in the middle of the action.
  - Write a short story in which the main character is someone very different from you. (For example: age, gender, time-period).

Portfolio Submission Guidelines:

- The writing portfolio should be computer generated, and saved as PDF document. Title portfolio attachment:
  Creative Writing Portfolio – Applicant Last Name, Applicant First Name
- Upload your portfolio directly into the appropriate spot in the conservatory application.

Round Two: On-Site Placement Activity
Applicants invited to the on-site placement activity will be asked to write to a specific prompt. All writing materials will be provided at the placement activity.

DIGITAL MEDIA CONSERVATORY
Placement Activity Guidelines

Digital Media: (Grades 9-12)
The Digital Media Conservatory placement activity is a two-round process.

Round One: Application & Portfolio Submission
With your application, upload a PDF portfolio. Multiple documents may be combined into a single PDF or submitted as a YouTube link. Do not submit portfolio as a Zip File. Any motion or video files should be uploaded as a YouTube link. Art work can be created by hand or digitally. Examples may include drawing, painting, sculpture, etc. Include 5 pieces as described below:

- A self portrait
- An observational drawing or painting of your bedroom
- An original character you have designed
- Your choice, whatever you feel best represents you as an artist. Should reflect your ambitions and interests.
- Your choice, whatever you feel best represents you as an artist. Should reflect your ambitions and interests.

Round Two: Portfolio Review & Interview
The Round Two placement activity consists of an interview with the director. Applicants should arrive on time, bring a neatly organized portfolio, and be prepared to discuss their work, artistic influences, inspirations and goals. Round Two portfolio material should include 10-20 pieces of work that represents you best. Submissions from Round One portfolio are acceptable, as are the following examples:

- Character / concept designs (for a movie, story, videogame)
- Storyboards, or comics
- Animation or games, playable files
- Environmental designs
- Observational drawings / paintings from life
- Sketchbooks (highly recommended, each book counts as a piece)

FILM & TELEVISION CONSERVATORY
Placement Activity Guidelines

Film & Television: (Grades 9-12) **AARON ORULLIAN ext.6879**

The Film and Television Conservatory placement activity is a one-round process.

Round One: Placement Activity

After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

- Visual sample
- Writing sample
- Interview

Our conservatory looks for applicants who are collaborative, eager to learn, and express a unique point of view. Good storytelling and visual skills are also essential. While incoming 9th grade students are not required to have previous filmmaking experience, knowledge of editing, script writing and camera work is a plus. Students interested in film acting should apply to the Musical Theatre or Acting Conservatories. Students interested in animation and gaming should apply to the Visual Arts or Digital Media Conservatories.

Visual Sample:

For the placement activity, please prepare one of the following:

1) **A short film, documentary, music video or TV news piece:** Please upload your sample to YouTube or Vimeo and insert the link into your online application. Be sure the video plays back properly and keep this link active until the placement activity process is finished. Keep your sample to 5 minutes maximum. *(As a backup, it's highly recommended you bring your film on a thumb drive to the placement activity in case there are playback issues online.)*
   Your visual sample can be a work you've already made or something you make for the placement activity. **Samples that tell complete stories with a beginning, middle, and end are best**. This sample should showcase your work in a major creative role (as director, cinematographer, or editor) and can include stop-motion animation. Be careful to avoid crude language or harsh violence. If you have other work you are proud of and would like to share, you can include those on your YouTube or Vimeo Channel. (Please specify which project you'd like me to view as your 5-minute main sample.)
   Please do NOT submit: home movies, skateboard or sports videos, music videos without stories.

OR

2) **For incoming 9th graders only, if you don't have access to camera and editing equipment: 20 to 30 storyboard frames** that you have created that tell a complete story. These may be computer-generated, hand drawn or consist of a series of photographs. Imagine that these frames are stills from your movie. Be sure that these images tell a complete story from beginning to end. You may scan and upload these as a **PDF** file along with your writing sample into the "Portfolio" box or bring them to the placement activity. **Multiple documents must be combined into a single PDF.**

Writing Sample:

Please *upload to the "Portfolio" box of the online application*:

1) **A writing sample for a 5-minute short film, TV piece, or documentary** you would like to see made.
   You may submit this in one of the following formats:
   - 5 page script
   - 2 to 3 page short story
   - 1 page story synopsis (at least three paragraphs long)

FILM & TELEVISION CONSERVATORY
Placement Activity Guidelines

The writing sample should be different from the visual sample (don't submit a script version of your visual sample) and should tell a complete story from beginning to end. Feel free to write something you wish you could make if money was no object.

On-Site Placement Activity & Interview:
The placement activity will last approximately fifteen minutes. We'll watch your visual sample and talk about your work and filmmaking interests. *Be prepared to speak insightfully about your work and why studying film at OCSA would be important for you as an artist.* **Please also bring a current, wallet size photo with your name on it to the placement activity. A school photo is acceptable.**

We highly recommend you come dressed professionally to the placement activity.

INTEGRATED ARTS CONSERVATORY
Placement Activity Guidelines

Integrated Arts: (All Grades)
The Integrated Arts Conservatory placement activity is a two-round process.

Round One: Application, YouTube Video Submissions, & Art Portfolio
In the Round One placement activity, applicants should showcase a *minimum* of three disciplines in the arts. Students may present more than three disciplines, if they choose. These three art disciplines can be showcased through portfolio or video submission.

Video Content Guidelines:
Video submission can include singing, dancing and/or acting (monologue). Songs, monologues, and dancing must be submitted as a YouTube video. We recommend singing to a track recording or with a pianist, not a cappella. However, all submissions will be considered. Songs should be 1 – 2 minutes in length. At the beginning of your performance video, please state the title of the song and / or monologue you are performing. Monologues without a title are permitted. No instrumental music pieces. Video submissions should be no more than 5 minutes in length.

Video Submission Guidelines:
- To protect your privacy, the YouTube video should be saved as "UNLISTED" so it cannot be publicly viewed.
- Copy and Paste your YouTube video URL (web address) link directly into your conservatory application. Multiple YouTube videos must be combined.
- YouTube videos must be included at the same time as the application submission.
- YouTube videos should have no disruptive background noise, good lighting, and a framing that views ¾ of the student's body in the video.
- Once your YouTube video have been submitted to OCSA, the submission is final and changes cannot be made.
- Failure to follow these instructions may result in your application being delayed in processing.

Portfolio Content Guidelines:
Portfolio material can include art work (painting, drawing and/or ceramics), set design, creative writing or a short excerpt from a student created film/video. Video links other than YouTube, must be saved on a PDF document.

Portfolio Submission Guidelines:
- Art portfolio submissions must be saved as a single PDF document. Please insert your portfolio directly into the appropriate space in the conservatory application.
- If submitting ceramic art work, set designs, etc., items should be photographed to be included in the portfolio submission.

Round Two: On-Site Placement Activity
The Round Two placement activity consists of a 5-10 minute personal interview with the Director. Applicants will be asked to perform or present **one** aspect of art from their Round One placement activity. The student can choose what will be performed or presented, but only one aspect will be permitted (just the song, just the monologue, just the dance, only creative writing, only visual art, etc.). Students should choose which artistic area they feel is their strongest and represents them the best. Below are guidelines for Round Two placement activity:

- If the applicant decides to showcase a song, we highly recommend that they bring a track recording or an accompanist. Although a cappella singing is not recommended, all singers will be considered. We will not have access to the internet, so a YouTube link is not recommended.
- Monologues must be 1-2 minutes in length.
- No instrumental pieces.
- Creative writing pieces should be typed.

INTEGRATED ARTS CONSERVATORY
Placement Activity Guidelines

- Creative writing and artwork should be neatly organized (we recommend using a folder).
- Original artwork can be brought to the on-site placement activity and will be returned at the end of the placement activity session.
- If you are going to use a laptop to show Film or TV material, have it ready to play before entering the placement activity room.
- Please bring a current, wallet size photo. A school photo is acceptable.
- During your on-site placement activity, you may utilize the same material as you used in Round One or, you may prepare entirely new material.

INSTRUMENTAL MUSIC CONSERVATORY:
THE GARN FAMILY JAZZ STUDIES PROGRAM
Placement Activity Guidelines

The Garn Family Jazz Studies Program: (All Grades)
The Instrumental Music Conservatory – Jazz Studies Program placement activity is a one-round process.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

High School
- All Instruments:
  - All 12 major scales -minor and jazz scale / chord knowledge a plus
  - Sight reading

Middle School
- All Instruments:
  - Scales up to four sharps and flats
  - Sight reading

All Grades
- Woodwind and brass:
  - Prepared jazz piece from one of the following: Charlie Parker Omnibook, Lennie Niehaus or Jim Snidero Jazz Conception Series.
  - Improvisation on Bb flat concert blues or "There Will Never be Another You" in Eb Major.
- Piano, Guitar, Bass:
  - Prepared jazz piece from one of the following: Charlie Parker Omnibook, Lennie Niehaus or Jim Snidero Jazz Conception Series.
  - Improvisation on Bb concert blues or "There Will Never be Another You" in Eb Major.
- Bass (additional demonstration):
  - Demonstrate swing / walking bass, and Latin style bass.
- Drums:
  - Demonstrate swing style at the following tempos – slow, medium, and up tempo.
  - Demonstrate the following styles: Big Band Jazz, Combo Jazz, Jazz, Waltz, Mambo, Bossa Nova, Samba. You may also be asked to sight read a basic chart in any of these styles.
  - Drummers will also be asked to perform medium swing with brushes.
  - It is recommended that you bring your own sticks and brushes to the placement activity. If you do not have access to your own sticks or brushes these will be provided.
  - Play and solo on 12 bar blues.

Please bring two extra copies of your music and a current, wallet size photo. A school photo is acceptable.

INSTRUMENTAL MUSIC CONSERVATORY: PIANIST PROGRAM
Placement Activity Guidelines

Pianist Program: (All Grades)
The Instrumental Music Conservatory – Pianist Program placement activity is a one-round process.

Round One: On-Site Placement Activity:
After your online application is processed you will be invited to participate in an on-site placement activity. During the on-site placement activity applicants will be asked to perform a maximum of three pieces. Repertoire guidelines as follows:

1. Select one composition by J. S. Bach from the following options:
   - Sinfonia
   - Prelude and Fugue from Books I or II of *The Well-Tempered Klavier*
   - Toccata
   - Any two movements from the French, English Suites or Partita
   - Any Italian Concerto movement.

2. First movement of a standard Classical Sonata by Haydn, Mozart, Beethoven or Schubert. Please exclude Haydn Sonatas, Hoboken 1-30, Mozart Sonata K 545, Beethoven Sonatas op. 49.

3. One major work or movement by a Romantic era or 20th / 21st century composer.

- We highly recommend, you select standard piano repertoire and exclude popular music, arrangements of classical repertoire, and Concerti.

- All pieces must be played from memory.

- Be prepared to sight read.

Grades 7 & 8: Be prepared to play any of the 7 major scales beginning on white notes, 2 octaves, hands together.
Grades 9-12: Be prepared to play any major scale, 4 octaves, hands together.

Please bring two scores for the adjudicators. The music will be returned. Please also bring a current, wallet size photo. A school photo is acceptable.

INSTRUMENTAL MUSIC CONSERVATORY: STRINGS & ORCHESTRA PROGRAM
Placement Activity Guidelines

Strings and Orchestra Program: (All Grades)
The Instrumental Music Conservatory – Strings and Orchestra Program placement activity is a one-round process.

Round One: On-Site Placement Activity
After your online application is processed you will be invited to participate in an on-site placement activity, which will consist of the following:

Strings and Harp*:*
The placement activity will be in two parts:

1. Scales
Students will be asked to perform one major and one minor scale (up to four sharps or flats) in as many octaves as the student is capable. The judges will request the scales. Students will not know in advance which scales will be requested. Harpists will not be asked to play scales.

2. Solo performance
Demonstrate two distinct styles of solo playing:
- Lyrical, melodic, and slow.
- Fast and more technical.

The solo selections are to be chosen by the student. The two different styles can be two separate pieces or two contrasting movements from the same work. We highly recommend that selected pieces be drawn from the traditional repertoire (i.e. Bach, Mozart, Beethoven, Brahms, Stravinsky, etc.) Avoid picking folks song, Broadway show tunes or pop tunes.

7th - 8th grade applicants Violinists, Violists, Cellists, and Bassists:
- Demonstrate range at least to 5th position and use vibrato
- Perform scales in at least two octaves

9th – 12th grade applicants Violinists, Violists, Cellists and Bassists:
- Demonstrate range at least to 7th position and use vibrato
- Demonstrate different articulations of the bow in solo performance
- Perform scales in at least three octaves

Harpists: Must demonstrate facility with the seven-pedal harp.

Additional Placement Activity Guidelines:
- Do not bring an accompanist to the placement activity. The student will play without accompaniment and we cannot guarantee the availability of a piano in the placement activity room.
- Please bring two extra copies of your music for the adjudicators. Your music will be returned.
- Please bring a current, wallet size photo. A school photo is acceptable.

INSTRUMENTAL MUSIC CONSERVATORY: FREDERICK FENNELL WIND STUDIES PROGRAM
Placement Activity Guidelines

Wind Studies – Woodwinds / Brass / Percussion Program: (All Grades)
The Instrumental Music Conservatory – Frederick Fennell Wind Studies Program placement activity is a one-round process.

Round One: On-Site Placement Activity:
Applicants for grades 7 and 8 should be prepared to perform major scales up to 4 flats and 4 sharps, in 2 octaves whenever possible. Applicants for grades 9-12 should be prepared to perform all 12 major scales on the full range of the instrument.

Woodwinds, Brass*:* Demonstrate two distinct styles of solo playing:

1. Lyrical, melodic, and slow
2. Fast and more technical

- Selections should be solo music written for your instrument – not exercises or band music. Examples of good solo repertoire can be found in Rubank Book of (instrument name) Solos, Easy Level for grades 7-8, Intermediate Level for grades 9-12. Another option is the Concert and Contest Collection, also published for every instrument. If you do not have access to the music listed, please contact John Reynolds at john.reynolds@ocsarts.net

- Bring two extra copies of your music for the adjudicators. Your music will be returned.

Percussionists: Applicants may be asked to sight-read. All applicants will be asked to play both Snare Drum and Mallet. Instruments will be provided at the placement activity*;* it is advised that you bring your own sticks. If you do not have access to your own sticks, these will be provided.

Applicants to grades 7-8:

- **Mallets:** Perform any two major scales.

- **Snare Drum**: Play an etude of your choice from "Intermediate Snare Drum Studies" by Mitchell Peters, "Portraits in Rhythm" by Anthony Cirone, or "Modern School for Snare Drum" by Morris Goldenburg. Play the following rudiments: Long Roll (open and closed), Flams, Drags, Ruffs and Paradiddles. If you do not have access to the music listed, please contact John Reynolds at john.reynolds@ocsarts.net

Applicants to grades 9-12:

- **Mallets**: Demonstrate ability to perform any of the 12 major scales. Perform a 2-mallet work of your choice such as any piece from "Masterpieces for Marimba" by Thomas McMillan or any piece from the 2nd section of "Fundamental Studies for Mallets" by Garwood Whaley. Optional: any 4-mallet marimba/vibraphone piece such as "Yellow After the Rain" by Mitchell Peters (marimba) or any etude by Clair Omar Musser (marimba) or any etude from "Vibraphone Technique: Pedaling and Dampening" by David Freidman.

- **Snare Drum**: Play an etude of your choice from "Intermediate Snare Drum Studies" by Mitchell Peters, "Portraits in Rhythm" by Anthony Cirone, or "Modern School for Snare Drum" by Morris Goldenburg. Play the following rudiments: Long Roll (open and closed), Flams, Drags, Ruffs and Paradiddles.

Please bring a current, wallet size photo. A school photo is acceptable.

MUSICAL THEATRE CONSERVATORY
Placement Activity Guidelines

Musical Theatre: (All Grades)
The Musical Theatre Conservatory placement activity is a two-round process.

Round One: Application & YouTube Video Submission
Please submit a completed application and YouTube video, no more than 4 minutes in length. Songs and monologues can be uploaded as one combined file or two separate files. Please follow the guidelines described below.

Video Content Guidelines:
Vocal Selection - Prepare one vocal selection, up tempo or ballad (no more than 32 bars) AND one memorized monologue (no longer than 1 - 2 minutes in length). Students should sing with a track or a pianist. A cappella singing is not recommended.
In addition to published works from musical scores or popular sheet music, some of the following titles are available at bookstores, libraries, and online. Placement activity material is not limited to these titles but should be appropriate to the student's vocal range and style. Be sure to prepare one song and one monologue:

- "Singer's Musical Theatre Anthology Series" by various authors
- "The Big Book of Broadway" by Hal Leonard Publishing
- "Broadway Showstoppers" by Hal Leonard Publishing
- Singers may also want to choose works by the following composers: Irving Berlin, Stephen Flaherty, George Gershwin, Jerry Herman, Frank Loesser, Alan Menken, Cole Porter, Rodgers and Hammerstein, Stephen Schwartz, Charles Strouse, or Jules Styne (you are not limited to these composers).

Monologue Selection – Prepare and memorize one dramatic **or** one comedic monologue. In addition to published plays and monologue anthologies, some of the following titles are available at bookstores, libraries, and online. Placement activity material is not limited to these titles but should be age-appropriate and must be from a published source – no original works:

- "Monologues for Teenage Girls" by Susan Pomerance
- "Winning Monologues for Young Actors" by Peg Kehret
- "Audition Speeches for Young Actors 16+" edited by Jean Marlow
- "Monologues for Young Actors" edited by Lorraine Cohen
- "The Methuen Audition Book for Young Actors" by Anne Harvey
- "Neil Simon Monologues" by Neil Simon
- "Monologues From The Classics" by Shaun McKenn

Video Submission Guidelines:

- To protect your privacy, the YouTube video should be saved as "UNLISTED" so it cannot be publicly viewed.
- Copy and paste your YouTube video URL (web address) directly into your conservatory application.
- YouTube videos must be included at the same time as the application submission.
- At the beginning of your video, please clearly state your name and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and, if so, which conservatory you are in.
- YouTube videos should have no disruptive background noise, good lighting, and a framing that views ¾ of the student's body in the video.
- Once your YouTube video has been submitted to OCSA, the submission is final and changes cannot be made.
- Applications that do not have a working YouTube video link will be considered incomplete and will be delayed in processing.
- YouTube videos should be specifically produced for your OCSA placement activity. Do not include filmed excerpts from previous stage performances.
- Please do not wear a costume or use a handheld microphone. No electronic vocal enhancement is necessary. No lip synching.

MUSICAL THEATRE CONSERVATORY
Placement Activity Guidelines

Round Two: On-Site Dance Placement Activity. Applicants who are invited to an on-site placement activity should be prepared to participate in a dance workshop and interview. Please wear comfortable clothing suitable for dancing (jazz shoes or tennis shoes).

Please bring a current, wallet size photo. School photo is acceptable

PRODUCTION & DESIGN CONSERVATORY
Placement Activity Guidelines

Production and Design: (All Grades)
The Production and Design Conservatory placement activity is a one-round process.

Round One: On-Site Placement Activity
The placement activity consist of an interview with the director, during which applicants will discuss the contents of their portfolio. Students must bring their portfolio to the placement activity.

7th and 8th Grade Applicants: Please bring a portfolio for a design of a scene from the folk-tale Hansel and Gretel, by Jakob and Wilhelm Grimm. The portfolio can include one or more design areas. For example, scenic, costume, make-up, audio, or lighting. Please include a concept statement or approach, research material as well as items that communicate your design. (Examples: Drawings, Story Board, Sketches, Models etc.)

9th – 12th Grade Applicants: Please bring a portfolio for a design of a scene from Romeo and Juliet by William Shakespeare or West Side Story by Leonard Bernstein. The portfolio can include one or more design areas. For example, scenic, costume, make-up, audio, or lighting. Please include a concept statement or approach, research material as well as items that communicate your design. (Examples: Drawings, Story Board, Sketches, Models etc.)

Portfolio Guidelines
In addition to the items above, students may present a portfolio of their work from actual productions or class projects that demonstrate a basic understanding of design or construction techniques in scenic, costume, make-up, audio, or lighting. This can include production photographs, renderings, models, drawings, or audio recordings. Each applicant may also include a maximum of four drawings, watercolors, etc. from an art class.

We recommend that applicants dress professionally for the placement activity.

POPULAR MUSIC CONSERVATORY
Placement Activity Guidelines

Popular Music Conservatory: (All Grades)
The Popular Music Conservatory's placement activity is a two-round process.

Round One: Application & YouTube Video Submission
Please submit a completed application and YouTube video based upon the guidelines described below.

Video Content Guidelines:

- **Vocalists**: Prepare a piece of your choice in its entirety and perform with a backing track. Students may also accompany themselves on guitar or piano. It is advised that applicants do not sing a cappella.
- **Guitarists**: Prepare one of the guitar solos and one of the rhythmic guitar selections listed in the Performance Guidelines for your correct grade level below. Please perform with the original recorded track.
- **Keyboardists**: Prepare one of the keyboard /organ solos listed on the Performance Guidelines for your correct grade level below. Please perform with the original recorded track.
- **Bassists**: Prepare one of the song selections listed in the Performance Guidelines for your correct grade level below. Please perform with the original recorded track.
- **Drummers**: Prepare one of the song selections listed in the Performance Guidelines for your correct grade level below. Please perform with the original recorded track.

Video Submission Guidelines:

- Please name your audition video as follows: (Your full name) – Popular Music Placement Activity
- To protect your privacy, the YouTube video should be saved as "UNLISTED" so it cannot be publicly viewed.
- Copy and paste your YouTube video URL (web address) directly into your conservatory application.
- YouTube videos must be included at the same time as the application submission.
- At the beginning of your video, please clearly state your name and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and, if so, which conservatory you are in.
- YouTube videos should have no disruptive background noise, good lighting, and a framing that views ¾ of the student's body in the video.
- Once your YouTube video has been submitted to OCSA, the submission is final and changes cannot be made.
- Applications that do not have a working YouTube video link will be considered incomplete and will be delayed in processing.

Round Two: On-Site Placement Activity 7th – 8th Grade:

POPULAR MUSIC CONSERVATORY
Placement Activity Guidelines

The Round Two placement activity will consist of:

1. A short applicant introduction and conversation with Popular Music Panelists
2. Knowledge of Scales (Guitarists, Bassists and Keyboardists Only; all 12 Major scales); Tonal Memory (Vocalists Only); Rudiments (Drummers Only)
3. Performance guidelines

Materials needed **7th – 8th Grade:**

1. Please bring a current, wallet-sized photo. A school photo is acceptable.
2. Original recorded tracks and karaoke tracks in the original key from the preselected lists below will be provided for all applicants (vocalists who wish to change the key center for their first song should provide their own track.) All applicants should provide a backing track for their second selection.
3. The Popular Music Conservatory will provide a drum set, a sound system with a microphone, an 88-key Roland keyboard with Roland amp, a bass amp, and a guitar amp with a pedal board.
4. It is recommended that drummers provide their own drumsticks
5. It is recommended that guitarists and bassists bring their personal instruments. If applicants do not own an instrument, an acoustic guitar, an electric guitar, and an electric bass will be available for applicants to utilize during their placement activity.
6. All applicants bringing their own instrument: please arrive warmed up and with your instrument tuned.

Performance Guidelines **7th – 8th Grade:**

Vocalists: Performance of two selections:

1. Applicants will perform one song from the preselected list below. Tracks in the original key will be provided. Vocalists who wish to change the key should provide their own backing track. Students may also accompany themselves on piano or guitar.

   Female Vocalists:
   Rescue Me – Fontella Bass
   Heartbreaker – Pat Benatar
   Since U Been Gone – Kelly Clarkson

   Male Vocalists:
   Born to be Wild - Steppenwolf
   Hard to Handle – Otis Redding
   Keep Your Head Up – Andy Grammer
2. Applicants will also perform a second song: a selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above. Applicant should provide their own accompaniment or may accompany themselves on piano or guitar. It is recommended that applicants not perform a cappella.

Instrumentalists:

Guitarists 7th – 8th Grade:

1. Applicants will perform one guitar solo and one rhythmic guitar selection from the preselected lists below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform solo and rhythmic selections a cappella.

   Complete Guitar Solo:
   Reeling in the Years (Steely Dan) – 2:27-2:54
   Wheel in the Sky (Journey) – 2:33-3:00
   Hotel California, solo excerpt (Eagles) – 4:20-5:10

   Rhythmic Guitar Selections:

Back in Black – AC/DC
Play That Funky Music – Wild Cherry
Immigrant Song – Led Zeppelin

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Keyboardist 7th – 8th Grade:

1. The applicant will perform one keyboard /organ solo from the preselected list below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform their solo without the track or with a metronome.

   Piano line from *Rocket Man* (Elton John) beginning – 1:24
   Piano line from *Alone* (Heart) beginning – beginning – 1:20
   Synth line from *Dreams* (Van Halen) beginning – :58

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Bassists 7th – 8th Grade:

1. The applicant will perform one song from the preselected list below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform their selection without the track or with a metronome.

   ***I Wish* (Stevie Wonder)**
   Disco Inferno (The Trammps)
   ***I Want You Back* (Jackson 5)**

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Drummers 7th – 8th Grade:

1. The applicant will perform one song from the preselected list below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform their selection without the track or with a metronome.

   ***Sweet Child* O' Mine (Guns n' Roses)**
   ***Crazy Little Thing Called Love* (Queen)**
   ***You Shook Me* All Night Long (AC/DC)**

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Round Two: On-Site Placement Activity 9th – 12th Grade

POPULAR MUSIC CONSERVATORY
Placement Activity Guidelines

The 2nd Round Placement Activity will consist of:

1. A short applicant introduction and conversation with Popular Music Panelists
2. A sight-reading exercise (all vocalists and instrumentalists)
3. Performing in various grooves: swing, reggae, rock, and shuffle (All instrumentalists); Knowledge of Scales (Guitarists, Bassists and Keyboardists Only; all Major and natural, harmonic, and melodic minor scales); Rudiments (Drummers Only); Tonal Memory (Vocalists Only);
4. Performance Guidelines

Materials needed **9th – 12th Grade**:

1. Please bring a current, wallet-sized photo. A school photo is acceptable.
2. Original recorded tracks and karaoke tracks in the original key from the preselected lists below will be provided for all applicants (vocalists who wish to change the key center for their first song should provide their own track.) All applicants should provide a backing track for their second selection.
3. The Popular Music Conservatory will provide a drum set, a sound system with a microphone, an 88-key Roland keyboard with Roland amp, a bass amp, and a guitar amp with a pedal board.
4. It is recommended that drummers provide their own drumsticks
5. It is recommended that guitarists and bassists bring their personal instruments. If applicants do not own an instrument, an acoustic guitar, an electric guitar, and an electric bass will be available for applicants to utilize during their placement activity.
6. All applicants bringing their own instrument: please arrive warmed up and with your instrument tuned.

Performance Guidelines **9th – 12th Grade:**

Vocalists 9th – 12th Grade: Performance of two selections:

1. Applicants will perform one song from the preselected list below. Tracks in the original key will be provided. Vocalists who wish to change the key should provide their own backing track. Students may also accompany themselves on piano or guitar.

   High Voice:
   What About Us? – P!nk
   Call Me - Blondie
   I Wanna Dance With Somebody – Whitney Houston

   Low Voice:
   For Once in My Life – Stevie Wonder
   You Give Love A Bad Name – Bon Jovi
   Treasure – Bruno Mars

2. Applicants will also perform a second song: a selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above. Applicant should provide their own accompaniment or may accompany themselves on piano or guitar. *It is recommended that applicants not perform a cappella.*

Instrumentalists: Performance of two selections:
Guitarists 9th – 12th Grade:

1. Applicants will perform one guitar solo and one rhythmic guitar selection from the preselected lists below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform solo and rhythmic selections without the track or with a metronome.

   Complete Solo:

Bohemian Rhapsody (Queen) 2:37-3:03
***Contusion* (Stevie Wonder) 1:06-1:45**
Sweet Child of Mine (Guns N' Roses: Album Version) 3:36-4:40

Rhythmic Guitar Selections:
It's Your Thing (Isley Brothers)
Why Georgia (John Mayer)
Kiss (Prince)

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Keyboardists 9th – 12th Grade:

1. The applicant will perform one keyboard /organ solo from the preselected list below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform their solo without the track or with a metronome.
   Organ Solo from *Karn Evil 9 1st Impression Pt. 2* (Emerson, Lake, & Palmer) 1:07-2:00
   ***B3 Solo from Roundabout (Yes)* 5:51-6:51**
   Synth Intro and Synth Solo from Jump *(Van Halen)* beginning-:29 and 2:32-3:05

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Bassists 9th – 12th Grade:

1. The applicant will perform one song from the preselected list below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform their selection without the track or with a metronome.
   ***What's Going On?* (Marvin Gaye)**
   Ain't No Stoppin' Us Now (McFadden and Whitehead)
   Around The World (Red Hot Chili Peppers)

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

Drummers 9th – 12th Grade:

1. The applicant will perform one drum selection from the preselected list below. Applicant will perform with the original recorded track provided by the conservatory, but may also be asked to perform their selection without the track or with a metronome.
   ***Lido Shuffle* (Boz Scaggs)**
   ***Working Day and Night* (Michael Jackson)**
   ***YYZ* (Rush)**

2. Applicants will also perform a second song: an up-tempo selection of their choice that showcases their talent and ability. The second selection should be different than any of the songs listed above.

VISUAL ARTS CONSERVATORY
Placement Activity Guidelines

Visual Arts: (All Grades)
The Visual Arts Conservatory placement activity is a two-round process.

Round One: Application & Portfolio Submission
Please submit a portfolio as described below. Please note, the personal statement must be computer generated. Scan the four described artworks and combine into a single PDF. Scanned portfolios and personal statement must accompany the application at the time the application is submitted. Applications that do not have a completed portfolio and personal statement will be considered incomplete and the application will be delayed in processing. Please upload and insert your portfolio and personal statement directly into the appropriate place in the conservatory application.

Portfolio – Items should be as follows:

1. **Personal Statement** Write a personal statement of 250 words or less, describing your previous art training experience (if any) and your personal interest in the fine arts. Include this statement at the beginning of your portfolio.

2. **One self-portrait drawing done in pencil.** Self-portrait should reflect a minimum of two hour's work or more. Can be created from a mirror or from a photograph. Original drawing size should be 8.5 x 11 inches or larger.

3. **One observational drawing of three objects done in graphite pencil OR in colored pencil.** This drawing should reflect a minimum of two hour's work. Objects should be realistic and drawing should include shading and/or shadows. Objects should sit together in a scene. Your chosen objects can be anything such as food (fruit), shoes, toys, bottles, shells, phone, plants. Original drawing size should be 8.5 x 11 inches or larger.

4. **One colored drawing or color painting.** Emphasis on color. Applicant can use any media (materials). Any subject matter is okay or abstract image is acceptable too. This piece should reflect a minimum of two hours' work. Original artwork size should be 8.5 x 11 inches or larger.

5. **One art piece of applicant's choice.** This piece can be any medium or material. It can be 2D or 3D. It can also be computer art or photography or collage or clay or sculpture or jewelry or fabric. Original piece can be any size. This art piece should reflect a minimum of 2 hours' work. If the art piece is computer art, photography, clay, sculpture, jewelry, fabric, etc. please photograph the finished object onto 8.5X11 paper and submit it in the art portfolio.

Round Two: On-Site Placement Activity
The Round Two placement activity consists of an interview, portfolio review, and drawing activity. Applicants should arrive on time. Please bring your portfolio and be prepared to discuss your work, artistic influences, inspirations and goals. Round Two portfolio material should include work that represents your best skill.

Materials needed for portfolio review:

- Students must bring a labeled portfolio or any type of carrying case containing the 4 Round One artworks and up to 10 more original artworks produced in the last 12 months only. Please have portfolio and any individual art work clearly labeled with the applicant's full name. Total portfolio artworks should not exceed 14 items. Portfolios can have as little as 9 total pieces and not more than 14. (Remember this amount must include the original 4 artworks from Round One).

Portfolio Guidelines:

VISUAL ARTS CONSERVATORY
Placement Activity Guidelines

- Artworks can include drawings, paintings, photos, prints, three-dimensional items, ceramics, computer graphic printouts, animation sequences, mixed media collage, sketchbooks, etc. Do not include more than three animae drawings. Artwork that is personal and reflective of the student's interests is best.
- All art should be created 100% by the applicant.
- Originality is highly valued in the portfolio. Drawings and sketches created from life are highly valued as portfolio pieces. This type of drawing could be a detailed drawing(s) of the applicant's home interior, exterior, a sibling portrait, pet or character design.
- Applicants can include up to 3 (THREE) school or private studio, or workshop projects – not more than three. Applicants working at a private studio should only submit works created entirely by the applicant.
- 8.5" x 11" color reproductions of larger or unavailable artworks are acceptable. A sketchbook is considered one artwork as a book. Please mark pages that should be viewed.
- The average high school art piece (grades 10th thru 12th) should reflect 5 hours of work. The average junior high art piece should reflect 2 hours of work. The longer time invested in one art piece, the better, because it reflects more effort and focus.
- Any type of portfolio carrier is fine. A paper/cardboard or stiff flat envelope style portfolio is preferred due to space constraints but boxes and any type of bags are okay if necessary to transport work.
- Sequence animation artworks require that the applicant must bring a display device to display the animation during the placement activity. The applicant will set up the device in the portfolio room. Laptop or device will be safe throughout the placement activity.
- Good presentation and organization is appreciated. Titles are also helpful.

Drawing activity: The drawing activity will last 95 minutes and consists of three live drawing exercises done in the classroom (on a Saturday). All drawing materials will be provided. Drawings created during the placement activity will remain in the applicant's file. All portfolio works can be collected after the placement activity.

EXHIBIT "F"

Behavior Management Policy and Attendance Policy

Attendance Policy

OCSA's Attendance Policy is in accordance with the California Ed Code 48205.

Regular attendance is vital to a student's success in school. A student who is frequently tardy or absent misses direct instruction, even though written work may be completed.

- Students are **required to attend arts and academic classes** even during their performance periods. Failure to do so may result in the student not being allowed to perform for that day.
- Students who miss classes due to outside performances or auditions are responsible for consulting with their teachers **ahead of time** to obtain assignments.
- Students who work in the entertainment business as professionals, and who may be called for an audition/callback without prior notice, will be responsible for obtaining homework assignments from their teachers. Teachers will instruct students of the proper procedure to obtain homework for their classes.
- By law, teachers are under no obligation to accept make-up work due to truancies and unexcused absences.
- Students who are absent fifteen times or more from any single class during the semester may receive an "F" for that course as determined by the teacher.
- If a student experiences a long term health issue or disability that interferes with school attendance, a parent must inform school administration in writing to determine appropriate attendance options.
- A parent may request in writing a temporary leave of absence to school administration for medically related absences longer than 15 consecutive school days. Approval and terms of temporary leave is at the sole discretion of administration. Temporary leave of absences are not to exceed one semester.
- Students are encouraged to regularly monitor their attendance in Aeries. Any discrepancies should be reported to the Attendance Office immediately. It is **strongly recommended** that parents also check the website to view their child's attendance/tardy records.

Reporting Absences, Early Release and Late Arrivals

To Report an Absence

On the day of the absence, please email attendance@ocsarts.net. In the subject line, write "Absent". In the body of the email, write the student's full name, grade, the reason for the absence and the parent's phone number. A reply email will be sent. If emailing the attendance office is not possible, parents or guardians may call the attendance office at (714) 560-0900 ext. 4310. Please email or call, do not do both.

To Request an Early Release

In the morning, on the day of the early release, email attendance@ocsarts.net. In the subject line, write "Early Release Request". In the body of the email write the student's full name, grade, the reason for the early release, time of the release and the parent's phone number. A reply email will be sent. If emailing the attendance office is not possible, please bring a signed note to the attendance window. Students who are 18 years of age still require permission from a parent or guardian before leaving campus early. Students may not leave campus without an Off Campus slip in their hand. Failure to comply with the established checkout procedure may result in behavior consequences.

To Report a Late Arrival

Please email attendance@ocsarts.net. In the subject line write "Late Arrival". In the body of the email, write the student's name, grade and the reason for the late arrival. A reply email will be sent. Students must check in at the Attendance window upon arrival to school to get a pass to class. If late arrival is due to a doctor appointment, bring a note from the office to excuse the tardy.

Excessive Absences

OCSA has a positive attendance policy which requires students to attend entire class periods and complete days of instruction (academic and conservatory classes). Excessive absences, excused or unexcused, negatively impact academic progress due to missed instruction and classroom participation. These experiences cannot be replicated. If a student reaches 15 full- day absences, a meeting may be held with a school administrator and the family, and an attendance/support contract may be developed. OCSA administration may dismiss a student for absences that exceed 25 within a school year. Parents may appeal the dismissal decision to the OCSA School Board of Trustees. See Appeal Policy.

Extended Absence

The instructional program of the Orange County School of the Arts (OCSA) has been designed to meet the State of California's model for site-based instruction in both the academics and the arts. It is therefore a component of the approved charter that students enrolled in the Orange County School of the Arts are able to attend both academic and arts classes on a daily basis. Recognizing that the talented students of OCSA may have an opportunity to be involved with professional performance opportunities, or may experience health concerns that prevent them from attending school regularly, the following guidelines must be adhered to concerning the approval of these extended leave situations:

Parents:

- Inform the school and secure administrative approval for any extended leave
- Insure that instructional support will be provided to the student during the leave
- Work with child and instructional support provider to insure that instructional goals are met
- Communicate with the conservatory director to arrange for conservatory instructional plan
- Secure summary information from on-site support provider of standards covered and mastery of these standards

Student:

- Adhere to the curriculum and pacing of all classes during the absence
- Work with a licensed instructional support provider to ensure the standards and provided curriculum map is covered
- Be prepared upon returning to school to fully participate in all classes and assessments

School:

- Provide syllabus and textbooks for academic classes
- Provide curriculum map/standards to be covered during the leave period

Upon returning to OCSA:

- Student will be responsible for all classroom knowledge (skills, understandings, content) that was missed during extended leave
- Student will participate in class assessments as scheduled
- All grades will be determined through a combination of input from the on-site instructional support provider and regularly scheduled classroom assessments

It is understood that the class plans and individual support will be provided through professional services outside of OCSA during the term of extended leave, under the supervision of the sponsoring organization and/or parents.

Truancy Policy

According to the Education Code of the State of California, any pupil who is absent from class and/or school, without a valid excuse, is truant and shall be reported to the Administrative Team. The following are considered truancies:

- Being absent from school without the knowledge and consent of the parent.
- Leaving the school grounds during the day without permission.
- Leaving and/or staying out of class without permission, even if on campus.
- Arriving more than 15 minutes late to any block.

Student Action	Resulting Demerits	Additional Consequences
Single class truancy	3 demerits	Students will receive consequences in accordance with the Behavior Intervention Level they are at. Consequences include meeting with a counselor or dean, lunch detention, campus beautification, behavior contract or dismissal from OCSA.
Full-day truancy	9 demerits	
Single Block 7 truancy	1 demerit	

Tardy Policy

OCSA students make a unique commitment in attending a school outside of their local community. Part of that commitment includes making arrangements to arrive to school on time. Students must be in their seats when the bell rings at

8:05 am. If a student arrives after 8:05 am, they must check in with the Attendance Office to obtain an Admit slip. In order for the tardy to be excused students must submit written documentation; the tardy will be excused at the discretion of the Attendance Office and the Administration.

- Tardies are tabulated on a yearly basis
- Students are assigned .20 demerits for every unexcused tardy. 5 tardies equal 1 demerit
- Failure to complete the Student Consequences associated with each level of tardies will prevent students from participating in extracurricular activities and performances
- Students will be notified of their tardy status for every 5 tardies accrued.
- Students with 45 or more tardies are subject to dismissal
- Oversleeping, missing the bus, traffic, etc., are not considered valid reasons for tardies. Tardiness applies before school, between classes and after lunch.

Attendance Probation Process

- Once a student accrues 5 full-day absences, a letter will be sent to the parent informing them of the absences and the potential for the student to be dismissed from OCSA.
- After 15 full-day absences, a meeting may be scheduled to inform the parent that their child is in danger of being dismissed from OCSA.
- Once a student accrues 25 full-day absences, the student may be dismissed.

Excused Absence

- Illness that is verified by parent. After 3 consecutive absences, a medical note may be required.
- Medical appointments with verification upon return. Verification must be received within 72 hours
- Funeral for immediate family. (one day for California, three days for out of State) Court or jury duty, with verification upon return.
- Observance of a holiday or ceremony of his/her religion or attendance at religious retreats (not to exceed 4 hours per semester), with verification upon return.
- College appointment. 5 days per year with verification upon return.
- Auditions for Conservatory professional work. 5 days per year with verification and studio report card if applicable.
- An absence that is pre-approved by an administrator that is academic or conservatory related. These absences are not official school-sponsored field trips, but are related to events in the academic or conservatory day. Again, these absences must be pre-approved by an administrator. Five days maximum per year.

Verification includes official documentation such as a letter with the company's letterhead, contact name, signature and phone number. It may also include an official e-mail or studio

report card.

Attendance Definitions

☐ **Unverified Absence (A):** An absence not verified by a parent/guardian. When a parent fails to call in an absence within 72 hours, the absence will result in a truancy.

☐ **Verified Unexcused Absence (U)**: An absence that is verified by the parent for reasons such as family vacation, transportation problems, and personal reasons are unexcused. Excessive unexcused absences may result in the student being placed on Attendance Probation for the remainder of the school year.

☐ **Tardy (T)**: Being late to any class. Excessive tardies may result in the student being placed on Attendance Probation for the remainder of the school year.

☐ **Excused Tardy (K)**: Excused tardiness for medical appointments. Official verification required upon arrival/return to school.

☐ **Truancy (W):** Being 15 minutes late to any class (blocks 1-9), missing an entire class or not attending school without a valid excuse will result in a truancy.

☐ **Student Admit/Release Slip:** A slip used for the purpose of late arrival and early release that is date/time stamped by the Attendance Clerk.

☐ **Re-admit**: When a student leaves the campus during any portion of the school day, upon return to school, they must check in with the Attendance Office and provide verification of the appointment or reason for leaving school. If paper verification or a phone call from the parent is not presented within 72 hours, the absences will be recorded as verified/unexcused.

Behavior Management Policy

It is our goal to maintain a behavior management program at OCSA that is well-defined and consistent. This policy is proactive in nature and designed to elicit positive behaviors from the students.

Behavior Management is not synonymous with punishment, but rather, it is the teaching and reinforcement of appropriate behaviors. The philosophy of the behavior management program is based on these beliefs:

- Behavior is a matter of choice.
- All students must accept responsibility for their behavior.
- Teachers have the right to teach.
- Students may not prevent a teacher from teaching or another student from learning.
- Parents have the right and obligation to participate in and support the school's Behavior Management Program.

School-wide Behavior Standards are intended to guide the students towards becoming responsible and productive members of the OCSA community. (The OCSA community includes physical and electronic message boards.) The following standards apply:

- Students will refrain from acts of dishonesty and will refuse to aid others in dishonest acts.
- Students will be polite, courteous, and respectful in their words, tone of voice, and actions
- Students will respect the schools and other students' property.

Examples of Appropriate School-wide Behavior:

- Reporting to class on time with necessary materials
- Refraining from:
    - Using cell phones and other electronic devices during instructional time unless authorized by instructor
    - Running in halls, classrooms, and crowded areas
    - Inappropriate public displays of affection
    - Inappropriate or bullying comments and/or images on social network and media sites
- Consuming food or drinks in the areas designated by OCSA staff Following the OCSA dress code
- Entering classrooms or other campus buildings only when an adult is present to supervise
- Using the elevators only when authorized and wearing the elevator pass so it is visible.
- Obtaining permission from the teacher to video, photograph, or record in the classroom

Behavior Definitions

☐ **Behavior Contract:** Any student who ascends to a Level 4 consequence or is suspended is placed on a Behavior Contract for the duration of the current grading period and two subsequent grading periods. During the time the student is on a behavior contract, he/she may be ineligible to participate in extra-curricular activities including school dances, senior activities, Gala, and Season Finale. In order to be removed from the behavior contract, a student must not accrue additional demerits.

☐ **Behavioral Referral:** A behavior referral is given to a student for a violation of the School Wide Behavior Standards. A behavior referral results in 1-3 demerits.

☐ **Bullying:** Willfully and repeatedly exercising power or control over another by systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal (oral or written), electronically transmitted (cyber or high-tech), psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. Some examples of bullying are:

1. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact
2. Verbal (oral or written) – taunting, malicious teasing, insulting, name calling, sexual, religious, or racial harassment, making threats
3. Electronically transmitted (cyber or high-tech) – as defined below
4. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation, dehumanizing gestures or public humiliation

☐ **Cyberbullying:** the use of information and communication technologies such as e-mail, cell phone, pager, text messages, instant messaging (IM), personal websites, and online

personal pooling websites, whether on or off school campus, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which causes emotional distress to an individual to substantially disrupt or interfere with the operation of a school or an individual student's ability to receive an education. The Board, administration and staff recognize that cyberbullying can be particularly devastating to young people because:

1. Cyberbullies more easily hide behind the anonymity that the Internet provides;
2. Cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. Cyberbullies do not have to own their own action, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. The reflection time that once existed between the planning of a prank – or a serious stunt – and its commission is all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following: posting slurs or rumors or other disparaging remarks about a student on a website or on a web blog; sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill; using a camera phone to take and send embarrassing photographs of students; posting misleading or fake photographs of students on websites. The physical location or time access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated.

☐ **Office Referral:** Any student who demonstrates disruptive behavior at school that interferes with the instructional program will be issued an Office Referral. A meeting with an administrator will take place and appropriate behavior consequences will be assigned.

☐ **Suspension:** A student may be suspended; e.g., temporarily removed from school for violating California Education Code sections 48900, 48900.2, 48900.3, 48900.4 or 48900.7. (See below). A student will be suspended for 1 to 5 days. A suspended student will receive 12 demerits.

☐ **Dismissal or Expulsion:** Depending on the circumstances, OCSA may dismiss or expel a student for violating California Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48915. (See below)

☐ **Tardy Referral:** A student who arrives late to any class period during the instructional day will be issued a tardy by the Attendance Office or teacher. A tardy referral results in .20 demerit. (5 tardies = 1 demerit)

☐ **Truancy:** A truancy is issued to a student when a student meets one of the following conditions: being absent from school without knowledge or consent of a parent; arriving 15 or more minutes late to school; leaving and/or staying out of class without permission, even if on campus; leaving the school grounds during the day without permission. A truancy will result in 3 demerits for an act of truancy during a single block, and 9 demerits for an all-day truancy.

Behavior Consequences

A violation of the Behavior Standards will result in one or more of these interventions:

- Verbal warning
- Conference with School Counselor and/or Dean

- Parent notified by e-mail or phone call
- Student Reflection
- Alternative activity or consequence
- Office Referral issued
- Lunch Detention assigned Lunch Campus Beautification assigned
- Loss of privilege to participate in extracurricular activities
- Student Behavior Contract
- Suspension from school (Ed Code: 48900)
- Dismissal or Expulsion from school

Students who violate the school-wide rules and policies will receive "demerits." The chart below summarizes consequences for violations of the School-wide Behavior Standards.

Infraction	Demerits	Consequences
Tardy	0.2	Students will receive consequences in accordance with the Behavior Intervention Level they are at. Consequences include meeting with a counselor or dean, Lunch Detention, Campus Beautification, Behavior Contract, or dismissal from OCSA.
Behavior Referral	1	
Block 7 Truancy	1	
Single Block Truancy (1-6, 8-9)	3	
Unauthorized Elevator Use	3	
Office Referral	3	
All-Day Truancy	9	
Suspension	12	

Behavior Intervention Level	Student Consequences	Completion of Student Consequences will result in:
Level 1 (3 total behavior demerits for reasons listed above) 3 Total Behavior Demerits	• Complete Student Reflection • Student meets with School Counselor to review Student Reflection • Submit completed Student Reflection to Book Room	Removal of 3 demerits from Student Assertive Discipline Record
Level 2 (3 additional behavior demerits above Level 1) 6 Total Behavior Demerits	• Complete Student Reflection • Student meets with School Counselor to review Student Reflection • Complete 1 Lunch Detention • Submit completed Student Reflection to Book Room	Removal of 3 demerits from Student Assertive Discipline Record

Level 3 (3 additional behavior demerits above Level 2) 9 Total Behavior Demerits	• Complete Student Reflection • Student meets with Dean to review Student Reflection • Complete 2 Lunch Detentions	Removal of 3 demerits from Student Assertive Discipline Record
	• Submit completed Student Reflection to Book Room	
Level 4 (3 additional behavior demerits above Level 3) 12 Total Behavior Demerits	• Complete Student Reflection • Student and Parent meets with Dean to review Student Reflection • Behavior Contract is signed • Complete 3 Lunch Detention • Submit completed Student Reflection to Book Room	Removal of 3 demerits from Student Assertive Discipline Record Student is not eligible to participate in extracurricular activities or performances
Level 4 Suspension Student is placed on Level 4 when student is suspended from school for violating California Education Code sections 48900, 48900.2, 48900.3, 48900.4 or 48900.7	• Student is suspended from school for 1-5 days • Complete Student Reflection • Student and Parent meets with Dean to review Student Reflection and complete reentry conference • Behavior Contract is signed • Submit completed Student Reflection to Book Room	Removal of 2 demerits from Student Assertive Discipline Record Student is not eligible to participate in extracurricular activities or performances
Level 5 (3 additional behavior demerits after Behavior Contract is initiated)	• Complete Student Reflection	Administrative Team review for possible dismissal from OCSA

Demerit Policy

Behavior demerits are tabulated on a yearly total basis

Failure to complete the Student Consequences associated with each level of Behavior Intervention will prevent students from participating in extracurricular activities, performances, school dances, and senior activities

Lunch Detention

Students who accrue behavior demerits may be assigned Lunch Detention. Students are expected to report to the assigned room by 11:25 AM with their lunch and remain in the assigned room until 11:50 AM and dismissal from the lunch detention supervisor.

Suspension
Suspension is the removal of a student from ongoing instruction for a specified number of days. Suspensions are served on campus or at home at the discretion of the Administrative Team.

All students who are suspended from school need to complete a Student Behavior Reflection while away and will be assigned a Behavior Contract for the current grading period and two subsequent grading periods. Students are also required to attend a re-entry conference with a parent and an administrator before they may return to the instructional program at OCSA.

Dismissal
Dismissal is the permanent, indefinite removal of a student from OCSA. It is less severe in nature than an expulsion. OCSA may, at its discretion, dismiss a student in lieu of expelling the student if OCSA determines that the student violates any of the following:

- Education Code 48900, set forth below
- Accrual of additional demerits after a Level 4 Behavior Contract
- 25 or more absences – academic and/or conservatory
- 45 or more tardies

A dismissed student may only return to OCSA in accordance with Education Code section 48916, set forth below.

Expulsion
Expulsion is the permanent, indefinite removal of a student from OCSA. It is more severe in nature than a dismissal. OCSA may, at its discretion, expel a student in lieu of dismissing the student if OCSA determines that the student violates Education Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915, set forth below, or if the student is in continued and repeated violation of school protocols or policies.

Education Code 48900

A pupil shall not be suspended from school or recommended for expulsion or dismissal[5] unless the Executive Director, or Designee of the school 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.

5 The grounds identified in Education Code section 48900 are also grounds for dismissal from OCSA.

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 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 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) 1) 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.
2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

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 as 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 pre-initiation 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. (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      (i) A message, text, sound, video, or image.
      (ii) A post on a social network Internet Web site, including, but not limited to:
      (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(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 the act is related to a 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 a school activity or school 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) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
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.

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.

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.

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.

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.

§ 48901. Electronic cigarettes

a) No school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, including electronic cigarettes, by pupils of the school while the pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees.

§ 48915. Grounds for expulsion; Recommendation; Order by Governing Board

a) (1) 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 either of the following:
   - (i) the first offense of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
   - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible

to ensure that the pupil does not lose instructional time.

b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts 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. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
(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 of a school district 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 schoolsite attended by the pupil at the time of suspension.

e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district 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 of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that 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.

§ 48916. Duration of expulsion; Rehabilitation plan; Request for readmission; Placement of pupils denied readmission; written notice

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 re-admittance 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.

The acts must relate to school activities or attendance, **but may take place at any time including but not limited to**:

While on school grounds

While going to or coming from school During the lunch period

During or while going to or coming from a school-sponsored activity Online activities that disrupt the school environment

An expelled student may only return to OCSA in accordance with Education Code section 48916, set forth below.

The Orange County School of the Arts is fully committed to providing a safe and secure school environment in which students can learn. The Board will not tolerate student behavior that threatens the safety of the other pupils, staff, or visitors.

In addition to the conduct itemized in Education Code section 48915, the Board enforces the following penalties for any student who possesses, sells, is under the influence of, or furnishes any drug, or who possesses any weapon, explosive, or dangerous object while within the jurisdiction of school authority:

- **Controlled Substances** - Students found to be selling any controlled substance or

possessing, using, or being under the influence of a controlled substance, may be subject to expulsion or dismissal from OCSA **on the first offense**.

- **Possess, Selling, or Furnishing a Firearm/Weapon** - Students found to be possessing, selling, and/or furnishing any firearm or weapon will be subject to expulsion or dismissal from OCSA **on the first offense**.
- **Sexual Assault** - Students found committing or attempting to commit a sexual assault or committing a sexual battery will be subject to expulsion or dismissal from OCSA **on the first offense**.

EXHIBIT "G"

Sample Academic Calendar

Orange County School of the Arts
July 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 *Independence Day*	5	6
7	8 Online Registration	9	10	11	12	13
14 Online Registration	15	16	17	18	19	20
21 Online Registration	22	23	24	25	26	27
28 Online Registration Ends	29	30	31			

Revised: 6/19/19

Orange County School of the Arts
August 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6 **On Campus Registration** 8:30 am – 12:30 pm	7 **On Campus Registration** 8:30 am – 12:30 pm **7th- 8th New Student Orientation** 1:30 pm – 3:00 pm	8 **On Campus Registration** 8:30 am – 12:30 pm **9th- 12th New Student Orientation** 1:30 pm – 3:00 pm	9 **All Staff Professional Development Day** *(aka OCSA 101)* Webb Theatre **No School**	10
11	12 **Teacher Planning Day** **No School**	Blue 13 **First Day of School** Welcome Week for New Students	Gold 14	Blue 15	Gold 16 Welcome Week Festival 1:30 – 3:30 pm	4 17
18	Blue 19 **First Day of Conservatory**	Gold 20	Blue 21	Gold 22	Blue 23	9/4 24
25	Gold 26	Blue 27	Gold 28 Make-up Picture Day 7:00 AM-4:00 PM Symphony Hall	Blue 29 Make-up Picture Day 11:30 AM-4:00 PM Symphony Hall	Gold 30	14/8 31

Revised: 6/19/19

Orange County School of the Arts
September 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 **School Closed** *Labor Day*	Blue 3 **Conservatory Teacher Professional Development** ***No Conservatory***	Gold 4 Counselor's Corner 5:00pm Academic Back to School Night A - K 6:00 pm ***No Conservatory***	Blue 5 Counselor's Corner 5:00pm Academic Back to School Night L - Z 6:00 pm ***No Conservatory***	6 **No School**	17/8 7 **Season Premier** Balboa Bay Resort
8	Gold 9	Blue 10	Gold 11	Blue 12	Gold 13	22/12 14
15	Blue 16	Gold 17	Blue 18	Gold 19 **College Fair**	Blue 20 1st progress report period ends	27/16 21
22	Gold 23	Blue 24	Gold 25	Blue 26	Gold 27 Progress report available online	32/20 28 Pre ACT (on campus)
29 *Rosh Hashanah (begins at sunset)*	Blue 30 *Rosh Hashanah*					33/21

Revised: 6/19/19

Orange County School of the Arts
October 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Gold 1 *Rosh Hashanah (ends Nightfall)*	Blue 2	Gold 3	Blue 4 Fall Dodge Ball Tournament	37/24 5 **Preview Day**
6	Gold 7	Blue 8 *Yom Kippur (begins at sunset)*	Gold 9 *Yom Kippur (ends nightfall)*	Blue 10	Gold 11 Middle School Dance Event Center	42/28 12 Homecoming Dance
13	Blue 14 *Columbus Day*	Gold 15	Blue 16	Gold 17	Blue 18 Middle School Assembly Blocks 1 & 2	47/32 19 PSAT (on campus)
20	Gold 21	Blue 22	Gold 23	Blue 24	Gold 25	52/36 26
27	Blue 28	Gold 29	Blue 30	Green 31 Halloween 2nd progress report period ends ***No Conservatory***		56/39

Revised: 6/19/19

Orange County School of the Arts
November 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 No School	56/39 2 Preview Day
3 *Daylight Saving*	Gold 4	Blue 5	Gold 6	Blue 7	Gold 8 Progress report available online	61/43 9
10	11 Veterans' Day School Closed	Blue 12	Gold 13	Blue 14	Gold 15	65/46 16
17	Blue 18	Gold 19	Blue 20	Gold 21 Tree Lighting South Coast Plaza	Blue 22	70/50 23
24	25	26 THANKSGIVING BREAK School Closed	27	28 *Thanksgiving Day*	29	70/50 30

Revised: 6/19/19

Orange County School of the Arts
December 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	Gold 2	Blue 3	Gold 4	Blue 5	Gold 6	75/54 7 **Preview Day**
8	Blue 9	Gold 10	Blue 11	Gold 12	Blue 13	80/58 14
15	Gold 16 ***No Conservatory***	17 **Finals Blocks 1 & 2** ***No Conservatory***	18 **Finals Blocks 3 & 4** ***No Conservatory***	19 **Finals Blocks 5 & 6** End of 1st Semester ***No Conservatory***	20 **Teacher Planning Day** **No School**	84/58 21
22 Hanukkah (begins at sunset)	23	24 WINTER BREAK **School Closed**	25 ***Christmas Day***	26	27	28
29	30 WINTER BREAK **School Closed** Hanukkah (end at nightfall)	31				

Revised: 6/19/19

Orange County School of the Arts
January 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 *New Year's Day*	2 WINTER BREAK **School Closed**	3	84/58 4
5	6 **Professional Development: Directors, Academic, & Elective Teachers** **No School**	Blue 7	Gold 8	Blue 9 PACT/PSAT Score Pass Back Night	Gold 10 1st semester grades available online	88/61 11
12	Blue 13	Gold 14	Blue 15	Gold 16	Blue 17	93/65 18
19	20 **School Closed** *Martin Luther King, Jr. Day*	Gold 21	Blue 22	Gold 23	Blue 24	97/68 25
26	Gold 27	Blue 28	Gold 29	Blue 30	Gold 31	102/72

Revised: 6/19/19

Orange County School of the Arts
February 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	Blue 3	Gold 4	Blue 5	Gold 6	Blue 7 Middle School Event (Boomers)	107/76 8 Winter Formal
9	Gold 10	Blue 11 Hearing/Vision Screening 8th & 10th grade	Gold 12 Hearing/Vision Screening 8th & 10th grade *Lincoln's Birthday*	Blue 13 1st progress report period ends	14 Presidents Day **School Closed**	111/80 15
16	17 **Presidents Day** **School Closed**	Gold 18	Blue 19 Senior Panoramic Photo	Gold 20	Blue 21 Progress report available online	115/83 22 *Washington's Birthday*
23	Gold 24	Blue 25	Gold 26	Blue 27	Gold 28	120/87 29

Revised: 6/19/19

Orange County School of the Arts
March 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	Blue 2	Gold 3	Blue 4	Gold 5	Blue 6	125/91 7
8 *Daylight Saving*	Gold 9	Blue 10	Gold 11	Blue 12	13 **Professional Development: Academic Teachers** **No School**	129/95 14 **Gala**
15	Gold 16	Blue 17 *St. Patrick's Day*	Gold 18	Blue 19	Gold 20	134/99 21
22	Blue 23	Gold 24	Blue 25	Gold 26	Blue 27 Spring Dodge Ball Tournament 2nd progress report period ends	139/103 28
29	Gold 30	Blue 31				141/105

Revised: 6/19/19

Orange County School of the Arts
April 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			Gold 1	Blue 2	Gold 3 Progress report available online	144/106 4
5	6	7 SPRING BREAK **School Closed**	8	9	10 *Good Friday*	11
12 *Easter Sunday*	Blue 13 ***No Conservatory***	Gold 14 CAASPP Testing (modified bell schedule) New Student Registration 4:30 – 6:30 ***No Conservatory***	Blue 15 9th Grade PE Testing CAASPP Testing (modified bell schedule) New Student Registration 4:30 – 6:30 ***No Conservatory***	Gold 16 9th Grade PE Testing CAASPP Testing (modified bell schedule) New Student Registration 4:30 – 6:30 ***No Conservatory***	Blue 17 CAASPP Testing (modified bell schedule) Middle School Dance Event Center	149/106 18 Prom
19 *First night of Passover*	Gold 20 CAASPP Testing (modified bell schedule)	Blue 21 CAASPP Testing (modified bell schedule)	Gold 22 7th Grade PE Testing *Earth Day*	Blue 23 7th Grade PE Testing	Gold 24	154/110 25 New Student Placement Testing
26	Blue 27 *Last night of Passover*	Gold 28	Blue 29	Gold 30		158/114

Revised: 6/19/19

Orange County School of the Arts
May 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					Blue 1	159/114 2
3	Gold 4 AP Testing	Blue 5 AP Testing	Gold 6 AP Testing	Blue 7 AP Testing	Gold 8 AP Testing	164/118 9
10 *Mother's Day*	Blue 11 AP Testing	Gold 12 AP Testing	Blue 13 AP Testing	Gold 14 AP Testing	Blue 15 AP Testing	169/122 16
17	Gold 18	Blue 19	Gold 20	Blue 21 **Last Day of Conservatory**	22 **No School**	173/126 23 **Season Finale**
24 31	25 **School Closed** *Memorial Day*	Gold 26 NHS Awards (during lunch)	Blue 27 CSF Awards (during lunch)	Gold 28 Senior Awards Night	Green 29 Bi-literacy Seal Awards 1:45 – 3pm	177 30

Revised: 6/19/19

Orange County School of the Arts
June 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Finals Blocks 1 & 2	2 Finals Blocks 3 & 4	3 Finals Blocks 5 & 6 End of 2nd Semester Last Day of School	4 Teacher Planning Day Graduation Ceremony	5	180 6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 *Father's Day*	22	23	24	25	26 2nd Semester Grades Available Online	27
28	29	30				

Revised: 6/19/19

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.11 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Recommended Action	Approve the student expulsion(s) for violation of the California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.5 - Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures needed to create a safe school environment. SERVICES 3.05005 Restorative practices

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

ITEM: Consent

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- Number of Students: 1
- Eligible to reapply: 05/28/2020
- Placement: REACH

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of student expulsion(s) for violation of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c).

RATIONALE:

The following student(s) were recommended for expulsion from the District for various terms. The student(s) received a hearing before the administrative hearing panel, which found student(s) to have received due process and to be guilty of the charges brought forth. The panel has recommended the respective expulsion terms and remediation conditions for Board approval.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the student expulsion(s) for violation of the California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.

File Attachments
Expulsions Nov 19 2019.docx.pdf (155 KB)

Recommendations for Expulsion(s)

Board Meeting: 11/19/2019

	Student Name	School/Grade	Charges	Recomm. Options	Placement	Date Eligible to Reapply
1.	402456	Santa Ana/9	M, C, J	2	REACH	5/28/2020

SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900

(A) Caused, attempted, or threatened to cause physical injury
(B) Possessed, sold, furnished a weapon, dangerous object, explosives
(C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).
(D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance
(E) Committed or attempted to commit robbery or extortion
(F) Caused or attempted to cause damage to school or private property
(G) Stole or attempted to steal school or private property
(H) Possessed or used tobacco or tobacco products
(I) Committed an obscene act or engaged in habitual profanity or vulgarity
(J) Possessed, offered, or arranged to sell paraphernalia
(K) Disrupted school activities or willfully defied valid authority
(L) Knowingly received stolen school or private property
(M) Possessed an imitation firearm
(N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4
(O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purposed of either preventing that student by being a witness or retaliating against that student by being a witness
(P) Offering to sell or selling SOMA
(Q) Hazing
(R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel
(T) Aids or abets in physical injury
(.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity
(.3) Engaged in hate crime (Grades 4-12 only)
(.4) Harassment, threat, intimidation (Grades 4-12 only)
(.7) Terrorist threats against school officials, school property or both

EXPULSION RECOMMENDATIONS

Option 1 to expel for one semester
Option 1A to expel for one semester and suspend enforcement of the expulsion order
Option 2 to expel for two semesters
Option 2A to expel for one calendar year (from the date of the Board meeting)
Option 3 to expel for two semesters and suspend enforcement of the entire expulsion order
Option 4 to expel for two semesters and suspend enforcement of the second semester of the expulsion order
Option 5 to reject the Findings of Fact and not expel (only the Board can recommend this Option)

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.12 Approval/Ratification of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	Yes
Dollar Amount	$71,359.00
Budgeted	Yes
Budget Source	Various Funding Sources
Recommended Action	Approve the extended field trip(s) in accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips.
Goals	GOAL 2 - : Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community. (BASE and ALL STUDENTS) ACTION 2.1 - Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs and industry internships and work-based learning. SERVICES 2.01001 Field Trips

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips

ITEM: Consent

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- 4 field trips for approval
- Schools requesting: Saddleback, Segerstrom, and Speech & Debate
- 115 students in total
- 10 certificated and 12 classified chaperones in total (At least 1 certificated staff member is assigned to each field trip per BP)
- $71,359 total cost of field trips

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of extended field trip(s) for the school(s) listed. An extended school-sponsored trip requires the approval of the Board of Education. A trip is considered to be an extended school - sponsored trip when it takes students beyond neighboring counties or is over night.

RATIONALE:

The Board recognizes that school-sponsored trips are important components of student development. In addition supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make the more aware of community resources, and help students relate school experiences to the outside world. The Board believes th careful planning can greatly enhance the value and safety of such trips. All trips involving out-of-state or overnight travel sh require prior approval of the Board. Approval is contingent upon national and international safety and security at the time of t trip.

Board Policy (BP) 6153 and Administrative Regulation (AR) 6153.1 require a parent waiver for school-sponsored trips. Traine staff will be employed by the hosting organization and will provide 24-hour supervision to the students. Parents have give permission for students to attend the trip under this provision. No eligible student will be denied the opportunity to attend.

FUNDING:
Various Funding Sources

RECOMMENDATION:
Approve the extended field trip(s) in accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips.

File Attachments
FT List Nov 19 2019.pdf (118 KB)
FT All Summaries Nov 19 2019.pdf (305 KB)

SANTA ANA UNIFIED SCHOOL DISTRICT – EXTENDED FIELD TRIPS
RECOMMENDED FOR APPROVAL – November 19, 2019

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
November 21-23, 2019 (Thursday - Saturday)	Saddleback High School College Tour Trip UC Santa Barbara, San Francisco State University, & UC Berkeley	$549 per student (s) (cost paid by International Baccalaureate)	28	3
December 5-8, 2019 (Thursday - Sunday)	Speech & Debate Program George Armstrong Speech National Invitational Bradley University Peoria, IL	$800 per student (s) (cost paid by donations, site discretionary, & Speech & Debate)	50	10
December 12-13, 2019 (Thursday - Friday)	Segerstrom High School College Trip and Soccer Game San Diego State College San Diego, CA	$90 per student (s) (cost paid by Soccer Booster)	22	4
December 26-29, 2019 (Thursday - Sunday)	Segerstrom High School Cimarron Memorial High School Wrestling Tournament Cimarron Memorial High School Las Vegas, NV	$200 per student (s) (cost paid by fundraising)	15	5

Funding and costs for participation in educational activities related to field trips are in compliance with the ACLU settlement.

Agenda Item Backup Sheet

ITEM: Request of extended field trip for Saddleback High School IB students to participate in the College Tour Trip which will visit UC Santa Barbara, San Francisco State University, and UC Berkeley on November 21-23, 2019.

OVERVIEW: Saddleback High School is requesting authorization for their IB students to visit UC Santa Barbara, San Francisco State University, and UC Berkeley.

RATIONALE: International Baccalaureate juniors will have the ability to visit a variety of colleges, observe classes, and see how they feel on campus, meet current students, and explore the area. With that information in mind, they are able to make more informed decisions about where to attend college.

PARTICIPANTS: 28 students and 3 chaperones (3 certificated)

COSTS: $549 per student – To include lodging, meals, and travel

***FUNDING:** Cost paid by International Baccalaureate

RECOMMENDATION: Approve the request of the extended field trip for Saddleback High School IB students to participate in the College Tour Trip which will visit UC Santa Barbara, San Francisco State University, and UC Berkeley on November 21-23, 2019.

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* EC 35330 No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

Agenda Item Backup Sheet

ITEM: Request of extended field trip for Speech and Debate program students to compete in the George Armstrong Speech National Invitational at Bradley University in Peoria, Illinois on December 5 - 8, 2019.

OVERVIEW: The Speech and Debate program is requesting approval for students to compete in the George Armstrong Speech National Invitational in Peoria, Illinois.

RATIONALE: This national invitational will provide an opportunity for our students to compete at the highest level in speech and debate. This trip will introduce the talent we develop in Santa Ana to the rest of the Midwest. In order to be competitive our students must compete against students from outside our state. Bradley University is the winningest speech program in history. They have won more NCAA titles than any other school combined. They host the George Armstrong Invitational during the first week of December. Many college-speech scouts attend this tournament to recruit students. Bradley also gives up to $30,000 in scholarships for the winners. Both Century and Santa Ana high schools have approved to send 14 of their top students to attend this tournament. Students will learn how different regions judge, but most importantly they will learn how to prepare for that type of competition. The president and the provost of the university are aware that our students are coming and have decided to cover our judging fees. The provost has asked that he be allowed to welcome our students and inform them that he is working on a scholarship that would make Bradley affordable to our students. The provost is very committed to increase both ethnic and regional diversity at Bradley. This is a great opportunity for us to create a strong relationship with Bradley that will benefit our students in the future.

PARTICIPANTS: 50 students and 10 chaperones (5 certificated and 5 classified)

COSTS: $800 per student - To include lodging, meals, and transportation

***FUNDING:** Cost paid by donations, site discretionary, and Speech & Debate

RECOMMENDATION: Approve the request of the extended field trip for Speech and Debate program students to compete in the George Armstrong Speech National Invitational at Bradley University in Peoria, Illinois on December 5 - 8, 2019.

* EC 35330 No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

Agenda Item Backup Sheet

ITEM: Request of extended field trip for Segerstrom High School student athletes to participate in a College Trip and Soccer Game at San Diego State University & Poway High School in San Diego, CA on December 12-13, 2019.

OVERVIEW: Segerstrom High School is requesting their student athletes to participate in a College Trip and Soccer Game in San Diego, CA.

RATIONALE: The varsity soccer team will visit San Diego State University to encourage them to go to college by seeing the college environment. We will tour the campus in the morning and play a game verses the Poway High School. With a college and career focus at Segerstrom it is important for high schoolers to be exposed to a college campus.

PARTICIPANTS: 22 students and 4 chaperones (1 certificated and 3 classified)

COSTS: $90 per student - To include lodging, meals, and travel

***FUNDING:** Cost paid by soccer booster

RECOMMENDATION: Approve the request of the extended field trip for Segerstrom High School student athletes to participate in a College Trip and Soccer Game at San Diego State University & Poway High School in San Diego, CA on December 12-13, 2019.

* EC 35330 No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

Agenda Item Backup Sheet

ITEM: Request of extended field trip for Segerstrom High School wrestling students to participate in the Cimarron Memorial High School Wrestling Tournament at Cimarron Memorial High School in Las Vegas, NV on December 26-29, 2019.

OVERVIEW: Segerstrom High School is requesting authorization for their wrestling students to compete in the Cimarron Memorial High School Wrestling Tournament in Las Vegas, NV.

RATIONALE: This overnight wrestling trip is an opportunity for the team to bond and build team unity. While in Las Vegas the boys' wrestling team will be competing for two days against various wrestlers from a variety of schools and gain valuable team experience.

PARTICIPANTS: 15 students and 5 chaperones (1 certificated and 4 classified).

COSTS: $200 per student – To include lodging, meals, and travel

FUNDING*: Cost paid by fundraising

RECOMMENDATION: Approve the request of the extended field trip for Segerstrom High School wrestling students to participate in the Cimarron Memorial High School Wrestling Tournament at Cimarron Memorial High School in Las Vegas, NV on December 26-29, 2019.

* EC 35330 No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.13 Approval of Payment and Reimbursement of Costs Incurred for Student(s) with Disabilities for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	$21,100.00
Budgeted	Yes
Budget Source	Special Education
Recommended Action	Approve the payment and reimbursement of costs incurred for student(s) with disabilities for the 2019-20 school year.
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.9 - Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEP) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. SERVICES 1.09016 Due Process, Litigation

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Payment and Reimbursement of Costs Incurred for Student(s) with Disabilities for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Mayra Helguera, Ed. D., Assistant Superintendent, Special Education/SELPA

PREPARED BY: Darek Jaronczyk, Director, Special Education

ITEM SUMMARY:
Payment of legal fees, fund an independent education evaluation (IEE), compensatory education services per settlement agreement for 1 student with disabilities by licensed schools, providers, and/or agencies.

BACKGROUND INFORMATION:
The purpose of this agenda item is to seek Board approval of payment and reimbursement of costs incurred by the parent(s) of one student with disabilities. The Individuals with Disabilities Education Act and its amendments (IDEA and IDEIA) provide due process rights to parents of students with disabilities that afford them the option of submitting claims to the California Office of Administrative Hearings (OAH). Parents most often state that school districts have not met the free and appropriate public education (FAPE) standard as provided in the law, i.e., that the student has not made adequate educational progress. This formal claim results in alternative dispute resolution sessions that involve a due process hearing officer provided by OAH. To work cooperatively with parents and to avoid costly and adversarial due process hearings that include legal representation, school districts work diligently toward settlement of these legal claims. As provided in other civil rights legislation, this claim provides for reimbursement of parent's legal fees.

RATIONALE:
The parties on the attached list participated in mediation following the filing of a due process hearing and agreed to resolve the dispute by reimbursing those applicable for costs incurred.

Student ID#:	Amount:	Expenditure:	Payee:
407931	$6,000	Attorney Fees	Inclusive Education Project
	$15,100	Educational Services	Licensed providers, and/or agencies for prospective compensatory education

FUNDING:
Special Education: Not to Exceed $21,100

RECOMMENDATION:
Approve the payment and reimbursement of costs incurred for student(s) with disabilities for the 2019-20 school year.

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.14 Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and/or Agencies for Students with Disabilities for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action
Fiscal Impact	Yes
Dollar Amount	$588,690.00
Budgeted	Yes
Budget Source	Special Education Department
Recommended Action	Ratify the master contract and/or individual service agreement with nonpublic schools and/or agencies for students with disabilities for the 2019-20 school year.
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.9 - Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEP) (in addition to services they receive pertinent to low income, foster youth, and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. SERVICES 1.09015 Non-Public Agency (NPA)

AGENDA ITEM BACKUP SHEET

TITLE: Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and/or Agencies for Students with Disabilities for 2019-20 School Year

ITEM: Action

SUBMITTED BY: Mayra Helguera, Ed.D., Assistant Superintendent, Special Education/SELPA

ITEM SUMMARY:

- 10 students with disabilities will be served per IEP team recommendation
- Vendors are certified nonpublic schools and/or agencies which serve students with disabilities per students' IEPs
- Required to comply with students' IEPs

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of master contracts and/or individual service agreements with nonpublic schools and/or agencies for students with disabilities. These students require services that address academic, social-emotional, and other unique needs as identified in each student's Individualized Education Program (IEP) or settlement agreement.

Student 346957 is an 11th grader who is attending Mardan School (nonpublic school). To support student's social-emotional development, the student's IEP team recommended counseling services, which began on 09/09/19. Student 371422 is a 9th grader who was enrolled at REACH Academy. To support student's significant social-emotional challenges and behaviors that were posing a danger to self and others, the student's IEP team recommended student receive services within a residential treatment center. On 09/05/19, student enrolled at The Heritage Community (residential treatment center). Student 408531 is a 9th grader who was enrolled at Devereux, League City Campus (residential treatment center). Because of marked progress

on IEP goals and student's overall social-emotional functioning, student was recommended for discharge. Student transitioned to an in-state step-down non-public school program (Mardan School) on 09/09/19.

Student 417792 is a 5th grader who was enrolled at Garfield Elementary School. To support student's deteriorating social-emotional functioning, the student's IEP team recommended mental health services. On 09/03/19, student began receiving wrap-around services. Because student presented with significant maladaptive behaviors, the student's IEP team recommended non-public school services. On 09/25/19, student enrolled at Olive Crest Academy (nonpublic school). Student 435452 is a 3rd grader who is enrolled at Del Sol School (non-public school). Because student presents with maladaptive behaviors, the student's IEP team recommended additional behavior support. On 08/19/19, student began receiving behavior intervention services.

Student 444512 is a 10th grader who is enrolled at New Vista School (non-public school). To support student's unique behavioral needs, student's IEP team recommended an increase in intensive individual services. The increase in support began on 09/04/19. Student 445985 is a 6th grader who is enrolled at McFadden Intermediate School. To support student's deteriorating social-emotional functioning, the student's IEP team recommended mental health services. On 09/21/19, student began receiving wrap-around services. Student 456404 is a 6th grader who is enrolled at Del Sol School (non-public school). Because student presents with maladaptive behaviors, the student's IEP team recommended additional behavior support. On 09/16/19, student began receiving behavior intervention services.

Student 464289 is an 8th grader who is enrolled at Rossier Park Jr./High School (non-public school). Student transferred into the Santa Ana Unified School District (SAUSD) from the Anaheim Union High School District with an IEP with non-public school services. On 09/16/19, student enrolled at Rossier Park Jr./High School. Student 464412 is an 8th grader who is enrolled at Olive Crest Academy (non-public school). Student transferred into the SAUSD from the Tustin Unified School District with an IEP with non-public school services. On 09/24/19, student enrolled at Olive Crest Academy.

RATIONALE:
The District is required to provide free and appropriate education (FAPE) for all students with exceptional needs who reside within the District. If a program is not available, necessary contract services are required through a private provider.

FUNDING:
Special Education Funds: $588,690

RECOMMENDATION:
Ratify the master contract and/or individual service agreement with nonpublic schools and/or agencies for students with disabilities for the 2019-20 school year.

Student ID#	Amount	Master Contract and Individual Service Agreement for Nonpublic School/Agency
346957	$51,605	Mardan School
371422	$165,985	The Heritage Community
408531	$42,700	Mardan School
417792	$50,000	Seneca Family of Agencies
417792	$68,400	Olive Crest Academy
435452	$2,300	Del Sol School
444512	$47,000	New Vista School
445985	$60,000	Seneca Family of Agencies
456404	$2,200	Del Sol School
464289	$49,500	Rossier Park Jr./High School

464412	$49,000	Olive Crest Academy

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.15 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	Various Funds
Recommended Action	Approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2019-20 school year.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07010 Purchasing Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- Agreements/Contracts for the 2019-20 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of the listing of agreements/contracts with Santa Ana Unified School District for the 2019-20 school year.

RATIONALE:

Consultants have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement.

FUNDING:

Various Funds

RECOMMENDATION:

Approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2019-20 school year.

File Attachments
Consultant Listing_r2.pdf (207 KB)
AS.BOYS AND GIRLS CLUBS.pdf (772 KB)
F.BAKER NOWICKI VHS.pdf (483 KB)
F.LPA ARCHTECT WASHINGTON R2.pdf (1,947 KB)
ES.NOVAK EDUCATIONAL CONSULTING.pdf (277 KB)
PSS.HUMAN OPTIONS.pdf (850 KB)
PSS.PROJECT KINSHIP.pdf (881 KB)

Listing of Consultants/Contracted Services
November 19, 2019

2019-20 Consultants Recommended for Board Approval

#	NAME	DEPARTMENT	SUMMARY OF WORK	FUNDING SOURCE	2018-19 Contract	2019-20	Start Date	End Date
1.	Boys And Girls Clubs of Orange Coast	Expanded Learning Programs	Will work with after school program staff to develop a strategic plan for enrichment curriculum and clubs based on student interest and provide professional development and mentoring support to after school program Instructional Providers.	21St Century Learning Centers	N/A	$75,000.00	10/23/2019	6/30/2020
2.	Baker Nowicki Design Studio	Facilities	Will provide a feasibility analysis and conceptual planning for the potential addition of a new culinary arts building and renovation of the theatre at Valley High School.	Measure I	$512,690	$83,784.00	11/20/2019	6/30/2020
3.	LPA, Inc.	Facilities	Architectural services for Washington Elementary School Modernization Project.	Measure I	$211,717	$1,492,787.00	9/26/2019	12/31/2022
4.	Novak Educational Consulting	K-12 Teaching and Learning	Provide training to Districtwide and school administrators on UDL through an online graduate- level course during Fall 2019, and by supporting a core MTSS leadership team at each pilot school through monthly asynchronous training during Spring 2020.	Title I	N/A	$34,250.00	9/19/2019	5/31/2020
5.	Human Options	Pupil Support Services	Will provide mental health services at assigned school sites to include the following: Individual/Group/Family counseling, case management support and support groups and workshops as needed.	Title I	$1,667.00	$53,498.00	9/4/2019	6/30/2020
6.	Charitable Ventures of Orange County/Project Kinship	Pupil Support Services	Will provide certified alcohol and drug counseling services to targeted schools. PK will also provide job/workforce development, job coaching and employment support for participants. In addition, PK will provide housing case management and support as well as restorative practice interventions to assigned target schools.	Prop 47	$374,755	$1,577,377.00	9/2/2019	5/30/2020
				Total:	**$1,100,829**	**$3,316,696.00**		

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and Boys and Girls Clubs of Orange Coast hereinafter referred to as "CONTRACTOR." The DISTRICT and CONTRACTOR may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by CONTRACTOR:*** ("Scope of Work")
Will work with Engage 360 program staff to develop a strategic plan for enrichment curriculum and clubs based on student interest and provide professional development and mentoring support to Engage 360 Instructional Providers as provided in Exhibit A.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the CONTRACTOR of each of its obligations under this AGREEMENT. CONTRACTOR shall commence providing services under this AGREEMENT on **10/23/2019** and will diligently perform as required and complete performance by **6/30/2020.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Seventy Five Thousand Dollars ($75,000). Such compensation shall be payable by monthly invoicing submitted to the DISTRICT by the CONTRACTOR. The DISTRICT shall pay undisputed invoices within thirty (30) days of receipt from the CONTRACTOR. The DISTRICT may, within fifteen (15) days of receipt of a payment request from CONTRACTOR, reasonably request additional information and supporting documentation, in which case the DISTRICT'S time to pay the pending invoice shall be extended by an amount of time equal to the time in which it takes the CONTRACTOR to submit such information and/or documentation.

4. ***Expenses:*** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the CONTRACTOR, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the CONTRACTOR only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. CONTRACTOR's compensation under this AGREEMENT shall not be increased because of any costs incurred by CONTRACTOR that are attributable to such compliance hereunder.

6. ***Materials:*** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. ***Metrics:*** The DISTRICT and CONTRACTOR will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program Scope of Work. DISTRICT and CONTRACTOR will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the DISTRICT's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and CONTRACTOR will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The CONTRACTOR will provide their impact data based upon these metrics.

8. ***Data Sharing:*** In order to facilitate the evaluation of the program, the DISTRICT and CONTRACTOR will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act ("FERPA") and applicable State of California laws. CONTRACTOR needs access to the following data:

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the CONTRACTOR agrees to:

i. Use data shared under this AGREEMENT for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The

CONTRACTOR further agrees not to share data received under this contract with any other entity without DISTRICT's prior written approval.

ii. Require all CONTRACTOR employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this AGREEMENT. The CONTRACTOR agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this AGREEMENT. Nothing in this paragraph authorizes sharing data provided under this AGREEMENT with any other person or entity for any purpose.

iii. Maintain all data obtained pursuant to this AGREEMENT separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this AGREEMENT except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this AGREEMENT in the same manner as the original data. The ability to access or maintain data under this AGREEMENT shall not under any circumstances transfer from the CONTRACTOR to any other person or entity aside from the DISTIRCT and its designated representatives.

iv. Not disclose any data contained under this AGREEMENT in a manner, which could identify any individual to any other entity. The CONTRACTOR may only publish results of studies authorized by this AGREEMENT only if the CONTRACTOR has received written approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The CONTRACTOR agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.

v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.

vi. Destroy all data obtained under this AGREEMENT when it is no longer needed for the purpose for which it was obtained. Nothing in this AGREEMENT authorizes either Party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to DISTRICT within sixty (60) days. No other person or entity is authorized to continue research-using data obtained under this AGREEMENT upon cessation of studies conducted under the direct supervision of DISTRICT.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. ***Originality of Services:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

10. ***Copyright/Trademark/Patent:*** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become and remain the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. ***Conflict of Interest:*** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no financial, business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT. Such conflicts include those contemplated under Government Code section 1090, the California Political Reform Act (Government Code Section 87100 et seq.), or other California law, including the common law.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR. Such a termination shall be considered "for cause" as defined in this AGREEMENT.

12. ***Termination:*** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered up to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of the Scope of Work by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the date of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. "Cause" shall include: (a) material violation of this AGREEMENT by the CONTRACTOR including, but not limited to, the breach of any representation or warranty; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of the **TEN (10)** days, cease and terminate. In the event

of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the CONTRACTOR, or no later than three days after the day of mailing, whichever is sooner.

13. ***Fingerprint Clearance:*** Pursuant to Education Code Section 45125.1, CONTRACTOR and any subcontractors working independently with students shall, at its own cost, ensure that all employees working with the DISTRICT submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the DISTRICT's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1(c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24. This Section shall apply regardless of whether such above-referenced statutes are applicable to these circumstances. If CONTRACTOR is a sole proprietor, the DISTRICT shall prepare and submit the CONTRACTOR'S fingerprints per Education Code Section 45125.1(k). Any CONTRACTOR that is a sole proprietor shall have an immediate and affirmative duty to inform the DISTRICT of such status so as to allow the DISTRICT time to comply with Education Code section 45125.1(k).

14. ***Tuberculosis Examination:*** CONTRACTOR shall ensure that if there is to be contact with employees working with the DISTRICT, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT for each applicable person or employee prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

15. ***Hold Harmless:*** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim

or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by CONTRACTOR, or anyone working under or for the CONTRACTOR, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under this Section on a comparative basis. The CONTRACTOR'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage

maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the CONTRACTOR'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the CONTRACTOR has then completed the Scope of Work.

16. ***Insurance***: CONTRACTOR agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
CONTRACTOR further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000.
To the extent permitted by law, the CONTRACTOR'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy and the vehicle liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the CONTRACTOR and verify submitted insurance documentation for accuracy and compliance with required coverages.

17. ***Assignment:*** The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. CONTRACTOR further agrees that it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not

be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	CONTRACTOR:
Santa Ana Unified School District	**Boys and Girls Clubs of Central Orange Coast**
Attn: Jonathan Geiszler	**17701 Cowan, Suite 110**
1601 E. Chestnut Ave	**Irvine, Ca 92614**
Santa Ana, CA 92701	ATTN: Robert Santana

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined

to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

36. ***Exhibits:***

- Boys And Girls Clubs Proposal/MOU

(*Signatures to begin on the next page.*)

THIS AGREEMENT IS ENTERED INTO THIS 26TH DAY OF SEPTEMBER, 2019.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Jonathan Geiszler	Robert Santana
Printed Name	Printed Name
Director of Purchasing	CEO
Title	Title
	10/2/19
Date Signed	Date Signed

BOYS & GIRLS CLUBS
OF CENTRAL ORANGE COAST
Costa Mesa | Irvine | Newport Beach | Orange | Santa Ana

Memorandum of Understanding
Between
Boys & Girls Clubs of Central Orange Coast and Santa Ana Unified School District

Purpose:

The purpose of the Boys & Girls Clubs of Central Orange Coast's (BGCCOC) and Santa Ana Unified School District (SAUSD) Extended Learning Partnership is to support and enhance the Engage 360° program by leveraging the infrastructure, brand, flexibility, and resources of BGCCOC. The collective impact of both SAUSD and BGCCOC will direct more resources to TK-8 students to enhance the program experience for students, provide a broader access to enrichment opportunities and curriculum, and increase staff capacity through mentor support.

Program Goal:

BGCCOC will collaborate with SAUSD to develop a strategic plan for Engage 360 enrichment curriculum and clubs based on student interest. BGCCOC will provide professional development and mentoring support to Engage 360 Instructional Providers, in the areas of curriculum implementation. SAUSD will have access to both BGCCOC and Boys & Girls Clubs of America catalog of program curriculum focused on key priorities such as, but not limited to: Innovation, Student Engagement, Literacy, 21st century skills, STEAM, Health, Nutrition, Fitness, Social Emotional Skills, Leadership, Character & Ethics, Arts & Creativity, Civics, Digital Citizenship, and Financial Literacy.

This Memorandum of Understanding (MOU) is entered into by BGCCOC and SAUSD to fulfill partnership requirements as mentioned below. The intent of this MOU is to establish a formal working relationship and sets forth the respective partnership roles and responsibilities of both agencies which will govern this particular partnership:

Participation Commitments of BGCCOC:

1. Provide BGCCOC Mentor Professionals, Curriculum Staff, & Support Services to:
    a. Develop enrichment curriculum based on student and parent interests.
    b. Provide professional development for new enrichment curriculum as needed
    c. Provide mentor support on curriculum implementation
2. Provide SAUSD leadership with annual report that demonstrate impact & outcomes.
3. Ensure representation at established, regularly scheduled partnership meetings

4. Identify a point of contact for SAUSD to check-in, as needed
5. In addition to providing support to enrichment programs, BGCOCC will provide access to:
    a. Boys & Girls Club of Santa Ana Joe MacPherson Center for Opportunity
        i. Community events such as resource fairs, health fairs, farmer's market, etc.
    b. Boys & Girls Clubs of Central Orange Coast Fundraising & Marketing Team
    c. Boys & Girls Clubs of Central Orange Coast Family Strengthening Services
        i. Parenting Workshops, Family Resources, Food, Health Care Services, etc.

Participation Commitments of SAUSD:

1. Ensure each Engage 360 program has an established system to collect student interest and communicate to BGCOCC
2. Support with the distribution of necessary program materials (curriculum, schedule etc.) to all Engage 360° Site Coordinators
3. Coordinator and communicate the logistics of professional development with BGCOCC and Engage 360° staff
4. Ensure representation at established, regularly scheduled partnership meetings
5. Identify a point of contact for BGCOCC to check-in, as needed
6. Communicate to Club staff and management with regards to school closures or any schedule changes by contacting BGCCOC Leadership.

Financial Cost:

The total value of services provided by BGCCOC, as stipulated in this MOU, are $186,269. The cost to SAUSD is $75,000 with the remaining balance provided by BGCCOC as in-kind donated services.

Assurances of the Club:

BGCCOC hereby provides assurance of compliance with laws applicable to public agencies regarding conflicts of interest, health and safety, and contract requirements. In accordance with Education Code section 47604.3, BGCCOC will assist SAUSD with requests for information from the Orange County Department of Education as required by law.

Insurance:

BOYS & GIRLS CLUBS
OF CENTRAL ORANGE COAST
Costa Mesa | Irvine | Newport Beach | Orange | Santa Ana

Each party acknowledges and agrees to maintain in full force and effect during the Term commercial general liability insurance, or equivalent self-insurance, with limits of not less than $1,000,000.00 single limit coverage per occurrence for bodily injury, personal injury and property damage and $2,000,000.00 aggregate coverage. Upon request, certificates evidencing insurance shall be provided with additional insured covering SAUSD, SAUSD Board of Trustees, County Superintendent, Orange County Department of Education (OCDE), its officers and employees.

Term:

The term of this agreement shall begin **October 9, 2019** through **June 30, 2024**. This Agreement is subject to termination by either party upon 30-day written notice prior to the end of the term date. This agreement shall be renewable at the end of the current term for a successive 1-year term unless either party gives written notice of its intention not to renew before expiration of the current term.

If modifications are necessary to complete this agreement, they will be added to this MOU by mutual consent of all parties involved.

Signatures:

The following authorized signatories have agreed to the above responsibilities:

Boys & Girls Clubs of Central Orange Coast	**Santa Ana Unified School District**
Robert Santana, CEO	Agency Designee (Printed)
Signature	Signature
September 9, 2019	
Date	Date

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and Baker Nowicki Design Studio hereinafter referred to as "CONTRACTOR." The DISTRICT and CONTRACTOR may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by CONTRACTOR:*** ("Scope of Work") Will provide a feasibility analysis and conceptual planning for the potential addition of a new culinary arts building and renovation of the theatre at Valley High School per the attached proposal.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the CONTRACTOR of each of its obligations under this AGREEMENT. CONTRACTOR shall commence providing services under this AGREEMENT on **11/20/2019** and will diligently perform as required and complete performance by **6/30/2020.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Eighty Three Thousand Seven

Hundred Eighty Four Dollars ($83,784.00). Such compensation shall be payable by monthly invoicing submitted to the DISTRICT by the CONTRACTOR. The DISTRICT shall pay undisputed invoices within thirty (30) days of receipt from the CONTRACTOR. The DISTRICT may, within fifteen (15) days of receipt of a payment request from CONTRACTOR, reasonably request additional information and supporting documentation, in which case the DISTRICT'S time to pay the pending invoice shall be extended by an amount of time equal to the time in which it takes the CONTRACTOR to submit such information and/or documentation.

4. ***Expenses:*** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: Per Attached. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the CONTRACTOR, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the CONTRACTOR only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. CONTRACTOR's compensation under this AGREEMENT shall not be increased because of any costs incurred by CONTRACTOR that are attributable to such compliance hereunder.

6. ***Materials:*** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. ***Reserved***

8. ***Reserved***

9. ***Originality of Services:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

10. ***Copyright/Trademark/Patent:*** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become and remain the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. ***Conflict of Interest:*** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no financial, business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under

this AGREEMENT. Such conflicts include those contemplated under Government Code section 1090, the California Political Reform Act (Government Code Section 87100 et seq.), or other California law, including the common law.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR. Such a termination shall be considered "for cause" as defined in this AGREEMENT.

12. ***Termination:*** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered up to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of the Scope of Work by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the date of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. "Cause" shall include: (a) material violation of this AGREEMENT by the CONTRACTOR including, but not limited to, the breach of any representation or warranty; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of the **TEN (10)** days, cease and terminate. In the event of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The

foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the CONTRACTOR, or no later than three days after the day of mailing, whichever is sooner.

13. ***Fingerprint Clearance:*** Pursuant to Education Code Section 45125.1, CONTRACTOR and any subcontractors working independently with students shall, at its own cost, ensure that all employees working with the DISTRICT submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the DISTRICT's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1(c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24. This Section shall apply regardless of whether such above-referenced statutes are applicable to these circumstances. If CONTRACTOR is a sole proprietor, the DISTRICT shall prepare and submit the CONTRACTOR'S fingerprints per Education Code Section 45125.1(k). Any CONTRACTOR that is a sole proprietor shall have an immediate and affirmative duty to inform the DISTRICT of such status so as to allow the DISTRICT time to comply with Education Code section 45125.1(k).

14. ***Tuberculosis Examination:*** CONTRACTOR shall ensure that if there is to be contact with employees working with the DISTRICT, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT for each applicable person or employee prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

15. ***Hold Harmless:*** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by CONTRACTOR, or anyone working under or for the CONTRACTOR, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under this Section on a comparative basis. The CONTRACTOR'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the CONTRACTOR'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the CONTRACTOR has then completed the Scope of Work.

16. ***Insurance***: CONTRACTOR agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
CONTRACTOR further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000, and professional liability insurance with coverage of at least $1,000,000, which shall be written on a "claims made" basis.
To the extent permitted by law, the CONTRACTOR'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy, the vehicle liability policy, and the professional liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the CONTRACTOR and verify submitted insurance documentation for accuracy and compliance with required coverages.

17. ***Assignment:*** The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. CONTRACTOR further agrees that it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not

be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	CONTRACTOR:
Santa Ana Unified School District	**Baker Nowicki Design Studio**
Attn: Jonathan Geiszler	**731 Ninth Ave, Suite A**
1601 E. Chestnut Ave	**San Diego, CA 92101**
Santa Ana, CA 92701	_____

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined

to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

(*Signatures to begin on the next page*.)

THIS AGREEMENT IS ENTERED INTO October 8, 2019

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Jonathan Geiszler	Jon Alan Baker, FAIA, LEED AP
Printed Name	Printed Name
Director of Purchasing	Partner
Title	Title
	10/18/19
Date Signed	Date Signed

BakerNowicki
design studio

August 14, 2019

Jeremy Cogan
Director of Facilities Planning
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

RE: Feasibility Analysis & Conceptual Planning
Valley High School Culinary Arts Lab and Theater Renovation

Dear Jeremy,

Per our recent conversations, BakerNowicki Design Studio is pleased to offer our proposal to study the potential addition of a new culinary arts building consistent with the conceptual design recently approved for CTE funding. Additionally, evaluate to proposed scope of work needed for the existing performing arts center based on the District's stated program and design goals.

This study will be based on visual observation of existing conditions, review of District provided as-built documents, consideration of potential impacts on existing adjacent buildings, and program needs of the campus. The goal of the study will be to determine the feasibility of the potential planning alternatives to accommodate the anticipated facility and program.

SCOPE of SERVICES

Site & Facility Analysis
- Study existing site characteristics, facility utilization, and circulation.
- Assess condition of existing theater facility and systems.
- Review site development options and program implications
- Programming confirmation with campus & District staff

Site Planning Studies
- Develop site zoning to appropriately respond to program needs
- Develop planning options to address potential future auto lab replacement
- Develop planning options to address potential classroom replacement
- Evaluate site planning options for program utilization, supervision, and student safety
- Study ADA compliance issues associated with each option
- Evaluate options for addressing theater renovation needs

Final Site Study
- Prepare final site plan of each alternate for District review
- Provide recommendations for theater upgrades based on confirmed needs
- Prepare preliminary budget of probable construction costs
- Prepare final report including the following disciplines:
    - Civil engineering & site development
    - Structural conditions and implications
    - HVAC & plumbing systems
    - Electrical, communication and technology systems
    - Food service planning
    - Fire protection engineering & theater retrofit
    - Theatrical equipment and acoustical assessment
    - Conceptual cost estimating & budget development

731 Ninth Avenue, Suite A
San Diego, CA 92101

619.795.2405
www.bndesignstudio.com

EXCLUSIONS

- Field verification of as-built conditions (beyond visual observation)
- District to provide as-built plans of existing school campus
- Agency review or processing
- Landscape/irrigation assessment or design
- Updates to Facilities Master Plan
- Cost estimates to alternative design options

FEE PROPOSAL

Fixed fee: $83,784,00

We hope that this proposal is satisfactory to your needs and would be pleased to answer any questions that you may have. We are prepared to begin work immediately. We appreciate the opportunity to be of continued service to the Santa Ana Unified School District.

Sincerely,

Jon Alan Baker, FAIA, LEED AP
Partner

ARCHITECTURAL SERVICES AGREEMENT

This AGREEMENT is made and entered into this 26th day of September in the year 2019 by and between the SANTA ANA UNIFIED SCHOOL DISTRICT, hereinafter referred to as "DISTRICT", and LPA, INC., hereinafter referred to as "ARCHITECT." This AGREEMENT shall include all terms and conditions set forth herein. The DISTRICT and the ARCHITECT are sometimes referred to herein individually as a "PARTY" and collectively as the "PARTIES." This Agreement is made with reference to the following facts:

WHEREAS, DISTRICT desires to obtain architectural, engineering and other professional services, as described in this AGREEMENT, for the Architectural Services for Washington Elementary School project, hereinafter referred to as "PROJECT," located at various sites in the DISTRICT; and

WHEREAS, ARCHITECT employs architects who are fully licensed to provide architectural services in conformity with the laws of the State of California;

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE I - ARCHITECT'S SERVICES AND RESPONSIBILITIES

1. The ARCHITECT's services shall consist of those services performed by the ARCHITECT, ARCHITECT's employees and ARCHITECT's consultants as enumerated in Articles II and III of this AGREEMENT.

2. The ARCHITECT's services and the services of the ARCHITECT's consultants and/or sub-consultants, shall be performed in a manner which is consistent with the professional skill and care of like professionals performing such services for school construction projects in the State of California and consistent with the orderly progress of the work for the Project. The ARCHITECT represents that he/she will follow these requirements and standards in performing all services under this AGREEMENT. Upon request of the DISTRICT, the ARCHITECT shall submit for the DISTRICT's approval a schedule for the performance of the ARCHITECT's services. The schedule may be adjusted as the PROJECT proceeds by mutual written agreement of the PARTIES and shall include allowances for time required for the DISTRICT's review and for approval by authorities having jurisdiction over the PROJECT. The time limits established by this schedule shall not, except for reasonable cause, be exceeded by the ARCHITECT.

3. The schematic design, design development and construction document services covered by this AGREEMENT shall be completed and submitted to the Division of the State Architect for review and approval on or before 4/1/2020.

ARTICLE II - SCOPE OF ARCHITECT'S SERVICES

1. The ARCHITECT's services include those described not only in this Article AND Attachment B, but elsewhere throughout this AGREEMENT, and include structural, civil, mechanical and electrical engineering, landscape architecture services, and any other services necessary to produce a reasonably complete and accurate set of Construction Documents defined as including but not limited to the following: The agreement between DISTRICT and Contractor awarded the PROJECT ("Contractor"), general and supplementary conditions of the Contract between DISTRICT and Contractor, drawings, specifications, addenda and other documents listed in the Agreement, and modifications issued after execution of the DISTRICT and Contractor Contract.

2. The ARCHITECT shall assist the DISTRICT in obtaining required approvals (for on-site approvals) from governmental agencies responsible for electrical, gas, water, sanitary or storm sewer, telephone, public utilities, as well as the Office of Public School Construction (OPSC), California Department of Education (CDE) and Division of the State Architect (DSA).

3. The ARCHITECT shall be responsible for determining the capacity of existing utilities through utility information provided by governmental and utility agencies having jurisdiction, and/or for any design or documentation required to make perpendicular points of connection to existing utility services that may be located on PROJECT site or located immediately off the PROJECT and which are required for the PROJECT.

4. The ARCHITECT shall provide a PROJECT description, which includes the DISTRICT's needs, program, and the requirements of the PROJECT before preparing preliminary designs for the PROJECT.

5. The ARCHITECT shall provide a written preliminary evaluation of the DISTRICT's PROJECT, schedule and construction budget requirements. Such evaluation shall include alternative approaches to design and construction of the PROJECT, evaluation and application of Educational specification requirements under Education Code Section 17251 and under Title 5 California Code of Regulations Section 14000 et seq.

6. RESERVED

7. The ARCHITECT shall attend regular PROJECT coordination meetings between the ARCHITECT, its Consultants, the DISTRICT's representative(s), and other Consultants of the DISTRICT during PROJECT development.

8. The ARCHITECT shall make revisions in Drawings, Specifications, the PROJECT Manual or other documents when such revisions are necessary due to the ARCHITECT's failure to comply with approvals or instructions previously given by DISTRICT, including revisions made necessary by adjustments in the DISTRICT's program or PROJECT Budget as described in Article IV.

9. The ARCHITECT shall provide services required due to programmatic changes in the PROJECT including, but not limited to, size, quality, complexity, method of bidding or negotiating the contract for construction so long as such changes are not inconsistent with prior DISTRICT written directives and approvals. The ARCHITECT shall be prepared to prioritize

and prepare a priority list to address critical Program and PROJECT needs for DISTRICT review, direction and approval, as opposed to optional items that may be dropped if there is inadequate Budget for the PROJECT. In some instances, additive and/or deductive bid scope items may be incorporated into the PROJECT, as approved by the DISTRICT. In the case where there are Budget constraints, the ARCHITECT, shall prepare a priority list of critical programmatic needs and items that may be of lesser priority and review the Program with the DISTRICT.

10. The ARCHITECT shall provide services in connection with the work of a construction manager or separate consultants retained by DISTRICT.

11. The ARCHITECT shall provide detailed estimates of construction costs at no additional cost to DISTRICT as further described in Articles V and VI.

12. The ARCHITECT shall provide detailed quantity surveys, which provide inventories of material, equipment or labor.

13. The ARCHITECT shall provide analyses of DISTRICT ownership and operating costs for the PROJECT.

14. The ARCHITECT shall provide interior design and other services required for or in connection with graphics and signage. All other interior design services are addressed under Article III as an additional service.

15. To the extent the ARCHITECT is not familiar or does not have experience with any materials or systems designed for the PROJECT, the ARCHITECT shall visit suppliers, fabricators, and manufacturers' facilities such as for carpet, stone, wood veneers, standard or custom furniture, to review the quality or status of items being produced for the PROJECT.

16. The ARCHITECT shall cooperate and consult with DISTRICT in use and selection of manufactured items on the PROJECT, including, but not limited to, paint, hardware, plumbing, mechanical and electrical equipment, fixtures, roofing materials, and floor coverings. All such manufactured items shall be standardized to DISTRICT's criteria to the extent such criteria do not interfere with PROJECT design and are in compliance with the requirements of Public Contract Code §3400. DISTRICT shall be required to provide the ARCHITECT with the DISTRICT standardized criteria and the ARCHITECT shall be able to reasonably rely upon the information provided by the DISTRICT. ARCHITECT shall report to the DISTRICT any action needed to be taken by the DISTRICT's Governing Board to meet the requirements of Public Contract Code §3400 regarding any manufactured items the DISTRICT may want to use on a Project.

17. The ARCHITECT shall certify to the best of its information pursuant to 40 Code of Federal Regulations §763.99(a) (7), that no asbestos-containing material was specified as a building material in any construction document for the PROJECT and will require as a part of the Construction Documents that contractors provide DISTRICT with a certification that all materials used in the construction of any school building are free from any asbestos-containing building materials ("ACBM's"). ARCHITECT shall include statements in specifications that

materials containing asbestos are not to be included. The ARCHITECT shall incorporate requirements into the PROJECT's specifications that indicate the above certification shall be part of the final PROJECT submittal.

18. The ARCHITECT shall consider operating or maintenance costs when selecting systems for the DISTRICT. The ARCHITECT shall utilize grants and outside funding sources and work with the DISTRICT to utilize and consider funding from grants and alternative funding sources to the extent such alternative funding is available and applicable to the PROJECT scope.

19. The ARCHITECT shall prepare for and make formal presentations to the Governing Board of DISTRICT, attend public hearings and other public meetings. In addition, ARCHITECT shall attend and assist in legal proceedings that arise from errors or omissions of the ARCHITECT. However, with regard to matters in which the ARCHITECT is made a party to litigation and there is a conflict of interest as between the DISTRICT and the ARCHITECT, the ARCHITECT's assistance and attendance will be determined by counsel for the ARCHITECT.

20. The duties, responsibilities and limitations of authority of the ARCHITECT shall not be restricted, modified or extended without written agreement between the DISTRICT and ARCHITECT.

21. The ARCHITECT shall comply with all federal, state and local laws, rules, regulations and ordinances that are applicable to the PROJECT.

22. The ARCHITECT shall have access to the work at all times.

23. **Schematic Design Phase**

a. The ARCHITECT shall review the program furnished by the DISTRICT to ascertain the requirements of the PROJECT and shall review the understanding of such requirements with the DISTRICT.

b. The ARCHITECT shall prepare, for approval by the DISTRICT, Schematic Design Documents consisting of drawings and other documents illustrating the scale and relationship of PROJECT components. These documents shall comply with all applicable laws, statutes, ordinances, codes, rules and regulations which are applicable to these documents. The ARCHITECT shall prepare the Schematic Design Documents to comply with the applicable requirements of all governmental agencies having jurisdiction over the PROJECT, including but not limited to, the Office of Public School Construction (OPSC), California Department of Education (CDE), Division of the State Architect (DSA) and the local Fire Department.

c. The ARCHITECT shall prepare schematic design studies and site utilization plans leading to a recommended solution together with a general description of the PROJECT for approval by the DISTRICT.

d. If directed by the DISTRICT at the time of approval of the schematic design, the Construction Documents shall be prepared so that portions of the work of the PROJECT may be performed under separate construction contracts, or so that the construction of certain buildings, facilities, or other portions of the PROJECT may be deferred. Alternate construction schemes made by the DISTRICT subsequent to the Schematic Design Phase shall be provided as an additional service pursuant to Article III unless the alternate construction scheme arises out of the PROJECT exceeding the estimated Budget constraint as a result of the ARCHITECT's services under this AGREEMENT.

e. ARCHITECT shall submit a list of qualified engineers for the PROJECT for the DISTRICT's approval in conformance with Article XII. ARCHITECT shall ensure that each engineer places his or her name, seal and signature on all drawings and specifications prepared by said engineer.

f. The ARCHITECT shall observe existing conditions or facilities through site visitation and verify existing drawings of such existing conditions or facilities.

g. The ARCHITECT shall perform Schematic Design Services to keep the PROJECT within all Budget and scope constraints set by the DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

h. The ARCHITECT shall submit to the DISTRICT a written estimate of the construction cost in conformance with Articles V and VI and shall advise the DISTRICT, in writing, of any adjustments to the estimate of Construction Cost.

i. The ARCHITECT shall not proceed to do any work or perform any services for the Design Development Phase without first obtaining written approval from the DISTRICT of the Schematic Design Documents and Information.

24. **Design Development Phase (Preliminary Plans)**

a. Upon the ARCHITECT receiving written approval from the DISTRICT of the services set forth in Article II, paragraph 23, the ARCHITECT shall prepare Design Development Documents for approval by the DISTRICT. Such documents shall consist of site and floor plans, elevations, cross sections, and other documents necessary to depict the Design of PROJECT, and shall outline specifications to fix and illustrate the size, character and quality of the entire PROJECT as to the program requirements, landscapes, architecture, civil, structural, mechanical, and electrical systems, materials, and such other essentials as may be appropriate. The ARCHITECT shall prepare the Design Development Documents to comply with the requirements of all governmental agencies having jurisdiction over the PROJECT, including but not limited to, the Office of Public School Construction (OPSC), California Department of Education (CDE), Division of the State Architect (DSA) and the local Fire Department.

b. The ARCHITECT shall establish an estimated PROJECT Construction Cost.

c. The ARCHITECT shall perform Design Development Services to keep the PROJECT within all Budget and scope constraints set by the DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

d. The ARCHITECT shall not proceed to do any work or perform any services for the Construction Document Phase without first obtaining written approval from the DISTRICT of the Design Development Documents and Information.

25. **Construction Document Phase (Final Plans)**

a. Upon the ARCHITECT receiving written approval from the DISTRICT of the services set forth in Article II, paragraph 24, the ARCHITECT shall prepare, from the Design Development Documents approved by the DISTRICT, Construction Documents (in an acceptable Building Informational Modeling format, such as Autodesk® Revit® and AutoCAD® Civil 3D®)) and specifications setting forth, in detail, the requirements for the construction of the entire PROJECT in conformity with all applicable on-site governmental and code requirements, including but not limited to, the requirements of the OPSC, the DSA and the local Fire Department having jurisdiction over the PROJECT. The Construction Documents shall show all the work to be done in a minimum of LOD 200, as well as the materials, workmanship, finishes, and equipment required for the PROJECT.

b. The ARCHITECT shall prepare and file all documents required for and obtain the required approvals of all governmental agencies having jurisdiction over the PROJECT, including the OPSC, DSA, local Fire Department, City Design Review (DRC), County Health Department, Department of Public Works, and others, which have jurisdiction over the PROJECT. The DISTRICT shall pay all fees required by such governmental authority. ARCHITECT shall, whenever feasible, establish beforehand the exact costs due to governmental agencies and submit this cost information to DISTRICT so payments may be prepared. ARCHITECT shall not charge a mark-up on costs associated with governmental agency fees when the ARCHITECT pays such fees for DISTRICT.

c. The ARCHITECT shall immediately notify the DISTRICT of adjustments in previous estimates of the PROJECT Construction Cost arising from market fluctuations or approved changes in scope or requirements.

d. If the estimated PROJECT Construction Cost exceeds the Budget constraint, the ARCHITECT shall make all necessary design revisions at no cost to the DISTRICT to comply with the Budget and scope set by the DISTRICT in conformance with Articles V and VI, unless otherwise modified by written authorization of the DISTRICT.

26. **Bidding & Award Phase**

a. The ARCHITECT, following the DISTRICT's written approval of the Construction Documents and of the latest estimate of Construction Cost, shall assist the DISTRICT in obtaining bids and awarding the Contract for the construction of the PROJECT.

b. The ARCHITECT shall prepare all necessary bidding information and bidding forms required by the DISTRICT and shall assist the DISTRICT in preparing the Contractor's contract and general conditions, including providing, plans or specifications, which include a requirement that the Contractor provide operation manuals and adequate training for the DISTRICT in the operation of mechanical, electrical, heating, air conditioning and other systems installed by the Contractor, all of which shall be part of the bid documents prepared by the ARCHITECT.

c. The ARCHITECT shall print and distribute necessary bidding information, general conditions of the contract, and supplementary general conditions of the contract, and shall assist the DISTRICT's legal advisor in the drafting of proposal and contract forms.

d. The ARCHITECT shall deposit a reproducible set of Construction Documents and specifications at a reprographics company specified by DISTRICT for the bid and for printing of additional sets of plans and specifications during the PROJECT. In addition, ARCHITECT shall provide DISTRICT with an AutoCAD diskette file.

e. If the lowest bid exceeds the Budget for the PROJECT, the ARCHITECT, in consultation with and at the direction of the DISTRICT, shall provide such modifications in the Construction Documents as necessary to bring the cost of the PROJECT within its Budget as set forth in Articles V and VI at no cost to the DISTRICT.

27. **Construction Phase**

a. The Construction Phase will commence with the award of the Construction Contract to Contractor.

b. The ARCHITECT shall reproduce three sets of Construction (contract) Documents and all progress prints for the DISTRICT's and consultant's use at the ARCHITECT's expense. The remaining sets are to be provided as reimbursable expenses in conformance with Article XI.

c. The ARCHITECT shall provide technical direction to a full-time PROJECT inspector employed by and responsible to the DISTRICT as required by applicable law d. The ARCHITECT will endeavor to secure compliance by Contractor with the contract requirements, but does not guarantee the performance of Contractor's contracts.

e. The ARCHITECT shall provide general administration of the Construction Documents, including but not limited to periodic visits at the site as ARCHITECT deems necessary to render architectural observation which is distinguished from the continuous personal inspection of the PROJECT inspector (in no case shall the number of visits be less than once every week); make regular reports as may be required by governing agencies; keep the DISTRICT informed of the progress of construction; review schedules and shop drawings for compliance with design; approve substitution of materials, equipment, and the laboratory reports thereof subject to DISTRICT knowledge and approval; maintain construction accounts; prepare change orders for written approval of the DISTRICT; examine Contractor's applications for payment and issue certificates for payment in amounts approved by the ARCHITECT and DISTRICT; provide a color schedule of all materials in the PROJECT for DISTRICT's review and approval; determine date of completion of the PROJECT; prepare a final punchlist and estimate the value of each item appearing thereon; make final punch-list observation of the PROJECT; assemble and deliver to the DISTRICT written guarantees, instruction books, diagrams, and charts required of the Contractor; and issue the ARCHITECT's certificate of completion and final certificate for payment.

f. The ARCHITECT, as part of his basic services, shall advise the DISTRICT of any observed or known deficiencies in construction following the acceptance of the work and before the expiration of the guarantee period of the PROJECT.

g. The ARCHITECT shall be the interpreter of the requirements of the Construction Documents and advise the DISTRICT as to the performance by the Contractor thereunder.

h. The ARCHITECT shall make recommendations to the DISTRICT on claims relating to the execution and progress of the work and all matters and questions relating thereto. The ARCHITECT's recommendations in matters relating to artistic effect shall be consistent with the intent of the Construction Documents.

i. The ARCHITECT shall advise the DISTRICT to reject work, which does not conform to the Construction Documents. The ARCHITECT shall promptly inform the DISTRICT, whenever, in the ARCHITECT's opinion, it may be necessary, to stop the work to avoid the improper performance of the AGREEMENT. The ARCHITECT does not have the authority to stop work, but has authority to require additional inspection or testing of the work in accordance with the provisions of the Construction Documents, whether work is fabricated, installed or completed.

j. The ARCHITECT shall not issue orders to the Contractor that might commit the DISTRICT to extra expenses or otherwise amend the Construction Documents without first obtaining the written approval of the DISTRICT.

k. The ARCHITECT shall be the DISTRICT's architectural representative during construction and shall advise and consult with the DISTRICT shall act at all times and shall administer, on behalf of the DISTRICT, the construction contract between the DISTRICT and the Contractor. The ARCHITECT does not have authority to issue change orders or to bind the DISTRICT to any changes to the Construction Documents that would result in an increase in the original contract time or amount. The ARCHITECT shall have authority to act on behalf of the DISTRICT only to the extent provided in this AGREEMENT, unless otherwise modified in writing. The ARCHITECT, however, shall not have control over or charge of and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, since these are solely the Contractor's responsibility under the Contract for Construction. Without in any way limiting the ARCHITECT's responsibilities and obligations under the law, or this AGREEMENT, the ARCHITECT shall not otherwise be responsible for the Contractor's schedule or failure to carry out the Work in accordance with the Contract Documents.

l. The ARCHITECT shall at no additional cost provide services made necessary by defect or deficiencies in the work of the Contractor which through reasonable care should have been discovered by the ARCHITECT and promptly reported to the DISTRICT and Contractor but which ARCHITECT failed to do so long as discovery would have made such additional services and costs unnecessary.

m. The ARCHITECT shall review and certify the amounts due the Contractor. The ARCHITECT's certification for payment shall constitute a representation to the DISTRICT, based on the ARCHITECT's observations and inspections at the site, that the work has progressed to the level certified, that quality of the work is in accordance with the Construction Documents and that the Contractor is entitled to payment in the amount certified.

n. The ARCHITECT shall review and provide comments and recommendations or take other appropriate action upon Contractor's submittals of shop drawings, product data, and samples for the purpose of checking for conformance with the Construction Documents. The ARCHITECT's action shall not delay the work, but should allow for sufficient time in the ARCHITECT's professional judgment to permit adequate review. Excessive submissions by the Contractor of unwarranted and/or incomplete submittals requiring the ARCHITECT's continued review and written communications shall be provided as an Additional Service pursuant to Article III. The ARCHITECT shall obtain prior written approval from the DISTRICT before performing such Additional Service.

o. The ARCHITECT shall prepare proposed change orders with supporting documentation and data for the DISTRICT's review and approval in accordance with the Construction Documents, and may authorize minor changes in the work not involving an adjustment in the contract sum or an extension of time. The ARCHITECT shall evaluate and make written recommendations regarding Contractor's proposals for possible change orders. ARCHITECT shall, at ARCHITECT's expense, prepare a set of reproducible record drawings showing significant changes in the work made during construction based

on marked-up prints, drawings and other data furnished by the Contractor to the ARCHITECT. Change orders resulting from DISTRICT directed changes and/or unforeseen conditions shall be processed by the ARCHITECT as an Additional Service pursuant to Article III. The ARCHITECT shall obtain prior written approval from the DISTRICT before performing such Additional Services

p. The ARCHITECT shall attend a site punch list observation and review of the PROJECT to determine the date or dates of final completion, receive and forward to the DISTRICT for the DISTRICT's review all written warranties and related documents required by the Construction Documents and issue a final certificate for payment upon Contractor compliance with the requirements of the Construction Documents.

q. The ARCHITECT shall provide written evaluation of the performance of the Contractor under the requirements of the Construction Documents when requested in writing by the DISTRICT.

r. The ARCHITECT shall provide services in connection with evaluating substitutions proposed by the Contractor and, as an Additional Service, making subsequent revisions to drawings, specifications and other documentation resulting therefrom.

s. The ARCHITECT shall be responsible for gathering information and processing forms required by applicable governing authorities, such as building departments, local Fire Departments, OPSC, and DSA, in a timely manner and ensure proper PROJECT close-out.

t. The ARCHITECT shall evaluate and render written recommendations, within a reasonable time on all claims, disputes or other matters at issue between the DISTRICT and Contractor relating to the execution or progress of the work as provided in the construction contract. Under no circumstances should this evaluation take longer than 20 calendar days from the date the claim is received by ARCHITECT, unless additional time is requested by the ARCHITECT and approved by the DISTRICT.

u. Intentionally Omitted .

v. Before start of construction, the following two documents are required:

(i) Contract Information Form DSA-102.

(ii) Inspector Qualification Record Form DSA-5 should be submitted 10 days before the time of starting construction.

w. The ARCHITECT shall require in the Construction Documents for the Contractor to provide assistance in the utilization of equipment or systems such as testing, adjusting and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance and consultation during operation.

28. **Project Close-Out**

a. The ARCHITECT shall During the period the PROJECT is under construction the following documents are required:

1. Copies of the Inspector of Record's semi-monthly reports.

2. Copies of the laboratory reports on all tests or laboratory inspections as returned and done on the PROJECT.

3. Final Punch List with estimated values of each item on the Final Punch List.

4. List of all Contract Related Documents (e.g., warranties, waivers and releases, Owner and Operator Manuals, etc., etc.) required to be supplied by and/or through the Contractor.

5. List of all spare parts.

b. Upon completion of construction of the PROJECT, the following reports are required:

1. Copy of the Notice of Completion.

2. Final Verified Report Form DSA-6A/E certifying all work is 100% complete from the ARCHITECT, Structural Engineer, Mechanical Engineer and Electrical Engineer.

3. Final Verified Report Form DSA-6 certifying all work is 100% complete from the Contractor or Contractors, Inspector of Record and Special Inspector(s).

4. Verified Reports of Testing and Inspections as specified on the approved drawings and specifications, i.e., Final Laboratory Report, Welding, Glued-Laminated Timber, etc.

5. Weighmaster's Certificate (if required by approved drawings and specifications).

6. Copies of the signature page of all Addenda as approved by DSA.

7. Copies of the signature pages of all Deferred Approvals as approved by DSA.

8. Copies of the signature page of all Change Orders as approved by DSA.

9. Verification by the I.O.R. that all items noted on any "Field Trip Notes" have been corrected.

10. Written representation identifying and acknowledging that all Close Out Documents (e.g., completed Final Punch List, warranties, waivers and releases, Owner and Operator Manuals etc., etc.) required to be supplied by and/or through the Contractor have been received, as well as a list of all spare parts received.

11. The Record Drawings, based on the approved as-built plans with accurate and complete redlines and notes, as provided by the Contractor, in the following format;

(i) Full-size set of plans

(ii) CADD, Revit, or other format mutually agreed to by the DISTRICT and Architect.

ARTICLE III - ADDITIONAL ARCHITECT'S SERVICES

1. Whenever ARCHITECT believes that additional services are required that are caused by circumstances beyond the ARCHITECT's control, the ARCHITECT shall immediately notify the DISTRICT in writing of the need for such additional services. ARCHITECT shall not perform any additional services without first obtaining written authorization from the DISTRICT. Compensation for such services shall be negotiated, and a mutually agreed to lump sum amount ascertained and approved in writing by the DISTRICT's Board, before any such additional services are performed. If a mutually agreed to lump sum is not agreed to, then upon receiving written authorization from the DISTRICT's Board, the ARCHITECT shall perform such additional services on a time and material basis at the rates agreed to and set forth of Exhibit "B". The hourly rates set forth on Exhibit "B" may be increased annually in accordance with the ARCHITECT's compensation practices, subject to the DISTRICT's approval, which shall not be unreasonably withheld. Such additional services may include:

a. Making material revisions in drawings, specifications or other documents when such revisions are required by the enactment or revision of laws, rules or regulations subsequent to the preparation and completion of the Construction Documents.

b. Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required

by causes beyond the control of the ARCHITECT, which are not the result of the direct or indirect negligence, errors or omissions on the part of ARCHITECT.

c. Providing consultation concerning replacement of work damaged by fire and furnishing services required in connection with the replacement of such work.

d. Providing services made necessary by the default of the Contractor, which does not arise directly or indirectly from negligence, errors or omissions of ARCHITECT.

e. If the DISTRICT requests the PROJECT be let on a segregated basis after the completion of Design Development where segregation does not arise from ARCHITECT exceeding the estimated budget constraint, then plan preparation and/or contract administration work to prepare the segregated plans is an extra service subject to prior negotiation and DISTRICT approval.

f. Providing contract administration services after the construction contract time has been exceeded through no fault of the ARCHITECT, where it is determined that the fault is that of the Contractor,. The ARCHITECT's compensation is expressly conditioned on the lack of fault of the ARCHITECT.

g. Providing BIM documents that exceeds LOD 200; and

H. Providing any other services not otherwise included in this AGREEMENT or not customarily furnished in accordance with generally accepted architectural practice.

2. If authorized in writing by the DISTRICT's Board, ARCHITECT shall provide one or more PROJECT Representatives to assist in carrying out more extensive representation at the site than is described in Article II. The PROJECT Representative(s) shall be selected, employed and directed by the ARCHITECT, and the ARCHITECT shall be compensated therefore as agreed by the DISTRICT and ARCHITECT. Through the observations of such PROJECT Representative(s), the ARCHITECT shall endeavor to provide further protection for the DISTRICT against defects and deficiencies in the work, but the furnishing of such PROJECT representation shall not modify the rights, responsibilities or obligations of the ARCHITECT as described elsewhere in this AGREEMENT. Such services shall be negotiated and approved in writing by the DISTRICT

ARTICLE IV - DISTRICT'S RESPONSIBILITIES

1. The DISTRICT shall provide to the ARCHITECT information regarding requirements for the PROJECT, including information regarding the DISTRICT's objectives, schedule, budget constraints as well as any other criteria provided by the DISTRICT.

2. Before the Schematic Design Phase, the ARCHITECT shall prepare a current overall budget for the PROJECT, including the construction cost for the PROJECT. The budget

shall be based upon the DISTRICT's objectives, schedule, budget constraints and any other criteria that are provided to the ARCHITECT pursuant to Article IV, Paragraph 1 above. The DISTRICT shall approve the budget prepared by the ARCHITECT pursuant to this Paragraph and this shall be the "Budget" for the PROJECT as set forth in this AGREEMENT.

3. The DISTRICT shall notify the ARCHITECT of administrative procedures required and name a representative authorized to act on its behalf. The DISTRICT shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the PROJECT. The DISTRICT shall observe the procedure of issuing any orders to Contractors only through the ARCHITECT.

4. The DISTRICT shall give prompt written notice to the ARCHITECT if the DISTRICT becomes aware of any fault or defect in the PROJECT or nonconformance with the Construction Documents. However, the DISTRICT's failure or omission to do so shall not relieve the ARCHITECT of ARCHITECT's responsibilities under Title 21, Title 24, and the Field Act hereunder. The DISTRICT shall have no duty to observe, inspect or investigate the PROJECT.

5. The proposed language of certifications requested of the ARCHITECT or ARCHITECT's consultants shall be submitted to the ARCHITECT for review and approval at least fourteen (14) days before execution.

6. The DISTRICT shall make payment to the ARCHITECT of approved charges within forty-five (45) days of submission of ARCHITECT's invoices for services completed to the date of the invoice. DISTRICT shall notify ARCHITECT within fourteen (14) days of submission of ARCHITECT's invoices of any disputes over the invoice amount, and in no case shall DISTRICT delay releasing payment of undisputed amount. DISTRICT may retain 150% of the disputed amounts, and the parties shall endeavor to resolve such disputes in a mutually agreeable manner.

7. At DISTRICT's discretion, DISTRICT may provide standards for security and/or a security consultant and ARCHITECT will incorporate into the PROJECT such standards and/or advice from the security consultant. A consultation and recommendations for school security systems to prevent acts of terrorism are not the responsibility of the ARCHITECT.

8. Environmental/Hazardous Material Consultant: If necessary, the DISTRICT shall provide ARCHITECT with a copy of any mitigation measures for the PROJECT adopted by the DISTRICT pursuant to the California Environmental Quality Act. If necessary, the DISTRICT shall retain hazardous materials consultant(s) to prepare necessary contract drawings, and/or specifications for bidding and the ARCHITECT shall coordinate and incorporate such documents into the final Construction Documents for the PROJECT.

9. Technology: If required, the DISTRICT shall furnish technology guidelines to provide the information needed by the ARCHITECT and the ARCHITECT'S electrical engineer to provide a comprehensive technology "backbone" infrastructure system for the PROJECT.

10. Testing: The DISTRICT shall furnish the services of other consultants and Division of State Architect approved inspectors to provide the various tests required by law.

11. The DISTRICT shall furnish, soils/geotechnical surveys,. If required for this project.

12. Additional Consultants: The DISTRICT shall furnish the services of additional consultants, above and beyond basic service consultants provided by this AGREEMENT, as determined necessary by the ARCHITECT and DISTRICT, and approved by the DISTRICT.

ARTICLE V - COST OF CONSTRUCTION

1. During the Schematic Design, Design Development and Construction Document Phases, Construction Cost ("Construction Cost") shall be reconciled against the DISTRICT's Budget for the PROJECT.

2. PROJECT Construction Cost as used in this AGREEMENT means the total cost to the DISTRICT of all work designed or specified by the ARCHITECT, including work covered by approved change orders and/or alternates approved by the DISTRICT, but excluding the following: Any payments to ARCHITECT or consultants, for costs of inspections, surveys, tests, and landscaping not included in PROJECT. The Construction Cost shall not include any costs that are not specifically referenced in this Article V, Section 2, as approved costs

3. When labor or material is furnished by the DISTRICT below its market cost, the Construction Cost shall be based upon current market cost of labor and new material.

4. The Construction Cost shall be the acceptable estimate of construction costs to the DISTRICT as submitted by the ARCHITECT until such time as bids have been received, whereupon it shall be the bid amount of the lowest responsible responsive bidder.

5. Any Budget or fixed limit of construction cost shall be adjusted if the bidding has not commenced within ninety (90) days after the ARCHITECT submits the Construction Documents to the DISTRICT, to reflect changes in the general level of prices in the construction industry between the date of submission of the Construction Documents to the DISTRICT and the date on which bids are sought for the PROJECT.

6. If the lowest bid received exceeds the Budget by greater than 5%:

   a. The DISTRICT may give written approval of an increase of such fixed limit;

   b. The DISTRICT may authorize rebidding of the PROJECT within a reasonable time;

   c. If the PROJECT is abandoned, the DISTRICT may terminate this AGREEMENT in accordance with Article VIII, Paragraph 2;

d. The DISTRICT may request the ARCHITECT prepare, at no additional cost, deductive change packages that will bring the PROJECT within the Budget; or

e. The DISTRICT may request the ARCHITECT cooperate in revising the PROJECT scope and quality as required to reduce the construction cost.

7. If the DISTRICT chooses to proceed under Article V, paragraph 6(e), the ARCHITECT, without additional charge, agrees to redesign until the PROJECT is brought within the Budget set forth in this AGREEMENT. Redesign does not mean phasing or removal of parts of the PROJECT unless agreed in writing by the DISTRICT. Redesign means redesign of the PROJECT with all its component parts to meet the Budget set forth in this AGREEMENT.

ARTICLE VI - ESTIMATE OF PROJECT CONSTRUCTION COSTS

1. Estimates referred to in Article II shall be prepared on a square foot/unit costs basis, or more detailed computation if deemed necessary by the DISTRICT, considering prevailing construction costs and including all work for which bids will be received. It is understood that the PROJECT Construction Cost is affected by the labor and/or material market as well as other conditions beyond the control of the ARCHITECT or DISTRICT.

2. The ARCHITECT shall review the estimate at each phase of the ARCHITECT's services. The ARCHITECT shall provide the DISTRICT with a written evaluation of the estimate at each phase of the ARCHITECT's services. The ARCHITECT's written evaluations shall, among other things, evaluate how the estimates compare to the Budget. If such estimates are in excess of the Budget, the ARCHITECT shall revise the type or quality of construction to come within the budgeted limit at no additional cost to the DISTRICT. ARCHITECT's initial budget and scope limitations shall be realistic and be reviewed with the DISTRICT before formalization.

3. The ARCHITECT, upon request of the DISTRICT, shall prepare a detailed estimate of construction costs in addition to those estimates required in Article II, as an Additional Service. The ARCHITECT shall obtain prior written approval from the DISTRICT before performing such Additional Services.

ARTICLE VII - ARCHITECT'S DRAWINGS AND SPECIFICATIONS

1. All documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file BIM files and/or AutoCAD files) prepared by the ARCHITECT or the ARCHITECT's Consultants for this PROJECT, shall be and remain the property of the DISTRICT pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they relate to the PROJECT. The DISTRICT, however, shall not be precluded from using the ARCHITECT's or ARCHITECT's Consultant's documents

enumerated above for the purposes of additions, alignments or other development on the PROJECT site.

2. If DISTRICT intends to reuse ARCHITECT's plans, specifications or other documents for a project or projects other than that which is the subject of this AGREEMENT, and for which the ARCHITECT is not the architect of record, a fee of three percent (3%) of the Construction Costs shall be paid to the ARCHITECT for such reuse. In the event of such reuse or modification of the ARCHITECT's drawings, specification or other documents by any person, firm or legal entity, the DISTRICT agrees to indemnify, defend and hold the ARCHITECT harmless from and against any and all claims, liabilities, suits, demands, losses, costs and expenses, including, but not limited to, reasonable attorney's fees, accruing to or resulting from any and all persons, firms, or any other legal entity, on account of any damage or loss to property or persons, including, but not limited to, death, arising out of such use, reuse or modification of the ARCHITECT's drawing, specifications or other documents. The DISTRICT further agrees to remove the names and seals of the ARCHITECT and the ARCHITECT's Consultants from the title block and signature pages. The DISTRICT, however, may use the ARCHITECT's plans and documents as enumerated in this Article as reference documents for the purposes of additions, alignments or other development on the PROJECT site. Before reuse of the ARCHITECT's documents, the DISTRICT agrees to notify the ARCHITECT in writing of such reuse.

ARTICLE VIII - TERMINATION

1. This AGREEMENT may be terminated by either party upon fourteen (14) days written notice to the other party in the event of a substantial failure of performance by such other party, including insolvency of ARCHITECT, or if the DISTRICT should decide to abandon or indefinitely postpone the PROJECT.

2. In the event of a termination based upon abandonment or postponement by DISTRICT, the DISTRICT shall pay to the ARCHITECT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of the abandonment or postponement plus any sums due the ARCHITECT for Board approved additional services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the DISTRICT or in the possession of the ARCHITECT.

3. In the event a termination for cause is determined to have been made wrongfully or without cause, then the termination shall be treated as a termination for convenience in accordance with Article VIII, Paragraph 4 below, and ARCHITECT shall have no greater rights than it would have had if a termination for convenience had been effected in the first instance. No other loss, cost, damage, expense or liability may be claimed, requested or recovered by ARCHITECT.

4. This AGREEMENT may be terminated without cause by DISTRICT for convenience upon fourteen (14) days written notice to the ARCHITECT. In the event of a termination without cause for convenience, the DISTRICT shall pay to the ARCHITECT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination plus any sums due the ARCHITECT for Board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the DISTRICT or in the possession of the ARCHITECT. In addition, ARCHITECT will be reimbursed for reasonable termination costs through the payment of 3% beyond the sum due the ARCHITECT under this paragraph through 50% completion of the ARCHITECT's portion of the PROJECT and if 50% completion is reached, payment of 3% of the unpaid balance of the contract to ARCHITECT as termination cost. This 3% payment is agreed to compensate the ARCHITECT for the unpaid profit ARCHITECT would have made under the PROJECT on the date of termination and is consideration for entry into this termination for convenience clause. ARCHITECT represents and acknowledges that the money paid to ARCHITECT as set forth in this Article 8, paragraph 4 constitutes the sole and exclusive money, compensation and damages payable to ARCHITECT from the DISTRICT and/or recoverable by ARCHITECT against the DISTRICT as a result of a termination for convenience. The operation of this paragraph shall be construed as a liquidated damage provision running in favor of the DISTRICT and against the ARCHITECT.

5. In the event of a dispute between the parties as to performance of the work or the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Unless the PARTIES can resolve the dispute amicably within thirty (30) calendar days of written notification of a dispute, the PARTIES shall prepare a written basis for the dispute, and a subsequent meeting shall be convened within fifteen (15) calendar days to discuss the issues among the executive leadership for each PARTY. If the dispute is not resolved as a result of the meeting, the PARTIES agree to immediately pursue alternative dispute resolution in accordance with Article VIII, Section 6 Pending resolution of this dispute, ARCHITECT agrees to continue the work diligently to completion, so long as the DISTRICT continues to make progress payments on all undisputed invoices submitted under this AGREEMENT. If the dispute is not resolved, ARCHITECT agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but ARCHITECT's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute, after the PROJECT has been completed, and not before.

6. All claims, disputes or controversies arising out of, or in relation to the interpretation, application or enforcement of this Agreement shall be decided through mediation as the first method of alternative dispute resolution.

ARTICLE IX - ACCOUNTING RECORDS OF THE ARCHITECT

1. Records of the ARCHITECT's direct personnel and reimbursable expense pertaining to the extra services of this PROJECT and records of accounts between the DISTRICT and Contractor shall be kept on a generally recognized accounting basis and shall be available to the DISTRICT or its authorized representative at mutually convenient times.

ARTICLE X - COMPENSATION TO THE ARCHITECT

The DISTRICT shall compensate the ARCHITECT as follows:

1. ARCHITECT change orders fees are paid as approved by the District Board. If a change order is approved without ARCHITECT fee, no fee will be paid to the ARCHITECT unless negotiated before commencing change order work.

2. Payment to the ARCHITECT will be as set forth on Attachment "A".

3. To the extent that the time initially established for the completion of ARCHITECT's services is exceeded or extended through no fault of the ARCHITECT, compensation for any services rendered during the additional period of time shall be negotiated and subject to prior approval by DISTRICT Board.

4. Expenses incurred by the ARCHITECT and ARCHITECT's employees and consultants in the interest of the PROJECT shall have prior DISTRICT written approval before they are incurred and records of such expenses shall be provided to DISTRICT for the DISTRICT's review.

5. The ARCHITECT shall invoice all fees and/or costs monthly for the Basic Services that are provided in accordance with this AGREEMENT from the time the ARCHITECT begins work on the PROJECT. The ARCHITECT shall submit one (1) invoice monthly to the DISTRICT detailing all the fees associated with the applicable progress to completion percentage, reimbursable expenses (if any), and Additional Services (if any) incurred for the monthly billing period. Invoices requesting reimbursement for expenses incurred during the billing period must clearly list items for which reimbursement is being requested and be accompanied by proper documentation (e.g., receipts, invoices), including a copy of the DISTRICT's authorization notice for the invoiced item(s), if applicable. Invoices requesting payment for Additional Services must reflect the negotiated compensation previously approved by the DISTRICT and include a copy of the DISTRICT's written authorization notice approving the Additional Services and the additional compensation approved by the DISTRICT. No payments will be made by the DISTRICT to the ARCHITECT for monthly invoices requesting reimbursable expenses or Additional Services absent the prior written authorization of the DISTRICT. The DISTRICT's prior written authorization, through a formal Contract Amendment, is an express condition precedent to any payment by the DISTRICT for Additional Services or reimbursable expenses and no claim by the ARCHITECT for additional

compensation related to Additional Services or reimbursable expenses shall be valid absent such prior written approval by the DISTRICT.

ARTICLE XI - REIMBURSABLE EXPENSES

1. Reimbursable expenses are in addition to compensation for basic services and additional services, and shall be paid to the ARCHITECT at one and one-tenth (1.1) times the expenses incurred by the ARCHITECT, the ARCHITECT's employees and consultants for the following specified items:

a. Approved reproduction of drawings and specifications in excess of the copies provided by this AGREEMENT which includes sets of construction documents and all progress prints.

b. Fees advanced for securing approval of authorities having jurisdiction over the PROJECT.

c. Messenger and/or delivery service costs as requested by the DISTRICT.

2. Reimbursable expenses are estimated to be as set forth on Attachment "A", and this amount shall not be exceeded without the prior written approval of the DISTRICT.

3. Reimbursement for fees and other expenses, except for construction contract administration services associated with delay caused solely by the Contractor, shall be made to the ARCHITECT as incurred. Reimbursable expenses shall not include:

a. Travel expenses;
b. Check prints;
c. Prints or plans or specifications made for ARCHITECT's consultants and all progress prints;
d. Preliminary plans and specifications;
e. ARCHITECT's consultants' reimbursables.
f. Models or mock-ups
g. Meetings with Cities, planning officials, fire departments, the DSA, State Allocation Board or other public agencies.

ARTICLE XII - EMPLOYEES AND CONSULTANTS

1. The ARCHITECT, as part of the ARCHITECT's basic professional services, shall furnish the necessary services of landscape architects, structural, mechanical, electrical, civil and traffic engineers to complete the PROJECT. All consultant services shall be provided at the ARCHITECT's sole expense.

2. The ARCHITECT shall submit, for written approval by the DISTRICT, the names of the consultant firms proposed for the PROJECT. Nothing in this AGREEMENT shall

create any contractual relation between the DISTRICT and any Consultants employed by the ARCHITECTS under the terms of this AGREEMENT.

3. ARCHITECT's consultants shall be licensed to practice in California and have relevant experience with California school design and construction during the last five years. If any employee or consultant of the ARCHITECT is not reasonably acceptable to the DISTRICT then that individual shall be replaced with an acceptable competent person at the DISTRICT's request.

4. The construction contract administrator or field representative assigned to this PROJECT by ARCHITECT shall be licensed as a California Architect and able to make critical PROJECT decisions in a timely manner and shall be readily available and provide by phone, facsimile and through correspondence, design direction and decisions when the construction contract administrator is not at the site.

ARTICLE XIII - MISCELLANEOUS

1. The ARCHITECT shall make a written record of all meetings, conferences, discussions and decisions made between or among the DISTRICT, ARCHITECT and Contractor during all phases of the PROJECT and concerning any material condition in the requirements, scope, performance and/or sequence of the work. The ARCHITECT shall provide a copy of such record to the DISTRICT.

2. To the fullest extent permitted by law, ARCHITECT agrees to indemnify and hold DISTRICT harmless from all liability arising out of:

a. Workers Compensation and Employers Liability. Any and all claims under Workers' Compensation acts and other employee benefit acts with respect to ARCHITECT's employees or ARCHITECT's subcontractor's employees arising out of ARCHITECT's work under this AGREEMENT;

b. General Liability. Liability arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the ARCHITECT for damages related to (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law or (4) any other loss, damage or expense arising under either (1), (2), or (3) above, sustained by the ARCHITECT or the DISTRICT, or any person, firm or corporation employed by the ARCHITECT or the DISTRICT upon or in connection with the PROJECT, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent Architects who are directly employed by the DISTRICT or other third parties for whom the ARCHITECT is not legally liable. The ARCHITECT, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings (other than professional negligence covered by Section c below) that may be brought or instituted against the DISTRICT, its officers, agents, or employees, to the extent such claims, actions, suits, or other proceedings arise

out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the ARCHITECT, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents, or employees, in any action, suit or other proceedings as a result thereof. Any costs to defend under this Section b shall not exceed the ARCHITECT's proportionate percentage of fault; and;

c. Professional Liability. If arising out of, pertaining to, or relating to the professional negligence, recklessness, or willful misconduct of the ARCHITECT, the ARCHITECT shall indemnify and hold the DISTRICT harmless from any loss, injury to, death of persons or damage to property caused by any act, neglect, default or omission of the ARCHITECT, or any person, firm or corporation employed by the ARCHITECT, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation including the DISTRICT, arising out of, or in any way connected with the PROJECT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death or damages caused by negligence, or willful misconduct of the DISTRICT or of other third parties for which the ARCHITECT is not legally liable. With regard to the ARCHITECT's obligation to indemnify for acts of professional negligence, such obligation does not include the obligation to provide defense counsel or to pay for the defense of actions or proceedings brought against the DISTRICT, but rather to reimburse the DISTRICT for attorneys' fees and costs incurred by the DISTRICT in defending such actions or proceedings brought against the DISTRICT, and such fees and costs shall not exceed the ARCHITECT's proportionate percentage of fault.

d. . The PARTIES understand and agree that Article XIII, Section 2, of this AGREEMENT shall be the sole indemnity, as defined by California Civil Code § 2772, between the DISTRICT and the ARCHITECT related to the PROJECT. Any other indemnity that is attached to this AGREEMENT as part of any EXHIBIT shall be void and unenforceable between the PARTIES.

e. Any attempt to limit the ARCHITECT's liability to the DISTRICT in any of the exhibits or attachments to this AGREEMENT shall be void and unenforceable between the PARTIES.

3. ARCHITECT shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT which will protect ARCHITECT and DISTRICT from claims which may arise out of or result from ARCHITECT's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a. The ARCHITECT shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California. However, such amount shall not be less than ONE MILLION DOLLARS ($1,000,000).

b. Commercial general and auto liability insurance with limits of not less than ONE MILLION DOLLARS ($1,000,000) combined single limit, bodily injury and property damage liability per occurrence, including:

1. Owned, non-owned and hired vehicles;
2. Blanket contractual;
3. Broad form property damage;
4. Products/completed operations; and
5. Personal injury.

c. Professional liability insurance, including contractual liability, with limits of not less than ONE MILLION DOLLARS ($1,000,000) per claim. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least five (5) years thereafter and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. In the event that ARCHITECT subcontracts any portion of ARCHITECT's duties, ARCHITECT shall require any such subcontractor to purchase and maintain insurance coverage as provided in this subparagraph. Failure to maintain professional liability insurance is a material breach of this AGREEMENT and grounds for immediate termination.

d. Valuable Document Insurance. The ARCHITECT shall carry adequate insurance on all drawings and specifications as may be required to protect the DISTRICT in the amount of its full equity in those drawings and specifications, and shall file with the DISTRICT a certificate of that insurance. The cost of that insurance shall be paid by the ARCHITECT, and the DISTRICT shall be named as an additional insured.

e. Each policy of insurance required in b. above shall name DISTRICT and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of ARCHITECT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice (ten (10) days written notice for cancellation based upon non-payment of premiums) shall be given to DISTRICT before cancellation; and, shall waive all rights of subrogation. ARCHITECT shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Before commencing work, ARCHITECT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event ARCHITECT fails to secure or maintain any policy of insurance required hereby, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of ARCHITECT, and in such event, ARCHITECT shall reimburse DISTRICT upon demand for the cost thereof.

f. In the event that ARCHITECT subcontracts any portion of ARCHITECT's duties, ARCHITECT shall require any such subcontractor to purchase and maintain insurance coverage for the types of insurance referenced in Article XIII 3(a)

(b) (c) (d), in amounts which are appropriate with respect to that subcontractor's part of work which shall in no event be less than $500,000 per occurrence.

Failure to maintain professional liability insurance is a material breach of this AGREEMENT and will be rectified in a timely manner.

4. ARCHITECT, in the performance of this AGREEMENT, shall be and act as an independent contractor. ARCHITECT understands and agrees that ARCHITECT and all of ARCHITECT's employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. ARCHITECT assumes the full responsibility for the acts and/or omissions of ARCHITECT's employees or agents as they relate to the services to be provided under this AGREEMENT. ARCHITECT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective ARCHITECT's employees.

5. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either the DISTRICT or ARCHITECT.

6. The DISTRICT and ARCHITECT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT. ARCHITECT shall not assign this AGREEMENT.

7. This AGREEMENT shall be governed by the laws of the State of California.

8. Each of the PARTIES have had the opportunity to, and have to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT. This AGREEMENT represents the entire AGREEMENT between the DISTRICT and ARCHITECT and supersedes all prior negotiations, representations or agreements, either written or oral. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the ARCHITECT.

9. The rule of construction that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this AGREEMENT.

The parties, through their authorized representatives, have executed this AGREEMENT as of the day and year first written above.

ARCHITECT:

LPA, inc.

Jon Mills

By: _____ 10/7/19

Chief Operations Officer

DS MH DS RM DS

DISTRICT:

Santa Ana Unified School District

By: _____

_____

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ATTACHMENT "A"

ARCHITECT'S FEE SCHEDULE

PHASE	FEE%	FEE AMOUNT
Schematic Design	12.0%	$179,134
Design Development	18.0 %	$268,702
Construction Documents	38.0%	$567,259
DSA Approval	5.0%	$74,639
Bidding	3.0%	$44,784
Construct ion Administration	22.0%	$328,413
Closeout	2.0%	$29,856
Total	**100.00 %**	**$1,492 ,787**

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ATTACHMENT "B"

SCOPE OF WORK

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SCOPE OF SERVICES + FEE PROPOSAL

PROJECT DESCRIPTION/ASSUMPTIONS

LPA, INC. is pleased to submit the following Scope of Services and Fee Proposal to assist the Santa Ana Unified School District (DISTRICT) with architectural and engineering design services for the **Washington Elementary School Reconstruction Project**, located at 910 W. Anahurst Place in Santa Ana, California. The project consists of comprehensive services including schematic design, design development, construction documents, bidding, and construction administration.

The project scope consists of a comprehensive reconstruction of several components of Washington ES, including the following phases as defined in the RFP:

Phase 1

- New Kindergarten classroom wing and playground
- New Administration and library building, including program support space currently housed in surplus classrooms
- New Multipurpose building, food service, and lunch shelter
- Sitework including campus quad, new parking, and new drop-off/entry

Phase 2a

- Demolition of original classroom wings
- Completion of sitework including playfields, playgrounds and hardcourts

Phase 2b

- Repurpose/ Modernize remaining two original classroom building wings as Early Childhood Education and Wellness Center

PROJECT BUDGET

The following is our understanding and assumptions regarding the total construction budget for this project.

The Project cost identified in the RFP is $17,917,000, inclusive of all soft costs. For purposes of this proposal, we estimate hard cost to be approximately 75% of project cost, or $13,437,750. This cost does not include the cost of Phase 2B, Modernization of classroom buildings for Early Childhood Care' Buildings B and C, The total approximate square feet of these buildings are 8,760. We recommend carrying a construction budget for this Modernization of $300/ square feet, in 2019 dollars, for a total construction budget of 8,760 x $300/ sf = $2,628,000. In addition, we would recommend carrying a construction budget of approximately $850,000 in 2019 dollars for the exterior improvements associated with the Modernization, including the playground, courtyard and site work associated with the Pre-School.

A summary of our budget assumption for hard construction cost is as follows:

New Construction/Site Work	$13,437,750
Modernization of Bldg. B & C	$2,628,000
Pre-School Site Work	$850,000
Sub Total	$16,915,750
Escalation to 2021 (3%/Yr.)	$2,030,169
Total Estimated Construction Budget	**$18,945,919**

We understand the District has a current funding application submitted to OPSC May 31, 2018 and wishes to preserve your "place in line". LPA will coordinate with the District to substitute plans with this new project. District also will pursue additional funding for Use of Modernization funds towards new construction. The District twill employ a funding consultant to direct this process and LPA will assist as appropriate.

0 - GENERAL

During the project, certain activities occur in each phase. These activities, described below, are non-sequential and may not be applicable to all phases of the project. These activities include:

0.01 Project Administration services consisting of the following administrative functions:

- .01 Project-related research.
- .02 Conferences.
- .03 Communications.
- .04 Direction of the work of in-house personnel.

0.02 Coordination services for Owner-supplied Data:

- .01 Comprehensive Survey or scope areas including ground level survey data as necessary to determine accessibility requirements.

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.02 Geotechnical Investigations/ Reports as required for new construction.

.03 Review and coordination of data furnished for the Project as a responsibility of DISTRICT inclusive of record drawings, California Environmental Quality Act (CEQA) requirements, etc. as provided to LPA by the District.

.04 Review of existing conditions including field verification of Owner-supplied data.

1 - PROGRAMMING/ SCHEMATIC DESIGN

During the Site Planning/ Programming/ Schematic Design Phase, LPA, INC. will provide the following services to determine the scope for the construction of the project:

1.01 Architectural, Structural, Mechanical, Plumbing, Electrical, Civil, Landscape and Irrigation Design / Documentation which may include the following:

.01 Schematic Design.

.02 Preliminary elevations.

.03 Preliminary selection of building systems and materials.

.04 Evaluation of existing site utilities, and preliminary identification of site utility connections/scope.

1.02 Statement of Probable Construction Cost services during the Schematic Design Phase consisting of development of a probable construction cost range for the Project based on the most recent schematic design studies, current and historic area, volume, or other unit costs, expected Project delivery process, and appropriate contingencies.

2 - DESIGN DEVELOPMENT

The Design Development Phase will commence upon approval of the schematic design documents and cost estimate. During the Design Development Phase, LPA will provide the following services to determine the scope for the construction of the project:

2.01 Architectural, Structural, Mechanical, Electrical, Civil, Landscape and Irrigation Design / Documentation which may include the following:

.01 Developed site and building plans.

.02 Building elevations.

.03 Development of building systems and materials.

.04 Evaluation of existing site utilities, and identification of site utility connections / scope.

2.02 Project Development Scheduling services during the Design Development Phase consisting of reviewing and updating previously established Schematic Design Project Schedules for decision-making, design, documentation, contracting and construction.

2.03 Statement of Probable Construction Cost services during Design Development Phase consisting of development of a probable construction cost range for the Project based on the most recent schematic design studies, current and historic area, volume, or other unit costs, expected Project delivery process, and appropriate contingencies.

3 - CONSTRUCTION DOCUMENTS

Upon DISTRICT approval of the Design Development documents, scope of work, and budget, LPA will provide the following Construction Documents services:

3.01 Architectural, Structural, Mechanical, Electrical, Civil, Landscape and Irrigation Design / Documentation consisting of preparation of Drawings setting forth in detail the construction requirements for the Project. Civil documentation will include an Erosion Control Plan and wet utility connections as applicable.

3.02 Materials Research/Specifications during the Construction Documents Phase consisting of activities of in-house architectural personnel in:

.01 Development and preparation of architectural Specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.

.02 Coordination of the development of Specifications by other disciplines.

.03 Compilation of Project Manual including Conditions of the Contract and Bidding Documents provided to LPA by the DISTRICT and Specifications.

3.03 Statement of Probable Construction Cost services consisting of updating the Design Development phase statement of probable construction cost. Estimates will be provided at 100% CD milestone.

4 - DSA/ AGENCY PROCESSING

DSA Application Submittal and Processing services consisting of the preparation of the DSA application; coordination with the District regarding Owner-supplied data/plan check fees;

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processing of plans through the required plan review process; coordination with the DSA regarding final approved plans; and, transmitting an electronic copy of the approved plans to the District via CD.

5 - BIDDING SUPPORT SERVICES

In the Bidding Phase, LPA, following the District's approval of the Construction Documents and of the most recent Statement of Probable Construction Cost, shall provide the services designated necessary for LPA to assist the District in obtaining bids. Delivery method for this project has not yet been determined. Regardless of the delivery method, LPA provide the following services:

5.01 Bidding Materials services consisting of organizing Bidding Documents for reproduction and distribution by District (or District's vendor).

5.02 Addenda services consisting of preparation and distribution of Addenda as may be required during bidding or negotiation and including supplementary Drawings, Specifications, instructions and notice(s) of changes in the bidding schedule and procedure.

6 - CONTRACT ADMINISTRATION SERVICES

In the Contract Administration Phase, LPA shall provide services designated necessary for the administration of the construction contract as set forth in the General Conditions of the Contract for Construction. LPA assumes these services are for a fixed duration of approximately two years. Should the construction phase continue on for more than two years, LPA will require the compensation to be adjusted for the extended duration.

LPA will provide services necessary to reach project Certification by DSA.

7 - EXCLUSIONS / QUALIFICATIONS

The services and items described below are specifically not included in the Architect's Fixed Fee.

- The District will be providing a State Funding specialist consultant
- Specialty security design services are not part of our proposed services
- Interim housing is not a part of the current budget analysis. LPA will develop a scope of work and fee proposal for interim housing based upon the implementation phasing plan during schematic design. The goal is to develop a phasing approach that minimizes the need for Interim Housing.

Exclusions include:

- Topographic Survey/ Boundary Mapping
- Geotechnical Investigations
- Hazardous Materials Assessments
- Furniture/ Fixture/ Equipment (FF&E) Procurement
- Off-site design/ engineering as may be required by the City

8 - COMPENSATION

Our proposed compensation below is an estimate based on the Scope of Services and our budget assumptions outlined above. Our compensation may be adjusted up or down, depending on the final Scope and District validated budget as defined in the Schematic Design phase.

LPA proposes to provide the services described herein for a Lump Sum Fixed Fee of One Million, Four Hundred and Ninety-Two Thousand, Seven Hundred and Eighty Six Dollars, ($1,492,786.00).

Fee breakdown by phase is as follows:

PHASE	FEE %	FEE AMOUNT
Schematic Design	12.0%	$179,134
Design Development	18.0%	$268,702
Construction Documents	38.0%	$567,259
DSA Approval	5.0%	$74,639
Bidding	3.0%	$44,784
Construction Administration	22.0%	$328,413
Closeout	2.0%	$29,856
Total	**100.00%**	**$1,492,787**

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and Novak Educational Consulting hereinafter referred to as "CONTRACTOR." The DISTRICT and CONTRACTOR may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by CONTRACTOR:*** ("Scope of Work") Will provide implementation of a scientifically based planning model as a guide and develop a recommended plan for addressing barriers to implementation Districtwide and at schools in Cohort A. Provide virtual training module, provide training to Districtwide and school administrators on UDL through an online graduate-level courser during Fall 2019, and by supporting a core MTSS leadership team at each pilot school through monthly asynchronous training during Spring 2020.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the CONTRACTOR of each of its obligations under this AGREEMENT. CONTRACTOR shall

commence providing services under this AGREEMENT on **9/19/2019** and will diligently perform as required and complete performance by **5/31/2020.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Thirty Four Thousand Two Hundred Fifty Dollars ($34,250). Such compensation shall be payable by monthly invoicing submitted to the DISTRICT by the CONTRACTOR. The DISTRICT shall pay undisputed invoices within thirty (30) days of receipt from the CONTRACTOR. The DISTRICT may, within fifteen (15) days of receipt of a payment request from CONTRACTOR, reasonably request additional information and supporting documentation, in which case the DISTRICT'S time to pay the pending invoice shall be extended by an amount of time equal to the time in which it takes the CONTRACTOR to submit such information and/or documentation.

4. ***Expenses:*** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: Travel Not To Exceed $1200. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the CONTRACTOR, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the CONTRACTOR only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. CONTRACTOR's compensation under this

AGREEMENT shall not be increased because of any costs incurred by CONTRACTOR that are attributable to such compliance hereunder.

6. ***Materials:*** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. Reserved

8. Reserved

9. ***Originality of Services:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

10. ***Copyright/Trademark/Patent:*** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become and remain the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. ***Conflict of Interest:*** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no financial, business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT. Such conflicts include those contemplated under Government Code section 1090, the California Political Reform Act (Government Code Section 87100 et seq.), or other California law, including the common law.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR. Such a termination shall be considered "for cause" as defined in this AGREEMENT.

12. ***Termination:*** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered up to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of the Scope of Work by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the date of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. "Cause" shall include: (a) material violation of this AGREEMENT by the CONTRACTOR including, but not limited to, the breach of any representation or warranty; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service

of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of the **TEN (10)** days, cease and terminate. In the event of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the CONTRACTOR, or no later than three days after the day of mailing, whichever is sooner.

13. Reserved

14. Reserved

15. ***Hold Harmless:*** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for

injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by CONTRACTOR, or anyone working under or for the CONTRACTOR, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under this Section on a comparative basis. The CONTRACTOR'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the CONTRACTOR'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the CONTRACTOR has then completed the Scope of Work.

16. ***Insurance***: CONTRACTOR agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage.

CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

CONTRACTOR further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000.

To the extent permitted by law, the CONTRACTOR'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy and the vehicle liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the CONTRACTOR and verify submitted insurance documentation for accuracy and compliance with required coverages.

17. ***Assignment:*** The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation

pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. CONTRACTOR further agrees that it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	CONTRACTOR:
Santa Ana Unified School District	**Novak Educational Consulting**

Attn: Jonathan Geiszler	**195 Duck Pond Drive**
1601 E. Chestnut Ave	**Groton, MA 01450**
Santa Ana, CA 92701	_____

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

(*Signatures to begin on the next page*.)

THIS AGREEMENT IS ENTERED INTO THIS 9TH DAY OF SEPTEMBER, 2019.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Jonathan Geiszler	Katie Novak
Printed Name	Printed Name
Director of Purchasing	President
Title	Title
	October 2, 2019
Date Signed	Date Signed

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and Human Options hereinafter referred to as "CONTRACTOR." The DISTRICT and CONTRACTOR may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by CONTRACTOR:*** ("Scope of Work")
Will provide mental health services at assigned school sites to include the following: Individual/Group/Family counseling, case management support and support groups and workshops as needed per Exhibit A.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the CONTRACTOR of each of its obligations under this AGREEMENT. CONTRACTOR shall commence providing services under this AGREEMENT on **9/4/2019** and will diligently perform as required and complete performance by **6/30/2020**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Fifty Three Thousand Four Hundred Ninety Eight Dollars ($53,498). Such compensation shall be payable by monthly invoicing submitted to the DISTRICT by the CONTRACTOR. The DISTRICT shall pay undisputed invoices within thirty (30) days of receipt from the CONTRACTOR. The DISTRICT may, within fifteen (15) days of receipt of a payment request from CONTRACTOR, reasonably request additional information and supporting documentation, in which case the DISTRICT'S time to pay the pending invoice shall be extended by an amount of time equal to the time in which it takes the CONTRACTOR to submit such information and/or documentation.

4. ***Expenses:*** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the CONTRACTOR, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the CONTRACTOR only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. CONTRACTOR's compensation under this AGREEMENT shall not be increased because of any costs incurred by CONTRACTOR that are attributable to such compliance hereunder.

6. ***Materials:*** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. ***Metrics:*** The DISTRICT and CONTRACTOR will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program Scope of Work. DISTRICT and CONTRACTOR will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the DISTRICT's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and CONTRACTOR will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The CONTRACTOR will provide their impact data based upon these metrics.

8. ***Data Sharing:*** In order to facilitate the evaluation of the program, the DISTRICT and CONTRACTOR will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act ("FERPA") and applicable State of California laws. CONTRACTOR needs access to the following data:

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the CONTRACTOR agrees to:

i. Use data shared under this AGREEMENT for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The

CONTRACTOR further agrees not to share data received under this contract with any other entity without DISTRICT's prior written approval.

ii. Require all CONTRACTOR employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this AGREEMENT. The CONTRACTOR agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this AGREEMENT. Nothing in this paragraph authorizes sharing data provided under this AGREEMENT with any other person or entity for any purpose.

iii. Maintain all data obtained pursuant to this AGREEMENT separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this AGREEMENT except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this AGREEMENT in the same manner as the original data. The ability to access or maintain data under this AGREEMENT shall not under any circumstances transfer from the CONTRACTOR to any other person or entity aside from the DISTIRCT and its designated representatives.

iv. Not disclose any data contained under this AGREEMENT in a manner, which could identify any individual to any other entity. The CONTRACTOR may only publish results of studies authorized by this AGREEMENT only if the CONTRACTOR has received written approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The CONTRACTOR agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.

v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.

vi. Destroy all data obtained under this AGREEMENT when it is no longer needed for the purpose for which it was obtained. Nothing in this AGREEMENT authorizes either Party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to DISTRICT within sixty (60) days. No other person or entity is authorized to continue research-using data obtained under this AGREEMENT upon cessation of studies conducted under the direct supervision of DISTRICT.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. ***Originality of Services:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

10. ***Copyright/Trademark/Patent:*** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become and remain the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. ***Conflict of Interest:*** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no financial, business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT. Such conflicts include those contemplated under Government Code section 1090, the California Political Reform Act (Government Code Section 87100 et seq.), or other California law, including the common law.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR. Such a termination shall be considered "for cause" as defined in this AGREEMENT.

12. ***Termination:*** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered up to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of the Scope of Work by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the date of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. "Cause" shall include: (a) material violation of this AGREEMENT by the CONTRACTOR including, but not limited to, the breach of any representation or warranty; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of the **TEN (10)** days, cease and terminate. In the event

of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the CONTRACTOR, or no later than three days after the day of mailing, whichever is sooner.

13. ***Fingerprint Clearance:*** Pursuant to Education Code Section 45125.1, CONTRACTOR and any subcontractors working independently with students shall, at its own cost, ensure that all employees working with the DISTRICT submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the DISTRICT's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1(c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24. This Section shall apply regardless of whether such above-referenced statutes are applicable to these circumstances. If CONTRACTOR is a sole proprietor, the DISTRICT shall prepare and submit the CONTRACTOR'S fingerprints per Education Code Section 45125.1(k). Any CONTRACTOR that is a sole proprietor shall have an immediate and affirmative duty to inform the DISTRICT of such status so as to allow the DISTRICT time to comply with Education Code section 45125.1(k).

14. ***Tuberculosis Examination:*** CONTRACTOR shall ensure that if there is to be contact with employees working with the DISTRICT, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT for each applicable person or employee prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

15. ***Hold Harmless:*** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim

or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by CONTRACTOR, or anyone working under or for the CONTRACTOR, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under this Section on a comparative basis. The CONTRACTOR'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage

maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the CONTRACTOR'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the CONTRACTOR has then completed the Scope of Work.

16. ***Insurance***: CONTRACTOR agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
CONTRACTOR further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000.
To the extent permitted by law, the CONTRACTOR'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy and the vehicle liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the CONTRACTOR and verify submitted insurance documentation for accuracy and compliance with required coverages.

17. ***Assignment:*** The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. CONTRACTOR further agrees that it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not

be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	CONTRACTOR:
Santa Ana Unified School District	**Human Options**
Attn: Jonathan Geiszler	**5540 Trabuco Road, Suite 100**
1601 E. Chestnut Ave	**Irvine, Ca 92620**
Santa Ana, CA 92701	_____

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined

to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

36. ***Exhibits:***

- Human Options Scope of Work

(*Signatures to begin on the next page.*)

THIS AGREEMENT IS ENTERED INTO THIS 26TH DAY OF SEPTEMBER, 2019.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Jonathan Geiszler	Judith Rose
Printed Name	Printed Name
Director of Purchasing	Chief Program Officer
Title	Title
_____	9/26/19
Date Signed	Date Signed

Human Options

Scope of Work

Responsible Partner	Description of Services

Maricela Rios-Faust, MSW, LCSW, CFRE
Chief Executive Officer
 	
Judith Rose, LCSW
Chief Program Officer
	• Goals of the program include:
	  o Increase student and family Wellbeing through the provision of no cost, on site, Mental Health Support
	• Target Population: Intermediate School Aged Students and their Families (as appropriate).
	• Sites to be served:
	  o Romero Cruz Academy
	  o And other sites as needed or as requested
	• Duration of services: September 4, 2019 through June 30, 2020
	• Services to be provided:
	  o Clinical staff member will provide Mental Health services at assigned school site(s) to include the following:
	  ▪ Individual/Group/Family Counseling (assessment, diagnosis, treatment planning, interventions—as appropriate)
	  ▪ Individual/Group/Family Case Management Support (Mental Health Resource Referral and Linkage, some skill-building)
	  o Support groups and workshops as needed
	  o Participation of in school based COST meetings as requested
	• All staff will be fingerprinted through Santa Ana School Police Department before working with students on SAUSD school sites
	• Cost of Services will be covered per site discretionary funds:
	  o Cost will not exceed: $53,498 from Romero Cruz Academy and to be equally matched by leveraged funds/in kind support through Human Options. The total amount should equate to .50 FTE/20 hours a week for a Clinical Staff member employed through Human Options.

Heidi Cisneros, Director *Tina Rocha, Coordinator of Mental Health and Support* *Site Designees*	• Will identify and refer students for service to Human Options who may be in need of mental health and supportive services • Shall provide confidential on site space to meet with Clients and/or to host groups • Will provide phone and internet connectivity • Will provide radio access to receive support from custodians or campus security • Will support the provision of services as needed • Will share appropriate data as needed

PROVIDER:
Maricela Rios-Faust, MSW, LCSW, CFRE
Chief Executive Officer
Human Options
5540 Trabuco Rd., Ste. 100
Irvine, CA 92620

By: _____
Maricela Rios-Faust, MSW, LCSW, CFRE

Date: 10/3/19

DISTRICT:
Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, CA 92701

By:_____

Date:_____

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and Project Kinship hereinafter referred to as "CONTRACTOR." The DISTRICT and CONTRACTOR may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by CONTRACTOR:*** ("Scope of Work") Project Kinship will provide Certified Alcohol and Drug counseling services to targeted schools. PK will also provide job/workforce development, job coaching and employment support for participants. In addition, PK will provide housing case management and support as well as restorative practice interventions to assigned target schools. Services to be provided per attached Exhibit A.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the CONTRACTOR of each of its obligations under this AGREEMENT. CONTRACTOR shall commence providing services under this AGREEMENT on **9/2/2019** and will diligently perform as required and complete performance by **5/30/2020.**

3. ***Compensation:*** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed One Million Five Hundred Seventy Seven Thousand Three Hundred Seventy Seven Dollars ($1,577,377). Such compensation shall be payable by monthly invoicing submitted to the DISTRICT by the CONTRACTOR. The DISTRICT shall pay undisputed invoices within thirty (30) days of receipt from the CONTRACTOR. The DISTRICT may, within fifteen (15) days of receipt of a payment request from CONTRACTOR, reasonably request additional information and supporting documentation, in which case the DISTRICT'S time to pay the pending invoice shall be extended by an amount of time equal to the time in which it takes the CONTRACTOR to submit such information and/or documentation.

4. ***Expenses:*** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the CONTRACTOR, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the CONTRACTOR only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. CONTRACTOR's compensation under this AGREEMENT shall not be increased because of any costs incurred by CONTRACTOR that are attributable to such compliance hereunder.

6. ***Materials:*** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. ***Metrics:*** The DISTRICT and CONTRACTOR will partake in coordination meetings at mutually agreed upon times and dates to discuss the progress of the program Scope of Work. DISTRICT and CONTRACTOR will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the DISTRICT's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and CONTRACTOR will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The CONTRACTOR will provide their impact data based upon these metrics.

8. ***Data Sharing:*** In order to facilitate the evaluation of the program, the DISTRICT and CONTRACTOR will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act ("FERPA") and applicable State of California laws. CONTRACTOR needs access to the following data:

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the CONTRACTOR agrees to:

i. Use data shared under this AGREEMENT for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The

CONTRACTOR further agrees not to share data received under this contract with any other entity without DISTRICT's prior written approval.

ii. Require all CONTRACTOR employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this AGREEMENT. The CONTRACTOR agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this AGREEMENT. Nothing in this paragraph authorizes sharing data provided under this AGREEMENT with any other person or entity for any purpose.

iii. Maintain all data obtained pursuant to this AGREEMENT separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this AGREEMENT except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this AGREEMENT in the same manner as the original data. The ability to access or maintain data under this AGREEMENT shall not under any circumstances transfer from the CONTRACTOR to any other person or entity aside from the DISTIRCT and its designated representatives.

iv. Not disclose any data contained under this AGREEMENT in a manner, which could identify any individual to any other entity. The CONTRACTOR may only publish results of studies authorized by this AGREEMENT only if the CONTRACTOR has received written approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The CONTRACTOR agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.

v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.

vi. Destroy all data obtained under this AGREEMENT when it is no longer needed for the purpose for which it was obtained. Nothing in this AGREEMENT authorizes either Party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to DISTRICT within sixty (60) days. No other person or entity is authorized to continue research-using data obtained under this AGREEMENT upon cessation of studies conducted under the direct supervision of DISTRICT.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. ***Originality of Services:*** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

10. ***Copyright/Trademark/Patent:*** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become and remain the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. ***Conflict of Interest:*** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no financial, business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT. Such conflicts include those contemplated under Government Code section 1090, the California Political Reform Act (Government Code Section 87100 et seq.), or other California law, including the common law.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR. Such a termination shall be considered "for cause" as defined in this AGREEMENT.

12. ***Termination:*** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered up to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of the Scope of Work by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the date of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. "Cause" shall include: (a) material violation of this AGREEMENT by the CONTRACTOR including, but not limited to, the breach of any representation or warranty; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of the **TEN (10)** days, cease and terminate. In the event

of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the CONTRACTOR, or no later than three days after the day of mailing, whichever is sooner.

13. ***Fingerprint Clearance:*** Pursuant to Education Code Section 45125.1, CONTRACTOR and any subcontractors working independently with students shall, at its own cost, ensure that all employees working with the DISTRICT submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the DISTRICT's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1(c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24. This Section shall apply regardless of whether such above-referenced statutes are applicable to these circumstances. If CONTRACTOR is a sole proprietor, the DISTRICT shall prepare and submit the CONTRACTOR'S fingerprints per Education Code Section 45125.1(k). Any CONTRACTOR that is a sole proprietor shall have an immediate and affirmative duty to inform the DISTRICT of such status so as to allow the DISTRICT time to comply with Education Code section 45125.1(k).

14. ***Tuberculosis Examination:*** CONTRACTOR shall ensure that if there is to be contact with employees working with the DISTRICT, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT for each applicable person or employee prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

15. ***Hold Harmless:*** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim

or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by CONTRACTOR, or anyone working under or for the CONTRACTOR, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under this Section on a comparative basis. The CONTRACTOR'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage

maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the CONTRACTOR'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the CONTRACTOR has then completed the Scope of Work.

16. ***Insurance***: CONTRACTOR agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
CONTRACTOR further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000.
To the extent permitted by law, the CONTRACTOR'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy and the vehicle liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the CONTRACTOR and verify submitted insurance documentation for accuracy and compliance with required coverages.

17. ***Assignment:*** The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. CONTRACTOR further agrees that it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not

be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	CONTRACTOR:
Santa Ana Unified School District	**Project Kinship**
Attn: Jonathan Geiszler	**2215 N. Broadway, Suite 2**
1601 E. Chestnut Ave	**Santa Ana, CA 92706**
Santa Ana, CA 92701	_____

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined

to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

36. ***Exhibits:***

- Project Kinship Scope of Work

(*Signatures to begin on the next page.*)

THIS AGREEMENT IS ENTERED INTO THIS 26TH DAY OF SEPTEMBER, 2019.

DISTRICT:	CONTRACTOR:
By: _____	By: _____
Signature	Signature
Jonathan Geiszler	Ted Kim
Printed Name	Printed Name
Director of Purchasing	COO
Title	Title
	10/11/19
Date Signed	Date Signed

Conexiones – Project Kinship

Scope of Work	
Responsible Partner	**Description of Services**
Project Kinship *Rationale Summary:* Project Kinship will provide Certified Alcohol and Drug counseling services to targeted schools. PK will also provide job/workforce development, job coaching and employment support for participants. In addition, PK will provide housing case management and support as well as restorative practice interventions to assigned target schools.	Program: Conexiones • **Goals of the program include**: 1. To decrease student recidivism for substance use related offenses 2. To decrease student disciplinary referrals and suspensions and increase student social and emotional health 3. To create a streamlined, common referral process and data tracking system for students at-risk of arrest • **Target Population**: Adults and/or Juveniles arrested, charged with, or convicted of a criminal offence and a history r of mental health issues or substance use disorders • **Sites to be served:** Targeted Secondary Schools • **Duration of services**: o 3-year grant with a startup and evaluation period • **Services to be provided**: o 1 FTE – Director of Programs – To liaison with SAUSD and partners to support implementation, as well as provide direct supervision of program coordinator o 1 FTE – Program Coordinator – Serve as PK Liaison to SAUSD, Neutral

	Ground, WestEd, Local Advisory committee, and provide direct supervision of all PK staff. ○ 1 FTE – Operations Coordinator – will procure and purchase all office program and supportive services supplies ○ 1 FTE – Bookkepper – will prepare invoicing and accounting for PK services delivery ○ 3 FTE – Certified Alcohol and Drug counselors (CADC) and 1 FTE CADC Intern – shared between targeted sites to provide substance abuse counseling, case management and relapse preventions services ○ 1 FTE – Housing Case manager – will develop substance abuse related housing placements (i.e. detox, residential treatment, emergency shelter – and collaborate with CADC's to place participants in need from all eight sites ○ 1 FTE – Job Developer – Will build partnerships with felony friendly employers and work with the school clinicians and CADCs to facilitate job placemtns for participants in three high school sites. • **Through leveraged services** ○ Provide restorative practice interventionist to target schools sites for a total of (4.2 FTE). Will provide counseling, meditation, de-escalation, and crisis intervention;

	risk assessments; trauma-informed curriculum for group sessions; and collaboration with staff to link students to supportive services. **Contract will not exceed: $1,577,377**
Heidi Cisneros, Director ***Gaudencio Marquez, Social Services Specialist***	1 FTE – Program manager / Coordinator – will coordinate all day to day grant operation, liaison with all school district departments, school COST teams, subcontracted partners, and the Local Advisory Committee. This position will be responsible for the overseeing of data collection, progress tracking, and communication of findings Provide space as appropriate at each school site Support with the identification of students to participate in program through Cost and SST referrals.

PROVIDER:
Project Kinship

By:_____

:

DISTRICT:
Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, CA 92701

By:_____

Dated:_____

Preliminary Project Kinship Budget Prop 47

Project Kinship

Position	**FTE**	**Annual Salary**
Executive Director	0.10	13,000.00
Director of Operations	0.10	9,000.00
Director of Programs	0.10	9,000.00
Operations Coordinator	0.10	5,200.00
Bookkeeper	0.10	5,500.00
Program Coordinator	1.00	56,200.00
Certified Alcohol and Drug Counselor (CADC)	2.00	96,000.00
Case Manager	1.00	47,800.00
Peer Navigator	1.00	37,500.00
Job Developer	0.50	20,800.00
Total Salaries	*6.00*	*300,000.00*
Benefits 18.5%		*55,500.00*
Total Salaries and Benefits		**355,500.00**
Services and Supplies		***Annual***
Office Supplies		5,000.00
Program Supplies		8,000.00
Transportation Costs		2,000.00
Cellphone Service		4,000.00
Housing Support to Participants ($500/40 Part.)		20,000.00
Supportive Resources ($150/150 Part.)		22,500.00
Total Services and Supplies		***61,500.00***
Indirect		*43,050.00*
Equipment/Fixed Assets		*12,000.00*
Other Travel/Training		*1,500.00*
TOTAL		**473,550.00**
Over 40 Month Period (Start-Up and 3 Years)		**1,578,342.15**

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.16 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Approve/ratify the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for the 2019-20 school year.
Goals	GOAL 2 - : Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community. (BASE and ALL STUDENTS) ACTION 2.7 - Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants SERVICES 2.07002 Community based organizations GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07010 Purchasing Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- No-Cost Community Partnership Agreements for the 2019-20 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for the 2019-20 school year.

RATIONALE:

Community Partnership Agreements have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement. The attached list identifies various

community partnership agreements that will provide services throughout the District.

FUNDING:
No fiscal impact.

RECOMMENDATION:
Approve/ratify the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for the 2019-20 school year.

File Attachments
11.19.19 - Community Partnerships.pdf (48 KB)
ES.SOUTH COAST AQMD.pdf (1,029 KB)
PSS.ST.JUDE.pdf (5,322 KB)

Listing of No-Cost Community Partnership Agreements
November 19, 2019

2019-20 Community Partnerships Recommended for Board Approval

#	PARTNER	DEPARTMENT	SERVICE	AGREEMENT START DATE	AGREEMENT END DATE
1.	South Coast Air Quality Management District	All High Schools	Partner will provide one South Coast AQMD staff volunteer to assist in teaching one class period at each selected school, not to exceed 10 hours total of classroom time over a period of one academic year. Partner will provide school instructors with a training video on the WHAM and Kids Making Sense programs. Partner will lend each participating school one Kids Making Sense Kit; and provide the supplies and materials needed to successfully implement the program, as determined by South Coast AQMD.	1-Oct-19	30-Jun-20
2.	St Jude Neighborhood Health Center	Davis and Garfield Elementary	Partner will increase access to health care services for the Garfield and Davis Elementary School communities. Access to care will be improved through the deployment of a licensed social worker (LCSW or LMFT) at the schools, along with mobile clinics providing medical, dental and optometry care.	20-Nov-19	30-Jun-20

Memorandum of Understanding

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and South Coast Air Quality Management District hereinafter referred to as "PARTNER." The DISTRICT and PARTNER may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, PARTNER represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by PARTNER:*** ("Scope of Work") Provide one South Coast AQMD staff volunteer to assist in the teaching of one class period per unit at each selected school, not to exceed 10 hours total of classroom time over a period of one academic year. Provide school instructors with a training video on the WHAM program on Kids Making Sense. Lend each participating school one Kids Making Sense Kit; and provide the supplies and materials needed to successfully implement the program, as determined by South Coast
AQMD.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the PARTNER of each of its obligations under this AGREEMENT. PARTNER shall commence providing services under this AGREEMENT on **10/1/2019** and will diligently perform as required and complete performance by **6/30/2020.**

3. ***Compensation:*** DISTRICT agrees there is no cost to pay the PARTNER for services satisfactorily rendered pursuant to this AGREEMENT.

4. ***Expenses:*** DISTRICT shall not be liable to PARTNER for any costs or expenses paid or incurred by PARTNER in performing services for DISTRICT, except as follows: N/A. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the PARTNER, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the PARTNER only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** PARTNER, in the performance of this AGREEMENT, shall be and act as an independent contractor. PARTNER understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. PARTNER assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. PARTNER shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to PARTNER's employees. PARTNER's compensation under this AGREEMENT shall not be increased because of any costs incurred by PARTNER that are attributable to such compliance hereunder.

6. ***Materials:*** PARTNER shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A. PARTNER's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. ***Metrics:*** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program Scope of Work. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the DISTRICT's assessment metrics and other

state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

8. ***Data Sharing:*** In order to facilitate the evaluation of the program, the DISTRICT and PARTNER will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act ("FERPA") and applicable State of California laws. PARTNER needs access to the following data:

None

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the PARTNER agrees to:

i. Use data shared under this AGREEMENT for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The PARTNER further agrees not to share data received under this contract with any other entity without DISTRICT's prior written approval.

ii. Require all PARTNER employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this AGREEMENT. The PARTNER agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this AGREEMENT. Nothing in this paragraph authorizes sharing data provided under this AGREEMENT with any other person or entity for any purpose.

iii. Maintain all data obtained pursuant to this AGREEMENT separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this AGREEMENT except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this AGREEMENT in the same manner as the original data. The ability to access or maintain data under this

AGREEMENT shall not under any circumstances transfer from the PARTNER to any other person or entity aside from the DISTIRCT and its designated representatives. iv. Not disclose any data contained under this AGREEMENT in a manner, which could identify any individual to any other entity. The PARTNER may only publish results of studies authorized by this AGREEMENT only if the PARTNER has received written approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The PARTNER agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.

v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.

vi. Destroy all data obtained under this AGREEMENT when it is no longer needed for the purpose for which it was obtained. Nothing in this AGREEMENT authorizes either Party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to DISTRICT within sixty (60) days. No other person or entity is authorized to continue research-using data obtained under this AGREEMENT upon cessation of studies conducted under the direct supervision of DISTRICT.

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The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

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copied in whole or in part from any other source, except that submitted to PARTNER by DISTRICT as a basis for such services.

10. ***Copyright/Trademark/Patent:*** PARTNER understands and agrees that all matters produced under this AGREEMENT shall become and remain the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. PARTNER consents to use of PARTNER's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

11. ***Conflict of Interest:*** PARTNER represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That PARTNER has no financial, business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT. Such conflicts include those contemplated under Government Code section 1090, the California Political Reform Act (Government Code Section 87100 et seq.), or other California law, including the common law.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, PARTNER shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of PARTNER's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to PARTNER; such termination of the AGREEMENT shall be effective upon the receipt of such notice by PARTNER. Such a termination shall be considered "for cause" as defined in this AGREEMENT.

12. ***Termination:*** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate PARTNER only for services satisfactorily rendered up to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of the Scope of Work by PARTNER. Notice shall be deemed given when received by the PARTNER or no later than three days after the date of mailing, whichever is sooner. DISTRICT may terminate

this AGREEMENT upon giving of written notice of intention to terminate for cause. "Cause" shall include: (a) material violation of this AGREEMENT by the PARTNER including, but not limited to, the breach of any representation or warranty; or (b) any act by PARTNER exposing the DISTRICT to liability to others for personal injury or property damage; or (c) PARTNER is adjudged a bankrupt, PARTNER makes a general assignment for the benefit of creditors or a receiver is appointed on account of PARTNER's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of the **TEN (10)** days, cease and terminate. In the event of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the PARTNER. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the PARTNER, or no later than three days after the day of mailing, whichever is sooner. Upon termination, DISTRICT will return the Kids Making Sense® Kit to PARTNER by means agreeable to both parties within 10-days.

13. ***Fingerprint Clearance:*** Pursuant to Education Code Section 45125.1, PARTNER and any subcontractors working independently with students shall, at its own cost, ensure that all employees working with the DISTRICT submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the DISTRICT's Department of School Police. PARTNER will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1(c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24. This Section shall apply regardless of whether such above-referenced statutes are applicable to these circumstances. If PARTNER is a sole proprietor, the DISTRICT shall prepare and submit the PARTNER'S fingerprints per Education Code Section 45125.1(k). Any PARTNER that is a sole proprietor shall have an immediate and affirmative duty to inform the DISTRICT of such status so as to allow the DISTRICT time to comply with Education Code section 45125.1(k).

14. ***Tuberculosis Examination:*** PARTNER shall ensure that if there is to be contact with employees working with the DISTRICT, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT for each applicable person or employee prior to commencing initial employment. PARTNER will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

15. ***Hold Harmless:*** PARTNER agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the PARTNER or any person, firm or corporation employed by the PARTNER, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the PARTNER, or any person, firm or corporation employed by the PARTNER, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by PARTNER, or anyone working under or for the PARTNER, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under this Section on a comparative basis. The PARTNER'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the PARTNER'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the PARTNER has then completed the Scope of Work.

16. ***Insurance***: PARTNER agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect PARTNER and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. PARTNER shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. PARTNER agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

PARTNER further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000.

To the extent permitted by law, the PARTNER'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy and the vehicle liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the PARTNER and verify submitted insurance documentation for accuracy and compliance with required coverages.

All insurance documentation received from PARTNER will be reviewed by the DISTRICT'S Risk Manager.

17. ***Assignment:*** The obligations of the PARTNER pursuant to this AGREEMENT shall not be assigned by the PARTNER.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. PARTNER agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, PARTNER, PARTNER's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** PARTNER and all PARTNER's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** PARTNER, if an employee of another public agency, agrees that PARTNER will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** PARTNER agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. PARTNER further agrees that

it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or PARTNER to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	PARTNER:
Santa Ana Unified School District	**South Coast Air Quality Management District**
Attn: Jonathan Geiszler	**21865 Copley Drive**
1601 E. Chestnut Ave	**Diamond Bar, CA 91765**
Santa Ana, CA 92701	

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and the same instrument. Signature pages may be detached from counterpart originals and combined to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

(*Signatures to begin on the next page.*)

THIS AGREEMENT IS ENTERED INTO THIS 9TH DAY OF SEPTEMBER, 2019.

DISTRICT:	PARTNER:
By:	By:
Signature	Signature
Jonathan Geiszler	Wayne Nastri
Printed Name	Printed Name
Director of Purchasing	Executive Officer
Title	Title
	10/02/2019
Date Signed	Date Signed

APPROVED AS TO FORM
BAYRON T. GILCHRIST, GENERAL COUNSEL
By: _____
Date: 10/1/19

Memorandum of Understanding

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as "DISTRICT," and St. Jude Neighborhood Health Center hereinafter referred to as "PARTNER." The DISTRICT and PARTNER may be referred to herein individually as "Party" and collectively as the "Parties."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, PARTNER represents and warrants that it is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the Parties agree as follows:

1. ***Services to be provided by PARTNER:*** ("Scope of Work")

St. Jude Neighborhood Health Centers proposes to increase access to health care services for the Garfield and Davis Elementary School communities. Access to care will be improved through the deployment of a licensed social worker (LCSW or LMFT) at the schools, along with mobile clinics providing medical, dental and optometry care.

- **Goals** of the program include: Improve access to quality healthcare services.
- **Target Population**: The families and neighbors of Garfield and Davis Elementary School, with a specific focus on individuals without health insurance or those publically insured (i.e. Medi-Cal).
- **Sites to be served**: Garfield and Davis Elementary Schools and other schools as appropriate per grant and district recommendations.
- School offices, Wellness Centers and parking lot areas will be designated for program services.

- **Duration of services**: On-going, year-round.
- Will ensure staff have appropriate licenses and certificates

Services to be provided: Social Work/ Counseling, primary medical care (Family Practice), optometry, and dental.

2. ***Term:*** Time is of the essence with respect to this AGREEMENT and the performance by the PARTNER of each of its obligations under this AGREEMENT. PARTNER shall commence providing services under this AGREEMENT on **11/20/2019** and will diligently perform as required and complete performance by **06/30/2020.**

3. ***Compensation:*** DISTRICT agrees there is no cost to pay the PARTNER for services satisfactorily rendered pursuant to this AGREEMENT.

4. ***Expenses:*** DISTRICT shall not be liable to PARTNER for any costs or expenses paid or incurred by PARTNER in performing services for DISTRICT, except as follows: N/A. Any reimbursement under this Section shall be for the reasonable, actual costs incurred by the PARTNER, without markup for profit, overhead or other purposes. The DISTRICT shall reimburse the PARTNER only for expenses incurred in connection with the performance of the Scope of Work as the District in its sole discretion may agree.

5. ***Independent Contractor:*** PARTNER, in the performance of this AGREEMENT, shall be and act as an independent contractor. PARTNER understands and agrees that he/she/it and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. PARTNER assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. PARTNER shall assume full responsibility for payment of all federal, state and local taxes or contributions, including, without limitation, unemployment insurance, social security and income taxes with respect to PARTNER's

employees. PARTNER's compensation under this AGREEMENT shall not be increased because of any costs incurred by PARTNER that are attributable to such compliance hereunder.

6. ***Materials:*** PARTNER shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A. PARTNER's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession.

7. ***Metrics:*** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program Scope of Work. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the DISTRICT's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

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terminate. In the event of such termination "for cause," the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the PARTNER. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the PARTNER, or no later than three days after the day of mailing, whichever is sooner.

13. ***Fingerprint Clearance:*** Pursuant to Education Code Section 45125.1, PARTNER and any subcontractors working independently with students shall, at its own cost, ensure that all employees working with the DISTRICT submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the DISTRICT's Department of School Police. PARTNER will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1(c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24. This Section shall apply regardless of whether such above-referenced statutes are applicable to these circumstances. If PARTNER is a sole proprietor, the DISTRICT shall prepare and submit the PARTNER'S fingerprints per Education Code Section 45125.1(k). Any PARTNER that is a sole proprietor shall have an immediate and affirmative duty to inform the DISTRICT of such status so as to allow the DISTRICT time to comply with Education Code section 45125.1(k).

14. ***Tuberculosis Examination:*** PARTNER shall ensure that if there is to be contact with employees working with the DISTRICT, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT for each applicable person or employee prior to commencing initial employment. PARTNER will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

15. ***Hold Harmless:*** PARTNER agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every cost, liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of, or which may be directly or indirectly related to:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the PARTNER or any person, firm or corporation employed by the PARTNER, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the active negligence, sole negligence, or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any actual or alleged act, neglect, default, or omission of the PARTNER, or any person, firm or corporation employed by the PARTNER, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for injury/death or damage/loss which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT, except for damages which result from the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(d) The performance of this AGREEMENT or the Scope of Services by PARTNER, or anyone working under or for the PARTNER, except unless caused by the active negligence, sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

Where the DISTRICT or its officers, employees or agents are held to be only partially negligent or partially liable based on willful misconduct, the Parties shall be responsible and liable under

this Section on a comparative basis. The PARTNER'S obligations under this Section shall not be deemed to be: (i) conditioned upon, or in any manner limited by, the any insurance coverage maintained by a Party or other person or entity; or (ii) conditioned upon the receipt by any person or entity of, or limited to the amount of, any insurance proceeds.

For all acts, omissions, or incidents occurring before the termination or expiration of this AGREEMENT, the PARTNER'S obligations under this Section shall survive termination/expiration of this AGREEMENT, regardless of whether the PARTNER has then completed the Scope of Work.

16. ***Insurance***: PARTNER agrees to carry a comprehensive general liability and automobile liability insurance with limits of **ONE MILLION Dollars ($1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both Parties to protect PARTNER and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. PARTNER shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. PARTNER agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.
PARTNER further agrees to obtain and maintain workers' compensation insurance as required by State law and employer's liability insurance with coverage of at least $1,000,000.
To the extent permitted by law, the PARTNER'S insurance policies under this AGREEMENT shall be primary and non-contributing with respect to any insurance or self-insurance programs covering the District, the District Board or individual members thereof, or the District's other officers, employees, or agents. The general liability policy and the vehicle liability policy shall be endorsed to provide that they are so primary and non-contributory. DISTRICT Risk Manager will review all insurance requirements for the program being provided by the PARTNER and verify submitted insurance documentation for accuracy and compliance with required coverages.

All insurance documentation received from PARTNER will be reviewed by the DISTRICT'S Risk Manager.

17. ***Assignment:*** The obligations of the PARTNER pursuant to this AGREEMENT shall not be assigned by the PARTNER.

18. ***Compliance With Applicable Laws:*** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. PARTNER agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to the Scope of Work, PARTNER, PARTNER's business, equipment and personnel engaged in services covered by this AGREEMENT, or accruing out of the performance of such services.

19. ***Permits/Licenses:*** PARTNER and all PARTNER's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

20. ***Employment With Public Agency:*** PARTNER, if an employee of another public agency, agrees that PARTNER will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

21. ***Entire Agreement/Amendment:*** This AGREEMENT and any recitals or exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

22. ***Nondiscrimination and other policies:*** PARTNER agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, genetic information, age, or military veteran status, or any other basis prohibited by law. PARTNER further agrees that it will comply with all DISTRICT policies and administrative regulations including, without limitation, those prohibiting weapons, alcohol, and tobacco on DISTRICT properties.

23. ***Non Waiver:*** The failure of DISTRICT or PARTNER to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

24. ***Notice:*** All notices or demands to be given under this AGREEMENT by either Party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the Parties are as follows:

DISTRICT:	PARTNER:
Santa Ana Unified School District	**St. Jude Neighborhood Health Center**
Attn: Jonathan Geiszler	**731 S. Highland Ave.**
1601 E. Chestnut Ave	**Fullerton, CA 92832**
Santa Ana, CA 92701	_____

25. ***Severability:*** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. ***Attorney Fees/Costs:*** Notwithstanding anything to the contrary, should litigation be necessary to enforce or defend any terms or provisions of this AGREEMENT, then each Party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

27. ***Governing Law:*** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

28. ***Exhibits and Recitals:*** This AGREEMENT incorporates by this reference any recitals and/or any exhibits which are attached hereto and incorporated herein.

29. ***Fair and Reasonable Interpretations:*** Before execution and delivery of this AGREEMENT, each Party has received, or had unqualified opportunities to receive, independent legal advice from its legal counsel with respect to the advisability of executing this AGREEMENT and the meaning of the provisions herein. The provisions of this AGREEMENT, therefore, shall be construed based on their fair and reasonable meaning, and not for or against any Party based on whether such Party or its legal counsel was responsible for drafting this AGREEMENT or any particular provision herein.

30. ***Headings and Captions:*** The headings and captions set forth in this AGREEMENT are for the convenience of the reader only and shall not be deemed to establish, define, or limit the meaning of any Section or other provision.

31. ***Correct Legal Requirements Deemed Included:*** Each and every provision required by any applicable law to be included in this AGREEMENT is hereby deemed to be so included, and this AGREEMENT shall be construed and enforced as if all such provisions are so included.

32. ***No Third-Party Beneficiaries:*** The Parties have entered into this AGREEMENT solely for their own purposes, and this AGREEMENT shall not be deemed or construed to: (i) benefit any third party; (ii) create any right for any third party; or (iii) except as provided by law, provide a basis for any claim, demand, action, or other proceeding by any third party.

33. ***Agreement is Public Record:*** Notwithstanding anything to the contrary: (i) nothing in this AGREEMENT shall be deemed to constitute confidential information; and (ii) this AGREEMENT is a public record which the District may disclose per State of California law or otherwise.

34. ***Counterparts:*** This AGREEMENT may be executed in one or more counterparts, each of which shall be deemed to be an original and all of which, taken together, shall constitute one and

the same instrument. Signature pages may be detached from counterpart originals and combined to physically form one or more copies of this AGREEMENT having original signatures of both Parties. Signature pages sent via email shall also constitute original signatures under this AGREEMENT.

35. ***Due Authority:*** Each person signing this AGREEMENT on behalf of a Party represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this AGREEMENT.

(*Signatures to begin on the next page.*)

THIS AGREEMENT IS ENTERED INTO THIS 18TH DAY OF OCTOBER, 2019.

DISTRICT:	PARTNER:
By: _____	By: _____
Signature	Signature
Jonathan Geiszler	Timothy J. Brown
Printed Name	Printed Name
Director of Purchasing	Executive Director
Title	Title
	10/18/2019
Date Signed	Date Signed

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.17 Approval/Ratification of Listing of Grant Award Applications with Santa Ana Unified School District for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Approve/ratify the listing of grant award applications with Santa Ana Unified School District for the 2019-20 school year.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07010 Purchasing Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of Grant Award Applications with Santa Ana Unified School District for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

ITEM SUMMARY:

- Grant Award Applications for the 2019-20 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of listing of grant award applications with Santa Ana Unified School District for 2019-20 school year.

RATIONALE:

Additionally, these grants will provide students educational programs and provide professional development to improve student achievement.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Approve/ratify the listing of grant award applications with Santa Ana Unified School District for the 2019-20 school year.

File Attachments
11.19.19 Grant Awards Listing.pdf (589 KB)
1_EXL - After School Education and Safety Prog. Grant Award - $9,309,689.26 Starts 07.01.19 Ends 09.30.20.pdf (1,709 KB)
2_RM.SchPolice - COPS Office School Violence Prevention Program (SVPP) Award - $500,000 Starts 11.01.19 Ends 10.31.21.pdf (246 KB)
2_RM.SchPolice - COPS STOP School Violence Prev. Program Application.pdf (514 KB)
3_CTE - Middle School Foundation Academies Implementation Grant Award - Villa $50,000 Starts 07.01.19 - Ends 06.30.20.pdf (2,969 KB)
4_AVID - FACE 2024 2.0 Community Impact Grant Award - $36,400 Starts 09.01.19 Ends 08.31.20 - Century, Godinez, Middle College, Segerstrom.pdf (267 KB)
5_AVID - FACE 2024 2.0 Community Impact Grant Award - $26,400 Starts 09.01.19 Ends 08.31.20 - Carr, McFadden, Mendez, Romero-Cruz.pdf (245 KB)
6_TL - Circulos Executed Agreement Btwn Charitable Ventures of OC and SAUSD.pdf (373 KB)
6_TL - Circulos XQ Grant Agreement Btwn XQ and Charitable Ventures of OC - Dec. 21, 2017.pdf (6,179 KB)
6_TL - Circulos_Grant_Agreememt_$2,500,000 Starts 12.15.17 Ends 11.30.22.pdf (6,434 KB)
IGT 5 RFP 2 Primary Care Addressing SDOH SAUSD $1.4M Award Letter and Contract.pdf (836 KB))
8_SchPolice_CCTA_Award_Letter-SAUSD.pdf (725 KB)
8_SchPolice_CCTA_FY16 Sub-Recipient_Transfer_Agreement_SAUSD.pdf (209 KB)
9_TL - Middle College_CA_Wellness_Foudation_Letter Award.pdf (247 KB)
10_CTE - K12_SWP Partnership Agreement - ACME - $475,000 - Starts 08.02.19 Ends 06.30.21.pdf (87 KB)
11_CTE - K12_SWP Partnership Agreement - Coastline - $65,000 - Starts 08.02.19 Ends 06.30.21.pdf (87 KB)
12_CTE - K12_SWP Partnership Agreement - SAC - $65,000 - Starts 08.02.19 Ends 06.30.21.pdf (87 KB)

2019-20 Annual Grant Award Applications

November 19, 2019

Grant Awards Recommended for Board Approval

#	GRANTOR	DEPARTMENT	DESCRIPTION	GRANT START DATE	GRANT END DATE	AMOUNT
1	California Department of Education	Extended Learning Programs	After School Education and Safety (ASES) - Core The purpose of the ASES grant is to provide academic enrichment opportunities for students during the school year, who attend high poverty and low-performing schools.	7/1/2019	6/30/2020	$9,309,689.26
2	U.S. Department of Justice	Risk Management and School Police	School Violence Prevention Program (SVPP) - The COPS funding will augment the District's budget and allow for the purchase of a single unified versatile security camera system and other security enhancements.	11/1/2019	10/31/2021	$500,000.00
3	California Department of Education	Career Technical Education (CTE)	The Middle School Foundation Academies Implementation Grant provides one time funds of $50,000 for Villa Intermediate School to complete program implementation for the Business Management Pathway that was developed during the 2018/2019 school year. The funding resources for this grant concept request comes from the Proposition 98 - Career Technical Education Initiative that was included in the 2017-18 State budget. The program aims to establish Middle School Foundation Academies to prepare students for acceptance into a California Partnership Academies at the local high school.	7/1/2019	6/30/2020	$50,000.00
4	Orange County United Way	Advancement Via Individual Determination (AVID)	This education initiative is aimed at reducing high school dropout rates and bridging the academic achievement gap. High need schools are selected based on a strong commitment to AVID. AVID programs at these schools will have new opportunities with Destination Graduation Partners to engage in exciting career exploration opportunities, both on and off campus. This grant will validate the quality of the AVID College Readiness System and its positive effect on student achievement at the selected schools. This grant is an ongoing renewal of existing grant funding that has been in place since the 2012-2013 school year. ($9,100 per school)	9/1/2019	8/31/2020	$36,400.00

#	GRANTOR	DEPARTMENT	DESCRIPTION	GRANT START DATE	GRANT END DATE	AMOUNT
5	Orange County United Way	Advancement Via Individual Determination (AVID)	This education initiative is aimed at reducing high school dropout rates and bridging the academic achievement gap. High need schools are selected based on a strong commitment to AVID. AVID programs at these schools will have new opportunities with Destination Graduation Partners to engage in exciting career exploration opportunities, both on and off campus. This grant will validate the quality of the AVID College Readiness System and its positive effect on student achievement at the selected schools. This grant is an ongoing renewal of existing grant funding that has been in place since the 2012-2013 school year. ($6,600 per school)	9/1/2019	8/31/2020	$26,400.00
6	XQ	Teaching and Learning	XQ was founded to reimagine and redesign high school and provide funding for innovative public high schools with academically rigorous, imaginative curriculum and instructional programs. Círculos, a team comprised of SAUSD teachers, District staff, students, and community members submitted a school design application describing the mission of designing, building, and operating a public high school with the intent to create a Super School. Based on the strength of the Team's Application, the Team was selected to receive a conditional grant of up to $2,500,000 over five (5) years.	12/15/2017	11/30/2022	$2,500,000.00
7	CalOptima	Community Relations	This grant will provide funding for four Program Specialists who will support staff at all 57 Wellness Centers to ensure students, families, and community have access to the resources and services necessary to address specific needs, particularly the social determinants of health.	10/1/2019	6/30/2022	$1,400,000.00
8	City of Anaheim / Urban Area Security Initiative (UASI)	School Police Services	The following grant, known as the Program to Prepare Communities for Complex Coordinated Terrorist Attacks is a law enforcement specific grant program, administered through the Urban Area Security Initiative, that provides funding to local, state, tribal and territorial jurisdictions to improve their ability to prepare, prevent, and respond to Complex Coordinated Terrorist Attacks (CCTA) in collaboration with the larger community. The program focuses on developing regional partnerships intended to strengthen the jurisdiction's capacity for building and sustaining capabilities designed to identify gaps, develop plans, promote training and conduct exercises and drills directed at preventing, preparing for or responding to a CCTA.	3/19/2019	6/30/2020	$1,000.00
9	California Wellness Foundation	Middle College	A one time grant for core operating support for Middle College High School's educational supplemental programs for under-served youth in Santa Ana.	10/14/2019	10/14/2020	$15,000.00

#	GRANTOR	DEPARTMENT	DESCRIPTION	GRANT START DATE	GRANT END DATE	AMOUNT
10	California Community Colleges Chancellor's Office, Workforce and Economic Development Division.	Career Technical Education (CTE)	Aligned with the State Chancellor's "Vision to Success", SAUSD, proposed Pathway Improvement, College & Career Focused Culture with leverage an MTSS System of Support to improve access and success for special populations. This grant award of $475,000 for the ACME Network is part of the $1,411,910.00 Strong Workforce Grant.	8/2/2019	6/30/2021	($475,000)
11	California Community Colleges Chancellor's Office, Workforce and Economic Development Division.	Career Technical Education (CTE)	Aligned with the State Chancellor's "Vision to Success", SAUSD, proposed Pathway Improvement, College & Career Focused Culture with leverage and MTSS System of Support to improve access and success for special populations. This grant award of $65,000 for Coastline Community College is part of the $1,411,910.00 Strong Workforce Grant.	8/2/2019	6/30/2021	($65,000)
12	California Community Colleges Chancellor's Office, Workforce and Economic Development Division.	Career Technical Education (CTE)	Aligned with the State Chancellor's "Vision to Success", SAUSD, proposed Pathway Improvement, College & Career Focused Culture with leverage and MTSS System of Support to improve access and success for special populations. This grant award of $65,000 for Santa Ana College is part of the $1,411,910.00 Strong Workforce Grant.	8/2/2019	6/30/2021	($65,000)

Total ***$13,233,489***

U.S. Department of Justice
Office of Community Oriented Policing Services
145 N Street, NE, Washington, D.C. 20530

October 3, 2019

Superintendent Stefanie Phillips
Santa Ana Unified School District Police Dept
1601 East Chestnut Avenue
Santa Ana, CA 92701

Re: COPS Office School Violence Prevention Program (SVPP) Award # 2019SVWX0011
ORI#: CA03046

Dear Superintendent Phillips:

Congratulations on your agency's award for $500,000.00 in federal funds over a two-year award period under the 2019 COPS Office School Violence Prevention Program (SVPP). Your agency may use SVPP award funds to improve security at schools and on school grounds within your jurisdiction through evidence-based school safety programs. **You will receive a subsequent email in the coming weeks that will contain additional details, to include a list of approved budget items and instructions on how to accept this award.**

Once again, congratulations on your 2019 COPS Office SVPP award. If you have any questions about your award, please do not hesitate to call your Grant Program Specialist through the COPS Office Response Center at 800-421-6770.

Sincerely,

Phil Keith
Director

School Violence Prevention Program (SVPP)
Award # 2019SVWX0011
ORI#: CA03046

GRANT PROGRAM DESCRIPTION

The COPS funding will augment the District's budget and allow for the purchase of a single unified versatile security camera system. The District has been employing the AMBIT application for emergency management communications to empower total awareness during our Emergency Operation Center (EOC) Drills and Exercises.

The District is looking to implement an Integrated Security Platform that would facilitate connectivity, compliance and communications interoperability by combining systems and procedures to create a comprehensive, multi-dimensional approach to managing school based safety and security postures and integrating emergency management into existing systems and infrastructure. The Integrated Security Platform application would promote school based immediate actions to limit issues and mitigate effects before any situation can develop into an expanded incident. The District would use the Integrated Security Platform to foster system connectivity by combining integrating warning and management systems, comprehensive data retrieval, and emergency management situational awareness into a single, comprehensive and user-friendly process.

GOALS/OBJECTIVES

The goals and objectives through the implementation of these resources would be to place new security cameras or upgrade existing cameras to Santa Ana Unified School District school campuses, migrate all school sites to a single versatile software platform, replace outdated servers, and add storage devices capable of retaining video from existing 3 days to 30 days.

ACTIVITIES

The District would like to develop and implement the following:

1. Implement a mobile app panic button on cellular devices and District classroom phones that connects to district operations warning systems and communications devices. In an emergency the panic-button would send a pre-determined alert anywhere within a site to activate site level warning systems and initiate a lockdown. The same message would be concurrently forwarded to the school district police department.
2. The mobile panic button would be used to notify site personnel and PD dispatch through their 2-way radio systems with a message stating “lockdown, lockdown, lockdown.”
3. The panic-button would also initiate an automated lockdown message through the school site PA systems.

4. Additionally, an activation of the panic-button would trigger visual notifications through use of external strobe lights and marquee warning boards.
5. By connecting alarms to an Integrated Security Platform Application all notifications from district intrusion alerts could go directly to the School Police dispatch and officers' mobile devices.
6. Alerts can change the camera views at School Police dispatch based on notification location.
7. Reports after an incident would be generated from the Integrated Security Platform to include all relevant information in regards to the incident.
8. By connecting systems to an Integrated Security Platform all activities logged for future investigative requirements and compliance. Additionally the information is quickly available to first responders and emergency management personnel on one easy to use dashboard and on their mobile devices.

Construction will be responsible for installation of cameras at selected school sites. Procurement of the security cameras would have to be made through the guidelines and procedures established in the California Education Code. The District will follow all applicable bidding procedures for contractors and technology procurement.

Key Tasks	**Date**	**Responsible Staff**
	Method	
COPS SVVP Award Notification and Approval to School Board	School Board Agenda-Action Item	Executive Director of Risk Management
Budget Department to assign SACS code to funding to track and monitor grant expenditures	Budget	Executive Director of Risk Management
Do formal bid for Strobe Warning Lights	Bid Documents	Director of Purchasing

Provide scope of installation of Strobe Warning Lights to Purchasing for formal bid	Bid Documents	Director of Construction/Facilities
Award Contract(s) for lights and surveillance cameras and installation	School Board Agenda –Action item	Director of Purchasing
Develop script and oversee filming of training video on AMBIT upgrade for staff; provide 2nd video training for substitute teachers and other new staff during on boarding	*Shown on August 8, 2019 Safety Day to 5,000 District Staff*	Sgt. Kevin Phillips and Executive Director of Risk Management
Send out enrollment notification to all District Staff regarding enrollment in upgraded AMBIT application for their cell phones	Email, memos and Principal direction	Executive Director of Risk Management
Input Staff into AMBIT Application	Ambit Application	Risk Management Department Staff
Schedule Installation of Strobe Lights, P.A.s, Cameras to Relays to AMBIT to INSITE at selected sites for testing	Testing at Sites	Director of Construction/Facilities
Provide Reporting of SVVP Activity to the COPS Office	Reporting	Executive Director of Risk Management
Update CSSP and Lockdown Drill Protocol Questionnaire to reflect method for calling 2019-20 Lockdown Drills; Schedule observations of lockdown drills to test AMBIT	Comprehensive School Safety Plan (CSSP) Template	
District-Wide Emergency Exercise-Earthquake Drill	The Great Shakeout-October 17, 2019 at 10:18	District Emergency Operations Center Staff-Planning & Intelligence Section
Continue development of SAUSD Video - Response Protocol Series #2 –Emergency Response for Special Populations, Outdoor Spaces and Playgrounds, Sports Venues	Video	All
Continue Installation of Strobe Lights, cameras and training, testing, drills and exercises. Review District documents and infrastructure, systems for updated protocols (ie: CSSP. RAPTOR Drill Manager, TMAT, etc.)	All Policies and Infrastructure	All Department Heads, Principals, Assistant Principals, and Cabinet

2019 COPS Office STOP School Violence Prevention Program (SVPP) Application 2019

SANTA ANA UNIFIED SCHOOL DISTRICT- CA 03046

Santa Ana Unified School District

SVPP PROJECT NARRATIVE and BUDGET ATTACHMENT
CA03046

SCHOOL SAFETY PLANNING EFFORTS

All SAUSD school sites have developed and submitted a Comprehensive School Safety Plan (CSSP) in accordance with the provisions of California Education Code Sections 32280-32289. In February, 2018 all sites were provided with an updated CSSP template that accurately reflects the current threat assessment, emergency management and incident response practices and procedures. The new template also included forms and planning materials designed to promote Incident Command System (ICS) based response structures and bring each site into compliance with SEMS/NIMS requirements. Additionally, during the first quarter of 2019 the district completed a district wide Campus Safety and Security Review. This process included an infrastructure vulnerability assessment based Single Point of Entry procedural requirements approved and adopted by the Board of Education as well as a review of needed infrastructure replacements, repairs and upgrades (cameras, fencing, classroom door locks etc.). Furthermore, the SAUSD Police Department, in partnership with the district Risk Management and Facilities Departments, conducted a comprehensive, site-specific threat assessment based on Crime Prevention Through Environmental Design (CPTED) principles and concepts. This assessment provided the district with both vertical and horizontal data utilized to support the Safety and Security Review.

During the course of 2019 the district will produce and publish a series of supplemental videos, supporting the original district developed “Surviving A School Shooting: Run Hide Fight” series.

Video: “Run Hide Fight”
SAUSD has produced a video for staff on preparing for active shooter situations. Run. Hide. Fight.
Learn More

This supplemental video series will address the focused problematic concerns of responding to an Active Shooter while in open spaces while outlining specialized warning and response strategies for disabled persons and special populations. Additionally, these videos will support ongoing efforts to develop and implement warning systems and specialized infrastructure (warning strobes, marquees and integrated security platform modules), based on prototypes currently emplaced at Taft Elementary School, that are designed to support emergency warning systems and response procedures for deaf and hearing impaired programs,

It is the District’s vision to develop the videos, as a training support for our District and other school districts, in order to address the response protocols the District would recommend and mandate for all special education populations. The District’s initial video series has been recognized in the 2018 Final Report of the Federal Commission on School Safety-U.S. Department of Education as an industry best practice. As a result of the series has been used by dozens of school districts across the Country. In addition to the aforementioned initiatives, the district has developed and implemented a robust threat assessment program, coordinated by the District’s Threat Management and Assessment Team (TMAT). This represents a collaborative

effort between the School District's Police Department, Pupil Support Services, Risk Management, Special Education and site administrators and counselors that is designed to address specified threats, based on criminal activity and/or defined behavioral ques. The team is tasked with identifying resources and developing case specific mitigation, response and wrap-around follow-up strategies.

District drill and training efforts are supported by the use of the RAPTOR Drill and Emergency Management Module. This module, an extension of the currently employed RAPTOR Visitor Management and screening system, allows the district to monitor and track site drill requirements, including legislatively mandated fire/evacuation drills and district mandated Lock Down drills. This is supported by a drill approval process requiring each site to complete a comprehensive questionnaire, based on a FEMA template that ensures procedural understanding and compliance. The process mandates that each site submit a drill request and completed questionnaire that is routed through the school district police department and risk management prior to final approval by the deputy Superintendent of Educational Services.

FUNDING REQUEST AND INTEGRATION

While the Santa Ana Unified School District has a security camera system in 40 of the 60 school sites, 18 elementary schools, 5 intermediate schools, and 3 high schools have less than the recommended number of cameras. The placement of the cameras is primarily based on the design and the size of the campus. Additionally, the security system currently in place in many areas is becoming antiquated and in some cases not functioning. The District has two security systems running in tandem which are not integrated to function together as a single unit. This causes challenges to monitor and retrieve video to be used as evidence by the Santa Ana School Police Department.

The goals and objectives through the implementation of these resources would be to place new security cameras or upgrade existing cameras to Santa Ana Unified School District school campuses, migrate all school sites to a single versatile software platform, replace outdated servers, and add storage devices capable of retaining video from existing 3 days to 30 days.

The COPS funding will augment the District's budget and allow for the purchase of a single unified versatile security camera system. The new security camera system will offer high definition cameras with 360 degree viewing angles. The greater coverage per camera, will be cost efficient on equipment and the infrastructure to support them. With improved storage and accessibility, all first responders will have the ability to access remotely from any location. Distributed intelligence allows monitor video feeds to pick up on events, activities and specified behavior through recognition of movement patterns. Once a specific event, activity, or specified behavior is recognized, alerts will be sent out to school administrators and first responders. This new technology platform will enhance our security posture and increase interoperability among first responder and stakeholders.

The Santa Ana Unified School District has been employing the AMBIT application for emergency management communications to empower total awareness during our Emergency Operation Center (EOC) Drills and Exercises.

The District is looking to implement an Integrated Security Platform that would facilitate connectivity, compliance and communications interoperability by combining systems and procedures to create a comprehensive, multi-dimensional approach to managing school based safety and security postures and integrating emergency management into existing systems and infrastructure. The Integrated Security Platform application would promote school based

immediate actions to limit issues and mitigate effects before any situation can develop into an expanded incident. The District would use the Integrated Security Platform to foster system connectivity by combining integrating warning and management systems, comprehensive data retrieval, and emergency management situational awareness into a single, comprehensive and user-friendly process.

The District would like to implement the following:

1. Implement a mobile app panic button on cellular devices and District classroom phones that connects to district operations warning systems and communications devices. In an emergency the panic-button would send a pre-determined alert anywhere within a site to activate site level warning systems and initiate a lockdown. The same message would be concurrently forwarded to the school district police department.
2. The mobile panic button would be used to notify site personnel and PD dispatch through their 2-way radio systems with a message stating “lockdown, lockdown, lockdown.”

3. The panic-button would also initiate an automated lockdown message through the school site PA systems.
4. Additionally, an activation of the panic-button would trigger visual notifications through use of external strobe lights and marquee warning boards.
5. By connecting alarms to an Integrated Security Platform Application all notifications from district intrusion alerts could go directly to the School Police dispatch and officers' mobile devices.
6. Alerts can change the camera views at School Police dispatch based on notification location.
7. Reports after an incident would be generated from the Integrated Security Platform to include all relevant information in regards to the incident.
8. By connecting systems to an Integrated Security Platform all activities logged for future investigative requirements and compliance. Additionally the information is quickly available to first responders and emergency management personnel on one easy to use dashboard and on their mobile devices.

MANAGEMENT AND IMPLEMENTATION PLAN

The management and implementation of the plan will require a collaborative effort from all stakeholders. This proposal will include a Project Director from the Santa Ana Unified School District Facilities Department and an Advisory Board comprised of stakeholders. It will be the Project Director, who through his training, experience and expertise in this scope of work, will be responsible and oversee the selection, design, implementation, installation, and evaluation of the project by effectively driving accountability and organizational commitment to the process. The Project Director will have the responsibility of coordinating and directing project resources

to meet the objective of the project plan. As the project unfolds, the Project Director will direct, manage, and track each activity, every step of the way. The Director of Facilities and Construction will be responsible for installation of cameras at selected school sites. Procurement of the security cameras would have to be made through the guidelines and procedures established in the California Education Code. The District will follow all applicable bidding procedures for contractors and technology procurement.

Key Tasks	**Date**	**Responsible Staff**
	Method	
COPS SVVP Award Notification and Approval to School Board	School Board Agenda-Action Item	Executive Director of Risk Management
Budget Department to assign SACS code to funding to track and monitor grant expenditures	Budget	Executive Director of Risk Management
Do formal bid for Strobe Warning Lights	Bid Documents	Director of Purchasing
Provide scope of installation of Strobe Warning Lights to Purchasing for formal bid	Bid Documents	Director of Construction/Facilities
Award Contract(s) for lights and surveillance cameras and installation	School Board Agenda –Action item	Director of Purchasing
Develop script and oversee filming of training video on AMBIT upgrade for staff; provide 2nd video training for substitute teachers and other new staff during on boarding	*Shown on August 8, 2019 Safety Day to 5,000 District Staff*	Sgt. Kevin Phillips and Executive Director of Risk Management
Send out enrollment notification to all District Staff regarding enrollment in upgraded AMBIT application for their cell phones	Email, memos and Principal direction	Executive Director of Risk Management
Input Staff into AMBIT Application	Ambit Application	Risk Management Department Staff
Schedule Installation of Strobe Lights, P.A.s, Cameras to Relays to AMBIT to INSITE at selected sites for testing	Testing at Sites	Director of Construction/Facilities
Provide Reporting of SVVP Activity to the COPS Office	Reporting	Executive Director of Risk Management

Update CSSP and Lockdown Drill Protocol Questionnaire to reflect method for calling 2019-20 Lockdown Drills; Schedule observations of lockdown drills to test AMBIT	Comprehensive School Safety Plan (CSSP) Template	
District-Wide Emergency Exercise-Earthquake Drill	The Great Shakeout-October 17, 2019 at 10:18	District Emergency Operations Center Staff-Planning & Intelligence Section
Continue development of SAUSD Video - Response Protocol Series #2 –Emergency Response for Special Populations, Outdoor Spaces and Playgrounds, Sports Venues	Video	All
Continue Installation of Strobe Lights, cameras and training, testing, drills and exercises. Review District documents and infrastructure, systems for updated protocols (ie: CSSP. RAPTOR Drill Manager, TMAT, etc.)	All Policies and Infrastructure	All Department Heads, Principals, Assistant Principals, and Cabinet

SUSTAINABILITY PLAN

The District will sustain any ongoing costs using Fund 010911 - Emergency Preparedness and Operations. The purchase of several of the software modules and strobe warning lights along with the installation is a one-time purchase. See a snapshot of the fund for our previous operational cycle (July-June 2018-19) below:

FundRes 010720 - One-Time Discretionary Funds Totals: 708.43 0.00 679.49 28.94 4.1%

Run Date: 27-MAY-2019 08:46
From: 000000-0-0000-0000-1000-038
To: 999999-9-9999-9999-7999-038

Funds Available Detail Report
By FundRes, Location, Object
For Fiscal Year-To-Date Through May-19

Page: 4 of 9

FundResource: 010911 - Emergency Preparedness and Operations

Accounting Flexfield	Object - Goal Description	Amended Budget	Encumbrance Amount	Actual Amount	Funds Available	% Avail
010911-1-0253-7200-4300-038	Materials & Supplies/Software-Response - Emergency Prepar	2,382.26	-4.52	2,382.26	4.52	0.2%
010911-1-0253-7200-4390-038	Other Supplies Gasoline-Response - Emergency Preparedness	800.00	0.00	729.06	70.94	8.9%
010911-1-0253-7200-4400-038	Non-Capitalized Equipment-Response - Emergency Preparedne	701.44	0.00	701.44	0.00	0.0%
010911-0-0254-7200-5210-038	Travel Conference-Planning - Emergency Preparedness	2,899.93	0.00	1,884.73	1,015.20	35.0%
010911-0-0253-7200-5630-038	Maintenance Contracts Repairs-Response - Emergency Prepar	43,200.00	10,800.00	32,400.00	0.00	0.0%
010911-1-0253-7200-5630-038	Maintenance Contracts Repairs-Response - Emergency Prepar	13,272.87	3,145.01	10,127.86	0.00	0.0%
010911-1-0254-7200-5800-038	Other Contracts (Software Licensin-Planning - Emergency P	36,727.50	0.00	36,727.50	0.00	0.0%
	Non-Payroll Expenses Totals:	99,984.00	13,940.49	84,952.85	1,090.66	1.1%
	Location 038 - RISK MANAGEMENT Totals:	99,984.00	13,940.49	84,952.85	1,090.66	1.1%
	FundRes 010911 - Emergency Preparedness and Operatio Totals:	99,984.00	13,940.49	84,952.85	1,090.66	1.1%

The District has budgeted $800,000 towards sustainability of District-wide camera system.

BUDGET DESCRIPTION

Equipment	Strobe Lights ($500 each)	$209,471.36
	Cameras	$300,000.00
	Installation	$224,896.00
		$734,367.36

AMBIT Modules	Modules	$118,380.00
	Total	**$852,747.36**

EQUIPMENT/TECHNOLOGY	Projected Cost	Quantity	Subtotal	Description
Security Cameras; estimated cost would be $15,000 per campus; District requests funding for first phase to target 20 schools	$ 15,000.00	20	$300,000.00	The new security camera system will offer high definition cameras with 360 degree viewing angles. With improved storage and accessibility, all first responders will have the ability to access remotely from any location. Distributed intelligence allows monitor video feeds to pick up on events, activities and specified behavior through recognition of movement patterns. Once a specific event, activity, or specified behavior is recognized, alerts will be sent out to school administrators and first responders. This new technology platform will enhance our security posture and increase interoperability among first responders and stakeholders.
Strobe Warning Lights	$467.57	448	$209,471.36	5 per elementary school (35); 10 per Intermediate School (9); 20 per comprehensive High School (6); 1 per Continuation High School (3); 60 at District Athletic Fields, District Sports Stadiums and exterior playgrounds. Request is for purchase of strobes.
Installation of Strobe Lights	$502.00	448	$224,896.00	Installation including cabling for Strobe Warning Lights; $502 per strobe
Integrated Security Platform Software to include 5 licenses and Enhanced User Environment; Module combines integrated systems management and communications onto a unified platform; electronic signboard integration; Extended Software Support-Year 1	$19,600.00	1	$19,600.00	AMBIT Base system with upgrade to an integrated security platform to add the capability to connect all District's notification systems and infrastructure. The other systems and infrastructure include Electronic Signboard integration at the Deaf and Hard of Hearing (DHH) schools, Panic Buttons and all Emergency Notifications within AMBIT, Emergency Radios, Public Announcement System, Video Surveillance, Strobe Warning Lights, Panic Buttons, Intrusion Detection and ID Badges. Base cost is annual application fee. Request is for Year 1 cost.

Integrated Security Platform Software to include 5 licenses and Enhanced User Environment; Module combines integrated systems management and communications onto a unified platform; electronic signboard integration; Extended Software Support-Year 2	$19,600.00	1	$19,600.00	AMBIT Base system to be upgraded to an integrated security platform to add the capability to connect all District's notification systems and infrastructure. The other systems and infrastructure include Electronic Signboard integration at the Deaf and Hard of Hearing (DHH) schools, Panic Buttons and all Emergency Notifications within AMBIT, Emergency Radios, Public Announcement System, Video Surveillance, Strobe Warning Lights, Panic Buttons, Intrusion Detection and ID Badges. Base cost is annual application fee. Request is Year 2 cost.
Module Viewpoint Surveillance Camera Integration Year 1	$16,440.00	1	$16,440.00	The Viewpoint Module will bring all District surveillance cameras into INSITE. This will enable a change in Camera Views on the Camera Monitors in School Police Dispatch to move to the location of the ALERT. The monitors will depending on the GPS of the alert and the camera coordinates. Base cost is annual application fee. Request is for cost of module acquisition.
Module Viewpoint Surveillance Camera Integration Support Only Year 2	$2,740.00	1	$2,740.00	Support Only in Year 2
Module for Emergency Radios Integration Year 1	$30,000.00	1	$30,000.00	The Module will bring all District Emergency Radios (1,250) at the schools and in all District vehicles into INSITE. This will enable all radios to broadcast the alert made on AMBIT. This will allow all staff with radios to hear an ALERT such as a LOCKDOWN over the radio in an emergency situation. The alert will automatically go to our School Police Dispatch and Police Command Staff, Risk Management and District Administration. Request is for module acquisition cost.
Module for Public Address System Integration Year 1	$30,000.00	1	$30,000.00	The Module will bring all District Public Address Systems at all the schools into INSITE. This will enable all staff the ability to use any phone in the classrooms and offices in the school to make an EMERGENCY announcement over the PA system. This will allow all teachers and staff the ability to call a LOCKDOWN in an emergency situation. The alert will automatically go to our School Police Dispatch and Police Command Staff, Risk Management and District Administration. Request is for module acquisition cost.

Total			$852,747.36	

Contact Camille Boden, Executive Director of Risk Management for any questions regarding budget (714) 558-5875.

Grant request is for supplies/equipment and technology that will link existing communication/notification systems (Intercom/Public Address Systems, Panic and Alarm Notification Systems, Two-way Radios and Emergency Alerts) in the Santa Ana Unified School District.

California Department of Education
Fiscal Administrative Services Division
AO-400 (REV. 09/2014)

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
Stefanie Phillips, Superintendent Santa Ana Unified School District 1601 East Chestnut Avenue Santa Ana, CA 92701	FY	PCA	Vendor Number	Suffix
	19	25220	66670	01
Attention Stefanie Phillips, Superintendent	STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Accounting Office	Resource Code	Revenue Object Code		30
Telephone 714-241-6597	6385	8590		INDEX
Name of Grant Program Middle School Foundation Academies Implementation Grant				0615

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$50,000		$50,000		07/01/2019	06/30/2020

CFDA Number	Federal Grant Number	Federal Grant Name	Federal Agency

I am pleased to inform you that you have been funded for the Middle School Foundation Academies Planning Grant at Villa Fundamental Intermediate School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Tonika Washington, Associate Governmental Program Analyst
Career and College Transition Division
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95914-5901

California Department of Education Contact	Job Title
Teri Alves	Education Programs Consultant
E-mail Address talves@cde.ca.gov	**Telephone** 916-322-0374
Signature of the State Superintendent of Public Instruction or Designee ▸ Tony Thurmond	**Date** September 10, 2019

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title
Manoj Roychowdhury	Assistant Supt., Business Svcs.
E-mail Address manoj.roychowdhury@sausd.us	**Telephone** (714) 558-5895
Signature ▸ Manoj Roychowdhury	**Date** 9/18/19

Grant Award Notification (Continued)

The following conditions apply:

1. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). This AO-400 must be signed by the superintendent or an authorized official and **returned within 10 working days**.

2. All approved program funds must be expended within the dates designated and for the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. **No extensions of this grant will be allowed**.

3. The grantee is required to use these funds only for expenditures aligned with the grantee's Middle School Foundation Academies Planning Grant Application. These funds may not supplant current fixed costs. Expenditures shall comply with all applicable provisions for federal, state, and local rules, regulations, and policies relating to the administration and accounting for public school funds.

4. The grantee must limit administrative indirect costs to the rates approved by the California Department of Education (CDE) for the applicable fiscal year in which the funds are spent.

5. Upon receipt of the required certifications, scheduled payments of grant funds will be as follows:

    a. Ninety percent of the total grant funds will be disbursed upon receiving the signed AO-400.

    b. Ten percent of the total grant funds will be disbursed upon receipt of the Midterm Progress Report due December 12, 2019.

6. Final Project Report is due July 17, 2020.

7. The End-of-Project (EOP) Expenditure Report is due on August 14, 2020.

8. If 2020–21 Middle School Foundation implementation funds become available, there will be no future implementation funding awarded to grantee without the required reporting submissions.

9. At least two key staff member from the Middle Grades Academy are required to attend the California Partnership Academy (CPA) Conference to be held February 27–29, 2020, at the Long Beach Convention Center. These funds can be used for that purpose.

10. If the grantee terminates its participation in the program, the grantee shall submit a final expenditure report within 30 days and return the unexpended funds upon receipt of a billing from the CDE. Supplies and equipment purchased with these funds will be redirected to other CPA sites.

If you have any questions regarding the Middle School Foundation Academies Planning Grant requirements, please contact Teri Alves, Education Programs Consultant, High School Innovations and Initiatives Office (HSIIO), by phone at 916-322-0374 or by email at talves@cde.ca.gov. If you have questions regarding the fiscal requirements of the grant, please contact Tonika Washington, Associate Governmental Program Analyst, HSIIO, by phone at 916-445-1710 or by email at twashington@cde.ca.gov.

Orange County United Way

18012 Mitchell South
Irvine, CA 92614

949.660.7600
UnitedWayOC.org

October 3, 2019

Santa Ana Unified School District
Alfonso Jimenez, Ed.D.
Assistant Superintendent K-12 Teaching & Learning
1601 East Chestnut
Santa Ana, CA 92701

RE: FACE 2024 2.0 Community Impact Grant Notification

Dear Dr. Jimenez,

When FACE 2024 was developed, we established four goals corresponding to the most critical issues Orange County faced as a community through an extensive community input and engagement process. Five years in, we proudly shared our wins, as well as opportunities for Doing More in the areas of education, health, housing and financial stability at our FACE 2024 Scorecard event and announced adjusted "FACE 2024 2.0" goals. At the mid-point of our 10-year plan, we are focused on aligning our grantmaking for the next five years to reflect our FACE 2024 2.0 goals.

Determining the next phase of our FACE 2024 2.0 work has been an arduous process mainly due to the partnerships we value and the impact we're striving to achieve within the limited time available; the year 2024 will be here faster than we know it. As such, I appreciate your patience while we have been working through this transition period. In addition, I am pleased to inform you that we would like to renew **Santa Ana Unified School District's Destination Graduation/AVID at Century, Godinez, Middle College, and Segerstrom High Schools,** in the amount of **$36,400** to begin September 1, 2019 through August 31, 2020.

We will be in touch with you and/or your program staff to complete the online renewal application process in the next coming weeks. Due to timing of this notification and the time needed to complete the renewal application, we ask you to be flexible with us in terms of getting the necessary documents together, etc.

We're confident in the success of this program and look forward to our continued partnership. If you have any questions, please do not hesitate to contact Sergio Contreras, Senior Director, K-12 Education Partnerships, (949) 263-6145; SergioC@UnitedWayOC.org.

Sincerely,

Susan B. Parks
President & CEO

Orange County United Way

18012 Mitchell South
Irvine, CA 92614

949.660.7600
UnitedWayOC.org

October 3, 2019

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Alfonso Jimenez, Ed.D.
Assistant Superintendent K-12 Teaching & Learning
1601 East Chestnut
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Determining the next phase of our FACE 2024 2.0 work has been an arduous process mainly due to the partnerships we value and the impact we're striving to achieve within the limited time available; the year 2024 will be here faster than we know it. As such, I appreciate your patience while we have been working through this transition period. In addition, I am pleased to inform you that we would like to renew **Santa Ana Unified School District's Destination Graduation/AVID at Carr, McFadden, and Mendez Intermediate Schools, as well as Romero-Cruz Academy,** in the amount of **$26,400** to begin September 1, 2019 through August 31, 2020.

We will be in touch with you and/or your program staff to complete the online renewal application process in the next coming weeks. Due to timing of this notification and the time needed to complete the renewal application, we ask you to be flexible with us in terms of getting the necessary documents together, etc.

We're confident in the success of this program and look forward to our continued partnership. If you have any questions, please do not hesitate to contact Sergio Contreras, Senior Director, K-12 Education Partnerships, (949) 263-6145; SergioC@UnitedWayOC.org.

Sincerely,

Susan B. Parks
President & CEO

Charitable Ventures
of Orange County

FISCAL SPONSORSHIP GRANT AGREEMENT BETWEEN CHARITABLE VENTURES OF ORANGE COUNTY AND SANTA ANA UNIFIED SCHOOL DISTRICT

This Fiscal Sponsorship Grant Agreement (the "Agreement") is made by and between Charitable Ventures of Orange County ("Sponsor"), and Santa Ana Unified School District ("Grantee"). Sponsor is a California non-profit corporation located in Santa Ana, California, qualified as exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code ("IRC") and classified as a public charity under IRC Sections 509(a)(1) and 170(b)(1)(A)(vi). Grantee is a Local Education Agency (LEA) with a principal office located at 1601 E. Chestnut Avenue, Santa Ana, CA 92701, telephone (714) 558-5656, email daniel.allen@sausd.us.

RECITALS

A. The Sponsor Board of Directors (the "Sponsor Board") has approved the establishment of a restricted fund to receive donations of cash and other property designated for support of the project known as the Círculos Project (the "Project"), which is a set of charitable programs and activities with a mission to kindle the students' access to opportunity through learning circles that fuel and connect thought and agency to constructive action, within the range of permissible activities consistent with IRC Section 501(c)(3). After appropriate due diligence of Grantee's qualifications and the Project proposal, Sponsor is satisfied that the Project is consistent with Sponsor's charitable purposes and Grantee is capable of producing the Project in a professional, competent and diligent manner. Accordingly, Sponsor has decided to grant all amounts that it may receive and deposit to that fund (less any administrative charges set forth below) to Grantee, subject to the terms and conditions of this Agreement, in support of the Project.

B. Sponsor desires to act as the fiscal sponsor of the Project, by receiving assets identified with the Project beginning on the Effective Date as defined in Paragraph 1, and using them to pursue the objectives for which the Project is being established, which the Sponsor Board has determined will further Sponsor's exempt purposes. Grantee desires to conduct the Project with the grant support of Sponsor.

NOW, THEREFORE, THE PARTIES HEREBY AGREE AS FOLLOWS:

1. Term of Agreement. On December 15th, 2017 (the "Effective Date"), this Agreement shall commence and shall continue in effect until November 30th, 2022 or when terminated at an earlier date as provided herein.

2. Project Activities. Sponsor shall not be responsible for the programmatic work, fundraising events, accounts payable and receivable, negotiation of contracts, insurance, day-to-day use of Project funds, or other matters related to activities conducted by the Project. No person working on the Project shall be an employee of Sponsor with respect to such work. Grantee shall assume full and complete responsibility for all liabilities to third parties incurred by the Project, including but not limited to accounts payable, any and all claims whether asserted or unasserted while this Agreement is in effect, any performances due under contracts, goods to be delivered, and services to be performed.

3. Grantee and Sponsorship Policies. Grantee shall provide Sponsor with its governing documents, Employer Identification Number and other documentation satisfactory to Sponsor, showing Grantee's separate existence as an organization. The parties shall abide by the Sponsorship Policies of Sponsor set forth on the attached Exhibit 1 (the "Sponsorship Policies"), which may be amended by Sponsor from time to time with the written consent of Grantee. The Sponsorship Policies shall include administrative fees to be paid to the general fund of Sponsor from the restricted fund described in Paragraph 7 below.

4. Grants. Sponsor shall have authority over the financial administration of the restricted fund and shall be responsible for the processing, acknowledgment, and deposit in the restricted fund of cash and noncash items received for the purposes of the Project. Sponsor shall make grants from the restricted fund to support the Project, subject to the terms and conditions of this Agreement, in amounts and at times in Sponsor's discretion. All other authority and responsibility related to the Project shall be vested in and exercised by Grantee, including the duty to comply with the terms of this Agreement and with the terms of any agreements with funding sources, including the preparation of grant reports, although ultimate responsibility for administration of the restricted fund rests with Sponsor. All grants made pursuant to this Agreement are gifts, subject to the conditions and restrictions herein, and not payments for services. Sponsor's payment obligations under this Agreement are subject at all times to the availability of funds in the Project's restricted fund account.

5. Intellectual Property. Any tangible or intangible property, including copyrights, trademarks or other intellectual property, obtained or created by Grantee as part of the Project shall remain the property of Grantee, and Grantee shall be the sole party responsible for the editorial and creative direction of the Project. Notwithstanding the foregoing, Grantee agrees to give archival materials, including documents, collateral and finished products, to Sponsor at no cost for inclusion in Sponsor's archives, and for use in Sponsor's promotional efforts.

6. Use of Grants; Independent Contractors. Grantee shall use all grants disbursed from the restricted fund solely for the purposes of the Project, and Grantee shall repay to Sponsor any portion of any grant that is not spent or committed for those purposes. Any significant change in the purpose for which a grant is used must be approved in writing by Sponsor before implementation. Sponsor retains the right, if Grantee materially breaches this Agreement, to withhold, withdraw, or demand immediate return of grants made from the restricted fund, and to spend such amounts so as to accomplish the purposes of the Project as nearly as possible within Sponsor's sole judgment. Grantee agrees to acknowledge Sponsor's sponsorship/grants in any Project credits. This acknowledgement shall include a website URL for Sponsor on Project documents, collateral and finished products. Grantee further

agrees to comply with all state, federal and local laws, in the production and/or distribution of publications or other goods or services produced by the Project. With regard to the selection of any contractors or vendors to carry out the purposes of the grant, Grantee retains full discretion and control over the selection process, acting completely independently of Sponsor. There is no agreement, written or oral, by which Sponsor may cause Grantee to choose any particular contractor or vendor.

7. Restricted Fund; Variance Power. Beginning on the Effective Date, Sponsor shall place all gifts, grants, contributions, and other revenues received by Sponsor for the purposes of the Project into a restricted fund to be used for the sole benefit of furthering the Project's mission as that mission may be defined by Grantee from time to time within the tax-exempt purposes of Sponsor (as set forth in the Sponsorship Policies) and with the approval of Sponsor. Sponsor retains the unilateral right to spend such funds so as to accomplish the purposes of the Project as nearly as possible, subject to any donor-imposed restrictions and consistent with any applicable grant agreement, as to purpose, on the charitable and educational use of such assets. With regard to the selection of Grantee or any other grantee to carry out the purposes of the Project, Sponsor retains full discretion and control over the selection process, acting completely independently of any revenue source. The parties agree that all money, and the fair market value of all property, in the restricted fund be reported as the income of Sponsor, for both tax purposes and for purposes of Sponsor's financial statements. It is the intent of the parties that the Agreement be interpreted to provide Sponsor with variance powers necessary to enable Sponsor to treat the restricted fund as Sponsor's asset in accordance FASB ASC 958-605-25-21 et al, while the Agreement is in effect.

8. Reporting and Recordkeeping. Grantee shall submit bi-annual written reports at the conclusion of each school semester within 30 days after the end of each semester. and a final report prior to termination of this Agreement. Each report shall describe the charitable and educational programs conducted by Grantee with the aid of the Sponsor grant(s), the expenditures made with grant funds, and Grantee's compliance with the terms of this Agreement since the later of the Effective Date of this Agreement or the date of the Grantee's most recent prior report. Grantee shall treat grant funds as restricted assets and shall maintain books accounting for grant funds separately. All expenditures made in furtherance of the purposes of the grant shall be charged off against the grant and shall appear on Grantee's books. Grantee shall keep adequate records to substantiate its expenditures of grant funds for at least four years after the complete use of funds. Grantee shall make these books and records available to Sponsor at reasonable times for review and audit, and shall comply with all reasonable requests of Sponsor for information and interviews regarding use of grant funds. Grantee shall keep copies of all relevant books and records and all reports to Sponsor for at least four years after completion of the use of the grant funds.

9. Performance of Exempt Purposes. All of the assets received by Sponsor under the terms of the Agreement shall be devoted to the purposes of the Project, within the tax-exempt purposes of Sponsor. No grant funds shall be earmarked to be used in any attempt to influence legislation within the meaning of IRC Section 501(c)(3) except as provided by Sponsor in writing. Any other use of grant funds by Grantee for such lobbying activities constitutes a decision of Grantee that is wholly independent of Sponsor. Sponsor shall not use any portion of the assets to participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office, to induce or encourage violations of law or public policy, to cause any private inurement or improper private benefit

to occur, nor to take any other action inconsistent with IRC Section 501(c)(3). Sponsor has determined, in reliance on the advice of its legal counsel, that the restricted fund is not a donor-advised fund within the meaning of IRC Section 4966(d)(2) as presently interpreted under federal tax authorities.

10. Termination. This Agreement shall terminate when the objectives of the Project can no longer reasonably be accomplished by Sponsor, but no later than November 30th, 2022. If the objectives of the Project can still be accomplished, but either the Grantee or Sponsor desires to terminate Sponsor's fiscal sponsorship of the Project, the following understandings shall apply. Upon such termination any unpaid expenses or unsatisfied contractual obligations of the Project may be paid or reserved for payment out of the Fund by Sponsor. Either the Sponsor or Grantee may terminate this Agreement on 60 days' written notice to the other party, so long as another nonprofit corporation, which is tax exempt under IRC Section 501(c)(3) and is not classified as a private foundation under Section 509(a) (hereinafter referred to as "Successor"), is willing and able to sponsor the Project and is approved in writing by both parties by the end of the 60 day notice period. The ability to sponsor the Project shall be evidenced by having charitable purposes consistent with the purposes of the Project and the administrative and financial capacity to competently manage the Project. If the parties cannot agree on a Successor to sponsor the Project, the Grantee shall have an additional 60 days to find a Successor willing and able to sponsor the Project. If a Successor is found, the balance of assets in the Fund, together with any other tangible and intangible assets held or liabilities incurred by Sponsor in connection with the Project, shall be transferred to the Successor at the end of that additional 60 day period or any extension thereof, subject to the approval of any third parties that may be required. If the Grantee has formed a new organization qualified to be a Successor as set forth in this paragraph, such organization shall be eligible to receive all such assets and liabilities so long as such organization has received a determination letter from the Internal Revenue Service documenting that such qualifications have been met, no later than the end of the notice period or any extension thereof. If no Successor is found within the 120 day period (i.e., the initial 60 day notice period and the additional 60 day period to find a Successor), Sponsor may dispose of the Fund's assets and liabilities in any manner consistent with applicable tax and charitable trust laws. Either party to this Agreement may terminate this Agreement based upon a material breach of this Agreement by the other party, by giving 30 days' written notice to the other party, and any Project assets and liabilities shall be handled in a manner consistent with the provisions stated above

11. Indemnification. Grantee will indemnify, defend and hold harmless the Sponsor and its officers, directors, agents, employees, successors and permitted assigns from and against any and all losses, claims, suits, proceedings, liabilities, expenses (including reasonable attorneys' fees and expenses), causes of action, damages and costs (collectively "Claims") arising out of or caused by the negligence, gross negligence, or willful misconduct of the Grantee from any material breach of the Agreement by the Grantee. If Sponsor is entitled to indemnification under this Section, it will give prompt notice to the Grantee of any Claim with respect to which it seeks indemnification, but the failure to so notify the indemnifying party shall not relieve the Grantee shall not relieve Grantee of any liability except to the extent that it is actually prejudiced by such delay. Grantee shall assume, at its sole cost and expense, the defense of such Claim with counsel reasonably satisfactory to Sponsor. Grantee will not be subject to any liability for any settlement made without its consent. Grantee shall not, without consent of the Sponsor, effect any settlement or discharge or consent to the entry of any judgment, unless such settlement or judgment includes as an unconditional term thereof the giving by

the claimant or plaintiff to Sponsor of a general release from all liability in respect of such claim or litigation. Sponsor shall indemnify and hold harmless the Grantee its officers, employees, agents and students from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion in and to the extent that such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Sponsor, its officers, employees, and agents.

12. Notice. Any notice, tender, demand, delivery, or other communication pursuant to this Agreement shall be in writing and shall be deemed to be properly given if delivered in person or mailed by first class or certified mail, postage prepaid, or sent by facsimile in the manner provided in this Section, to the following persons:

To Grantee: Santa Ana Unified School District
Circulos – attn.: Daniel Allen
1601 E. Chestnut Avenue
Santa Ana, CA 92701
Telephone: 714.558.5656
Facsimile: 714.480.5321

To Sponsor: Charitable Ventures of Orange County
1505 E. 17th Street, Suite 101
Santa Ana, CA 92705
Telephone: 714.597.6630
Facsimile: 714.647.0901

A party may change its address by giving notice in writing to the other party. Thereafter, any communication shall be addressed and transmitted to the new address.

If sent by mail, notice shall be effective or deemed to have been given three (3) days after it has been deposited in the United States mail, duly registered or certified, with postage prepaid, and addressed as set forth above. If sent by facsimile, communication shall be effective or deemed to have been given twenty-four (24) hours after the time set forth on the transmission report issued by the transmitting facsimile machine, addressed as set forth above. For purposes of calculating these time frames, weekends, and federal holidays shall be excluded.

13. Entire Agreement. This Agreement constitutes the only agreement, and supersedes all prior agreements and understandings, both written and oral, among the parties with respect to the subject matter hereof. All Exhibits hereto are a material part of this Agreement and are incorporated by reference. This Agreement, including any Exhibits hereto, may not be amended or modified, except in a writing signed by all parties to this Agreement.

14. Jurisdiction/Venue. This Agreement and all questions relating to its validity, interpretation, performance, and enforcement shall be governed and construed in accordance with the

laws of the State of California, excluding its conflict of law provisions. Both parties further agree that Orange County, California, shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this Agreement.

15. Authority. Each undersigned represents and warrants by its signature that each has the power, authority and right to bind their respective parties to each of the terms of this Agreement.

16. Miscellaneous provisions:

(a) Arbitration. All claims, disputes and other matters in question between the parties to this Agreement arising out of or relating to this Agreement or the breach thereof shall be decided by arbitration in accordance with the rules of the American Arbitration Association unless the parties mutually agree otherwise. The decision and award rendered by the arbitrators shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

(b) Attorneys' Fees. The prevailing party in any legal action to enforce this Agreement shall be entitled to recover its costs and reasonable attorneys' fees in addition to any other relief granted.

(c) Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties.

(d) Waiver. Any waiver of any terms, covenants and/or conditions hereof must be in writing and signed by the parties hereto. A waiver of any of the terms, covenants and/or conditions hereof shall not be construed as a waiver of any other terms, covenants and/or conditions hereof nor shall any waiver constitute a continuing waiver.

17. Administrative Fee. Sponsor shall charge to the restricted fund an intraorganizational 6% administrative fee for management of any grant funding and donations.

IN WITNESS WHEREOF, the parties have executed this Fiscal Sponsorship Agreement effective on the 13th day of December 2017.

CHARITABLE VENTURES OF ORANGE COUNTY

By: _____, Chief Operating Officer
[Name] [Title]

Dated: 12/5/2017

SANTA ANA UNIFIED SCHOOL DISTRICT- CIRCULOS

By: Alfonso Jiménez, Deputy Superintendent, Educational Services
[Name] [Title]

Dated: 12-13-17

EXHIBIT 1
SPONSORSHIP POLICIES OF
CHARITABLE VENTURES OF ORANGE COUNTY

Tax-Exempt Purposes

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific and primary purposes for which this corporation is formed are exclusively charitable, scientific, and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or any corresponding provision of any future United States internal revenue law).

XQ GRANT AGREEMENT
by and between
XQ Institute and Charitable Ventures of Orange County, Inc., and acknowledged by Círculos
December 21, 2017

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XQ GRANT AGREEMENT

This XQ Grant Agreement (the "Agreement") is entered into as of December 21, 2017 (the "Effective Date") by and between XQ Institute ("XQ"), and Charitable Ventures of Orange County, Inc. ("Recipient Entity"). In consideration of the mutual obligations exchanged herein, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Background**

   a. XQ was founded to reimagine and redesign high school and provide funding for innovative public high schools with academically rigorous, imaginative curriculum, and instructional programs. Círculos, comprised of individual team members (individually, "Team Member" and collectively, the "Team"), submitted a school design application to XQ describing the public high school program it would design, implement, and operate (the "School"). Based on the strength of their submission, the Team was selected to receive a conditional grant of up to two million five hundred thousand dollars ($2,500,000) over five years, subject to certain requirements, including selecting a qualifying and approved entity to receive and administer the grant on the Team's behalf, and such entity entering into a grant agreement with XQ to govern the grant award.

   b. XQ is a California nonprofit public benefit corporation organized and operated for charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "IRC"), exempt under IRC Section 501(c)(3) and classified as a private foundation under IRC Section 509(a).

   c. Recipient Entity is a nonprofit corporation, exempt under IRC Section 501(c)(3) and classified as a public charity under IRC Sections 509(a)(1) and 170(b)(1)(A)(vi) with a fiscal year end of December 31st. The Team has designated Recipient Entity to receive and administer the grant award for the School.

   d. The Recipient Entity's Board of Directors has approved the establishment of a restricted fund to receive donations of cash and other property designated for support of the project known as Círculos (the "Project") and to make disbursements in furtherance of the Project's mission of helping develop and operate the School.

   e. The Recipient Entity desires to act as the fiscal sponsor of the Project, by receiving assets and incurring liabilities identified for the purposes of the Project and using them solely to pursue those purposes, which Recipient Entity's Board has determined will further Recipient Entity's charitable and educational goals.

2. **Grant of Funds**

   a. **Disbursement.** Subject to the terms of this Agreement, XQ shall grant a total of up to two million five hundred thousand dollars ($2,500,000) to Recipient Entity (the "Grant Funds"). XQ shall pay the Grant Funds to Recipient Entity in

accordance with a semi-annual disbursement schedule, unless otherwise agreed between the parties. The Grant Funds shall be disbursed only to a "Recipient Entity Bank Account." A Recipient Entity Bank Account means a bank account that is (a) FDIC insured, (a) held in the name of or controlled by Recipient Entity, (c) identified to XQ in writing, and (d) approved in writing by XQ (which approval shall not be unreasonably withheld). Disbursement of any part of the Grant Funds is contingent upon Recipient Entity's compliance with the terms of this Agreement, which includes without limitation, compliance with the Milestones described in Section 4, and maintenance of IRC Section 501(c)(3) and public charity status per Section 6.

b. **Cancellation or Delay.** XQ may delay or cancel disbursement of any part of the Grant Funds to Recipient Entity upon written notice to the Recipient Entity specifying the reason for the delay or cancellation in the event of (a) breach of this Agreement, including material failure to satisfy any Milestone (as defined below), when such breach has not been cured within sixty (60) days of XQ's notice, (b) the occurrence of an Entity Material Change (as defined below), or (c) upon termination of this Agreement.

3. **Use of Funds**

a. **Purpose.** Recipient Entity shall only use the Grant Funds for (a) the charitable purposes of the Project as set forth in the Team's submission to XQ and in accordance with the spending parameters set forth in the Approved Budget Plan (defined below) and (b) to comply with the terms of this Agreement, including without limitation, to comply with the Milestones set forth in Section 4 of this Agreement (both (a) and (b), the "Purpose"). Recipient Entity may not spend any part of the Grant Funds for any other purpose without XQ's prior written approval.

b. **Approved Budget Plan.** The "Approved Budget Plan" means an annual budget plan detailing how the Grant Funds will be spent in furtherance of the Purpose during any annual period in which Recipient Entity holds or spends any part of the Grant Funds. The Approved Budget Plan shall be prepared by or on behalf of Recipient Entity or the School, as applicable, and shall be submitted to XQ for approval at least sixty (60) days prior to the beginning of the annual period it references. XQ will either approve the plan or request revisions to the plan within its reasonable discretion. Once approved by XQ, the Approved Budget Plan will be incorporated into this Agreement by reference until superseded and replaced by an Approved Budget Plan for a subsequent annual period. Any spending of the Grant Funds in deviation of the Approved Budget Plan must be approved by XQ, provided, however, that spending for any budget line item may deviate from the limits set forth in the Approved Budget Plan by up to fifteen percent (15%) without XQ's approval. Any such deviation from the Approved Budget Plan shall be noted in the compliance reports submitted to XQ in accordance with Section 4(d). Recipient Entity must notify XQ immediately upon becoming aware that any spending will deviate or has deviated by fifteen percent (15%) or

above for any particular category. XQ may approve such deviation or request remediation in its reasonable discretion. Recipient Entity shall reasonably cooperate with XQ's reasonable requests for information or corrective actions in connection with such approval. An initial Approved Budget Plan is attached hereto as **Exhibit A**.

c. **No Earmarking; Recipient Entity Discretion and Control Over Selection of Subcontractor.** Recipient Entity will select, retain, and engage any subcontractor or subgrantee it deems necessary to carry out the Purpose. XQ has not earmarked Grant Funds to any particular subcontractor or subgrantee, and there is no agreement, written or oral, by which XQ may cause Recipient Entity to choose a particular subcontractor or subgrantee.

4. **Milestones.** The disbursement and retention of each Grant Funds installment shall be contingent on compliance with the activities and terms set forth in this Section 4, (each a "Milestone" and collectively, the "Milestones").

a. **Grant Program Participation.** Recipient Entity, through itself, or any subgrantee or Recipient Entity-designee charged with fulfilling the Purpose (the "School Entity"), shall participate in good faith in XQ's grant support program, which may include:

i. **Knowledge Building & Expert Consultations.** Working with XQ personnel and designated experts to develop, capture, refine, and share lessons from the School's implementation and progress. This may include, for example, providing XQ personnel or designated experts with timely access to the School facility and opportunities to observe the School's students, teachers, and administrators, collection of signed parental release forms to allow XQ or its designated experts to secure student data from district or state administrative systems to the extent permitted by applicable law, providing access to planning documents and other internal resources that pertain to the implementation and on-going operation of the School, and optional participation in a nationally normed, annual testing method for all School students, which shall be the SAT unless the ACT is otherwise required by applicable state law and provided that the nationally normed testing method shall be subject to approval by XQ;

ii. **Cohort Participation.** Reasonable attendance at periodic XQ-designated multi-stakeholder meetings and events, which may include without limitation school site visits as reasonably requested. XQ shall fund travel for such participation separately from the Grant Funds or reimburse all reasonable travel expenses incurred by the School Entity if such participation was requested in writing by XQ, subject to any expense restrictions or policies communicated by XQ in advance of such travel; and

iii. **Planning and Implementation Tool.** By March 1, 2018, Recipient Entity, through itself or the School Entity, shall complete XQ's proprietary Planning and Implementation Tool process to identify key particularized design features for the School (the "Design Plan") as set forth in detail on **Exhibit B** hereto. Beginning in 2018, Recipient Entity, through itself or the Team or School, will use the Planning and Implementation Tool, with XQ personnel and/or experts as designated by XQ, bi-annually (in December and July) during the term of the Agreement to check progress of the Design Plan and update as appropriate. XQ will provide training and support to Recipient Entity or School Entity, as applicable, in the use of the Planning and Implementation Tool through the applicable software platform.

b. **XQ Movement Participation.** As part of XQ's mission and movement to reimagine high school in America with meaningful and measurable solutions, XQ may, at its sole discretion, offer promotional events and opportunities in connection with the School. School Entity shall use best efforts to participate in such movement building and promotional opportunities as reasonably requested. In connection therewith, Recipient Entity shall use its best efforts to cause individuals associated with the School to enter into standard film and release agreements with XQ, its licensees or designees, and cooperate with XQ in collection of such film release agreements.

c. **Insurance.** Unless required otherwise by applicable law, Recipient Entity, or School Entity if applicable, shall:

i. within ten (10) business days of the Effective Date, procure and maintain (a) general liability insurance with coverage of at least one million dollars ($1,000,000.00) and umbrella insurance of at least two million dollars ($2,000,000.00) and (b) directors and officers liability insurance with coverage of at least one million dollars ($1,000,000.00), in each case naming XQ as an additional insured; and

ii. at least thirty (30) days prior to the opening of the School, (a) procure and maintain insurance coverage sufficient for the operation of the School, which shall be, at a minimum, insurance equivalent to that carried by similarly situated institutions, and (b) provide evidence of such coverage to XQ if requested. Recipient Entity shall further provide XQ with (x) a Certificate of Liability (along with evidence that XQ has been named as an additional insured) reasonably satisfactory to XQ, and (y) a waiver of subrogation, including an obligation to indemnify XQ and hold XQ harmless from any and all claims, causes of action, damages (including costs and attorneys' fees), and any and all other liability arising from any actions or inactions of Recipient Entity.

d. **Reports and Recordkeeping**

i. **Second Quarter Reports.** Annually, within forty-five (45) days of the end of Recipient Entity's second fiscal quarter, Recipient Entity, through itself or the School Entity, if applicable, shall provide reports to XQ describing (a) a financial accounting of Recipient Entity's expenditure of Grant Funds and compliance with the Approved Budget Plan, and (b) other information and data as XQ may reasonably request from time to time.

ii. **Annual Expenditure and Compliance Reports.** Recipient Entity shall submit to XQ a written report for any annual accounting period of Recipient Entity during which Recipient Entity receives, holds, or spends any of the Grant Funds (the "Annual Report"). The Annual Report shall contain: (a) a financial accounting of Recipient Entity's expenditure of Grant Funds, including a description of Recipient Entity's compliance with the Approved Budget Plan, (b) copies of any publications resulting from the Grant Funds, and (c) if requested, a report on Recipient Entity's compliance with the terms of this Agreement. Recipient Entity's final Annual Report submission to XQ shall outline Recipient Entity's use of all Grant Funds and charitable and educational activities from the date of the initial disbursement of the Grant Funds until Recipient Entity has expended the last of the Grant Funds. Annual Reports are due to XQ within forty-five (45) days after the close of Recipient Entity's annual accounting period.

iii. **Recordkeeping.** Recipient Entity shall (a) treat the Grant Funds as restricted assets, (b) maintain books that keep the Grant Funds separate from other assets, and (c) shall hold the Grant Funds in the Recipient Entity Bank Account. All expenditures of the Grant Funds shall appear on Recipient Entity's books. Recipient Entity shall keep records with a charter of accounts aligned to state education fund accounting and that are adequate to show that expenditures of the Grant Funds are consistent with the Purpose. Recipient Entity shall make these books and records available to XQ, or, at XQ's discretion, an independent auditor employed by XQ, at reasonable times for review and audit, and shall comply with all reasonable requests of XQ for information and interviews regarding use of the Grant Funds. Recipient Entity shall keep copies of all relevant books and records and all reports to XQ for at least four (4) years after completion of the use of the Grant Funds.

5. **Prohibitions**

a. **Prohibited Uses.** Recipient Entity, or School Entity as applicable, shall not use any portion of the Grant Funds in a manner inconsistent with IRC Section 501(c)(3), including:

i. Influencing the outcome of any specific election for candidates to public office,

ii. Inducing or encouraging violations of law or public policy, or

iii. Causing any private inurement or improper private benefit to occur.

b. **No Earmarking for Voter Registration Drives**. The Grant Funds are not earmarked to be used to carry on, directly or indirectly, any voter registration drive, and there is no agreement, oral or written, whereby XQ may cause Recipient Entity to engage in any such activity.

c. **Terrorist Activity.** Recipient Entity represents and warrants that it does not support or conduct, directly or indirectly, violence or terrorist activity of any kind.

d. **Non-Disparagement.** Any statement made by or on behalf of Recipient Entity will be (i) truthful and (ii) will not disparage XQ or any of XQ's representatives, agents, successors, and assigns except where truthful statements are made pursuant to a subpoena or court order.

e. **Lobbying.** No part of the Grant Funds may be spent for influencing legislation within the meaning of IRC Section 4945(e).

6. **Representations and Warranties**

a. **Tax Status; Formation; Authority.** Recipient Entity represents and warrants that (i) Recipient Entity has been duly formed and is validly existing and in good standing under the laws of the State of California, (ii) Recipient Entity is exempt from federal income tax under IRC Section 501(c)(3), (iii) Recipient Entity is not a private foundation as defined in IRC Section 509(a), (iv) Recipient Entity has the power and authority to enter into this Agreement and perform its obligations hereunder, and (v) there are no threatened or pending actions, investigations, or audits, the outcome of which would alter or impact Recipient Entity's status as set forth in (i)-(iv). The representations and warranties contained in this Section 6(a) must be true prior to disbursement of any installment of Grant Funds and shall continue to be true through the last date that Recipient Entity holds or spends Grant Funds. Any failure of Recipient Entity to maintain IRC Section 501(c)(3) and public charity status may result in the delay or cancellation of the disbursement of Grant Funds by XQ and the termination of this Agreement.

b. **Documentation.** In connection with the representations and warranties contained in Section 6(a), Recipient Entity further represents and warrants that attached hereto (i) as **Exhibit C** is a true and correct copy of the IRS Determination Letter as to Recipient Entity's tax status, (ii) as **Exhibit D** is a true and correct copy of Recipient Entity's Articles of Incorporation, (iii) as **Exhibit E** is a true and correct copy of Recipient Entity's governing bylaws in effect as of the Effective Date, (iv) as **Exhibit F** is a true and correct copy of Recipient Entity's Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal

Revenue Code, as filed, (v) as **Exhibit G** is a true and correct list of Recipient Entity's current officers, directors, and authorized representatives as of the Effective Date and as updated upon written notice to XQ, (vi) as **Exhibit H** is a true and correct copy of Recipient Entity's most recently filed Form 990 as of the Effective Date, and (vii) as **Exhibit I** is a true and correct copy of Recipient Entity's current financial statements from the most recently completed accounting period as of the Effective Date.

c. **Compliance with Laws.** Recipient Entity represents and warrants that it is, and shall use all best efforts to remain, in compliance with all local, state, federal, and international laws and regulations relating to this Agreement, and the development and operation of the School.

d. **Public School; Non-Religious.** Recipient Entity represents and warrants that it does not propose, and shall not use any part of the Grant Funds to implement a private school, a school with religious affiliation, or a for-profit school.

e. **Non-Derogatory.** Recipient Entity represents and warrants that it does not propose, nor shall it develop or operate, a School that is in any way derogatory of any nationality, disability, medical condition, ethnicity, race, gender, gender identification, sexual orientation, religion, profession, or age group.

f. **Prohibited Activities.** Recipient Entity represents and warrants that it does not propose, nor shall it develop or operate, a School that promotes alcohol, illegal drugs, tobacco, firearms, or weapons (or the unsafe use of any of the foregoing).

g. **Prohibited Endorsements and Remarks.** Recipient Entity represents and warrants that it does not propose, nor shall it develop or operate, a School that endorses hate or hate groups in any way.

h. **Non-Infringing.** Recipient Entity represents and warrants that Recipient Entity does not produce and will not develop or use, without written authorization or written permission, any materials in relation to the School, which (a) contain IP, trademarks, logos, or trade dress owned by others, (b) promote or advertise any brand or product, or (c) contain sensitive personal information or materials embodying the names, likenesses or other identifying indicia of others without permission from those depicted. As used herein, "IP" means works of authorship (whether copyrightable or not), educational materials, records, drawings, designs, inventions (whether patentable or not), improvements, developments, discoveries, information, and trade secrets.

7. **Notice of Entity Material Change**. Recipient Entity shall notify XQ in writing within fifteen (15) days after receiving notice or obtaining knowledge of (a) any change in the Internal Revenue Service's recognition of Recipient Entity's IRC Section 501(c)(3) or public charity status, (b) any change in Recipient Entity's executive staff, key staff responsible for achieving the Purpose, or the members of its governing body, (c) any notice of non-compliance with applicable laws, including without limitation, any

investigation into or material claims made against Recipient Entity, (d) any plans to file for bankruptcy, (e) any update or change to the documents listed in Section 6(b) (Documentation), or (f) any other event that could reasonably be expected to have a material adverse effect on Recipient Entity's administration or performance of the Grant Funds for the Purpose (each of the foregoing, an "Entity Material Change").

8. **School Intellectual Property**

a. **License to School Materials and Marks.** Recipient Entity hereby grants to XQ a nonexclusive, world-wide, perpetual, sublicensable, transferable, and irrevocable license to all IP that has been or is developed (i) in whole or in part with Grant Funds, (ii) in the implementation, development, and operation of the School, or (iii) that is derived from any of the foregoing (the "School IP"). Recipient Entity represents and warrants that it owns or controls the necessary rights, title, and interest in the School IP hereby licensed to XQ.

b. **Non-Commercial Purposes.** Recipient Entity shall not, except with express prior written approval from XQ, produce, reproduce, distribute, publish, copy, sell, offer to sell, license, sublicense, or otherwise use School IP for any Commercial Purpose. XQ may grant or withhold such approval in its sole discretion. Unless explicitly stated otherwise in the written approval, such approval shall be granted only as to the entities requesting approval and not any other entity. "Commercial Purpose" means the development of commercial products or services, any for-profit activity, or for the purpose of receiving any monetary benefit or commercial gain, directly or indirectly.

c. **Educational Purposes and Public Benefit.** Subject to the limitations of Section 8(b), Recipient Entity shall not, except with express prior written approval from XQ, produce, reproduce, distribute, publish, copy, sell or offer to sell, license, sublicense, or otherwise use School IP for any purpose except for educational purposes or for the benefit of the general public. XQ may grant or withhold such approval in its sole discretion. Unless explicitly stated otherwise in the written approval, such approval shall be granted only as to the entities requesting approval and not any other entity.

9. **Conditions on Sharing School IP and Grant Funds**

a. **Sharing With School - School Agreement.** If the School and Recipient Entity are separate entities with their own respective organizational legal status, Recipient Entity shall not disclose or make available any School IP to the School, transfer any part of the Grant Funds to the School, or contract with the School in connection with the implementation and development of any School IP unless and until the School has entered into the School Agreement with XQ, in the form attached to this Agreement as **Exhibit J**.

b. **Sharing With Other Entities - School Vendor Side Letter Agreement.** Recipient Entity shall not (i) transfer any part of the Grant Funds or School IP to a

third party in connection with the development of any School IP or derivatives thereof, or (ii) contract with a third party to provide products or services in any way directly or indirectly connected with the development of School IP, unless and until such third party has first entered into the School Vendor Side Letter Agreement, in the form attached to this Agreement as **Exhibit K** with Recipient Entity, and Recipient Entity shall have provided a copy of the fully executed School Vendor Side Letter Agreement to XQ.

10. **Marks License and Usage**

a. **License to School Marks for Promotional Purposes.** Recipient Entity hereby grants to XQ an irrevocable, nonexclusive, sublicensable license under all trademarks and trade names owned or licensed by Recipient Entity that relate to the School solely for use by XQ in connection with the promotion of the School and other non-commercial and educational purposes. Recipient Entity represents and warrants that it owns the necessary rights, title, and interest in any trademarks hereby licensed to XQ. In consideration for any such license, XQ commits to causing use of such trademarks by XQ to inure to the benefit of the owner of the trademark.

b. **XQ Marks.** All uses of XQ's trademarks and trade names (the "XQ Marks") as set forth in **Exhibit L** are subject to approval by XQ. XQ will remain the sole and exclusive owner of all right, title, and interest in the XQ Marks. If Recipient Entity uses any XQ Mark in a manner that is not authorized, Recipient Entity shall, at XQ's request, (i) immediately cease any unauthorized use of the XQ Marks identified by XQ and (ii) take any action requested by XQ to correct any confusion or false designation created by such unauthorized use of any XQ Marks.

11. **Publicity and Announcements.** XQ may from time to time issue policies and/or guidelines regarding promotion, advertising, and publicity in connection with XQ and XQ grantmaking and grantee schools. Recipient Entity shall adhere to such policies and guidelines to the extent Recipient Entity identifies or describes a relationship between Recipient Entity and XQ, or identifies itself as being affiliated with an XQ grantee school generally. XQ reserves the right to deny approval of any use of or reference to XQ, and its names, marks, logos, and programs made by or on behalf of Recipient Entity. Upon receiving notice of such objection, Recipient Entity shall immediately cease the specified use or reference.

12. **Confidentiality**

a. **Confidential Information.** By accepting the Grant Funds or by any other means related to the terms of this Agreement, Recipient Entity may gain access to certain confidential information of XQ, any of which information may be disclosed to Recipient Entity inadvertently or intentionally. "Confidential Information" means any and all non-public information or material that XQ has or will develop, acquire, create, discover, or own, including (i) both information disclosed,

whether orally or in writing, by XQ to Recipient Entity and information learned by Recipient Entity during the course of Recipient Entity's relationship with XQ, acceptance of the Grant Funds, or in the course of development and operation of the School, and (ii) all information of which the unauthorized disclosure could be detrimental to the interests of XQ or XQ's affiliates, whether or not such information is identified as Confidential Information. For example and without limitation, Confidential Information includes information about projects, events, media strategies and partners, technical data, agreements, concepts, initiatives, donors, affiliates, costs, finances, and operational practices; provided, however, that Confidential Information will not include information that (x) is now or thereafter becomes generally known or available to the public, through no act or omission on the part of Recipient Entity, (y) was known by Recipient Entity prior to receiving such information from XQ and without restriction as to use or disclosure, or (z) is rightfully acquired by Recipient Entity from a third party who has the right to disclose it and who provides it without restriction as to use or disclosure.

b. **Disclosure of Confidential Information**. Recipient Entity shall treat all Confidential Information as strictly confidential, and take reasonable precautions to protect the confidentiality of such information. Recipient Entity shall not (except as required by applicable law) disclose Confidential Information to any third party or use Confidential Information for any purpose other than as is necessary to implement the Purpose or otherwise comply with the terms of this Agreement; provided, that, Recipient Entity shall cause any such third party to enter into an agreement with Recipient Entity with written confidentiality obligations no less restrictive than those contained in this Section 12. If legally compelled by judicial order or similar legal proceeding, Recipient Entity must provide prompt notice to XQ and then will furnish only the portion of Confidential Information Recipient Entity reasonably believes is legally required unless required otherwise by applicable law.

13. **Indemnification.** Recipient Entity irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless XQ, its officers, directors, employees, and agents from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) arising out of any act or omission of Recipient Entity, or Recipient Entity's performance or breach of this Agreement. Recipient Entity further shall indemnify and hold harmless XQ and its directors, officers, and employees from and against all taxes, losses, damages, liabilities, costs, and expenses, including attorneys' fees and other legal expenses, arising directly or indirectly, or in connection with: (a) any negligent, reckless, or intentionally wrongful act or omission of Recipient Entity, its employees, or agents in complying with the terms of this Agreement or for accepting the Grant Funds, in expending or applying the Grant Funds, or in carrying out any project or program to be supported by the Grant Funds, any breach or alleged breach by Recipient Entity or Recipient Entity's employees or agents of any of the covenants contained in this Agreement; or (b) any breach or alleged breach by Recipient Entity of Recipient Entity's representations and warranties contained in this

Agreement, except to the extent that such claims, liabilities, losses, or expenses arise from any act or omission of XQ, its officers, directors, employees, or agents.

14. **Acknowledgement.** Neither Laurene Powell Jobs, nor any entity owned or controlled, either directly or indirectly, by Laurene Powell Jobs (excluding XQ) (collectively, the "Participant Affiliated Persons"), is a party to this Agreement or any agreement provided for in this Agreement. In the event that (a) there is any alleged breach of or default under this Agreement or any agreement provided for in this Agreement by any party or (b) any party has a claim arising from or relating to any such agreement, no party, nor any party claiming through such party, shall commence any proceedings or otherwise seek to impose any liability whatsoever against any Participant Affiliated Persons arising under (a) or (b).

15. **Recipient Entities Located Inside of California.** Recipient Entity represents that it is either (i) an entity with a permanent place of business in California or (ii) an entity qualified to do business in California, which includes entities formed under the laws of California. Recipient Entity agrees to provide a completed CA Form 590, Withholding Exemption Certificate, or such other form as XQ may reasonably require to allow XQ not to withhold on Grant Funds disbursements.

16. **General Terms and Conditions.**

    a. **Notices.** Any notice required or permitted under the terms of this Agreement or required by law must be in writing and must be: (i) delivered in person; (ii) sent by first class registered mail, or air mail, as appropriate; (iii) sent by overnight air courier; or (iv) delivered to a verified e-mail address with receipt confirmation, in each case, as applicable, properly posted and fully prepaid to the address set forth below. Either party may change its address for notice by notice to the other party given in accordance with this Section. Notices will be considered to have been given at the time of actual delivery in person or to a verified e-mail address with delivery confirmation, three (3) business days after deposit in the mail as set forth above, or one (1) day after delivery to an overnight air courier service.

        i. Notices to Recipient Entity should be addressed to:

        Address: 4041 MacArthur Blvd., Suite 510

        Newport Beach, CA 92660

        Attention: Ted Kim, COO

        E-Mail: ted.kim@charitableventureoc.org

        ii. Notices to XQ should be addressed to:

        Address: XQ Institute

        248 3rd Street #319

Oakland, CA 94607

Attention: Ted Garey, Grants & Legal Projects Manager, copy to XQ Legal

E-Mail: ted@xqinstitute.org with copy to legal@xqinstitute.org

b. **No Pledge.** Neither this Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Recipient Entity, shall be interpreted to create any pledge or any commitment by XQ or by any related person or entity to make any other grant or contribution to Recipient Entity or any other entity for this or any other project. The Grant Funds contemplated by this Agreement shall be a separate and independent transaction from any other transaction between XQ and Recipient Entity or any other entity.

c. **No Agency.** Recipient Entity, and not XQ, is solely responsible for all activities funded by the Grant Funds, the content of any product created with the Grant Funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Recipient Entity shall make no such representation to anyone.

d. **Assignment.** Recipient Entity may not assign this Agreement except upon express prior written approval from XQ. Any attempted assignment in violation of this Section shall be void.

e. **Term and Termination.** This Agreement shall terminate upon the later of either (i) the date that is six (6) years from the Effective Date or (ii) the date that is one (1) year from the date upon which the last payment of the Grant Funds has been disbursed. XQ may terminate this Agreement prior to the termination date (x) upon any breach of this Agreement, provided that Recipient Entity does not cure such breach of the Agreement within sixty (60) days of notice of such breach, (y) upon failure to meet any Milestones, or (z) upon an Entity Material Change pursuant to the terms of Section 7.

f. **Effect of Termination; Remedies**. Upon termination of this Agreement, including, but not limited to, termination for failure to meet any Milestone or submit adequate reports when due, XQ may, in addition to any other legal remedies it may have, refuse to make any further Grant Funds disbursements to Recipient Entity. Upon termination, Recipient Entity shall immediately return to XQ, (i) any portion of the Grant Funds that were disbursed by XQ which are spent or committed for any purpose other than the Purpose or that have not been expended or committed for the Purpose as of the date that is the earlier of (A) the date of termination of the Agreement for (1) breach of this Agreement or (2) failure to meet any Milestone or (B) the date that is six (6) years after the initial Grant Funds disbursement, (ii) all IP owned by XQ that Recipient Entity has in its possession or control, and (iii) all Confidential Information owned by XQ that

Recipient Entity has in its possession or control. This Agreement may be enforced by XQ by an action for specific performance and injunctive relief or by any other appropriate remedy by any court having jurisdiction. Recipient Entity acknowledges and agrees that XQ shall have the legal standing necessary to bring any suit it deems necessary to enforce the terms of this Agreement.

g. **No Waivers.** The failure of either party to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights.

h. **Captions.** All captions and headings in this Agreement are for the purposes of reference and convenience only. They shall not limit or expand the provisions of this Agreement.

i. **Severability.** If any term, condition, or provision in this Agreement is found to be invalid, unlawful, or unenforceable to any extent, the parties shall endeavor in good faith to agree to such amendments that will preserve, as far as possible, the intentions expressed in this Agreement. If the parties fail to agree on such an amendment, such invalid term, condition, or provision will be severed from the remaining terms, conditions, and provisions, which will continue to be valid and enforceable to the fullest extent permitted by law.

j. **Entire Agreement; Amendments.** This Agreement constitutes the entire agreement of the parties with respect to its subject matter. This Agreement may not be amended or modified, except in writing signed by both parties.

k. **Arbitration of All Disputes, Claims, or Controversies.** Any dispute or controversy in any way arising out of, related to, or connected with this Agreement or the subject matter thereof, shall be resolved through final and binding arbitration in San Francisco, California, pursuant to the then-current JAMS Comprehensive Arbitration Rules and Procedures.

l. **Governing Law.** This Agreement shall be governed by the laws of the State of California.

m. **Survival**. The following Sections of this Agreement shall survive any termination or expiration thereof: Sections 3 (Use of Funds), 4.d (Reports and Recordkeeping), 5 (Prohibitions), (6) (Representations and Warranties), 8 (School Intellectual Property), 9 (Conditions on Sharing School IP and Grant Funds), 10 (Marks License and Usage), 11 (Publicity and Announcements), 12 (Confidentiality), 13 (Indemnification), 14 (Acknowledgement), 15 (Recipient Entities Located Inside of California), and 16 (General Terms and Conditions).

n. **Counterparts.** This Agreement may be executed in counterparts, each of which shall constitute an original, but both of which, when taken together, shall constitute only one agreement.

[*Signature Page Follows*]

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the date first indicated above.

XQ INSTITUTE

By: _____

Name: _____

Title: _____

CHARITABLE VENTURES OF ORANGE COUNTY, INC.

By: _____

Name: Ted Kim

Title: Chief Operating Officer

[Signature page to Recipient Entity Grant Agreement]

AMENDED AND RESTATED XQ GRANT AGREEMENT
by and between
XQ Institute, Charitable Ventures of Orange County, Inc. and Santa Ana Unified School District
With effect July 1, 2019

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AMENDED AND RESTATED XQ GRANT AGREEMENT

This Amended and Restated XQ Grant Agreement (the "Agreement") is entered into as of July 1, 2019 (the "Effective Date") by and between XQ Institute ("XQ"), Charitable Ventures of Orange County, Inc. ("Sponsor Entity") and Santa Ana Unified School District ("District"), including Círculos Advanced Learning Academy ("Círculos," and collectively with District, "School Entity"). This Agreement amends and restates in its entirety that certain XQ Grant Agreement, dated as of December 21, 2017, by and between XQ and Sponsor Entity, and amended by that certain XQ Grant Agreement Amendment, dated as of May 21, 2019, by and between XQ and Sponsor Entity (the "Original Agreement"). In consideration of the mutual obligations exchanged herein, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. **Background**

   a. XQ was founded to reimagine and redesign high school and provide funding for innovative public high schools with academically rigorous, imaginative curriculum and instructional programs. Círculos, comprised of individual team members (individually, "Team Member" and collectively, the "Team"), submitted a school design application (the "Application") describing the mission of designing, building, and operating a public high school with the intent to create a Super School (the "Application Mission"), such Application hereby being incorporated herein by reference. Based on the strength of the Team's Application, the Team was selected to receive a conditional grant of up to $2,500,000 over five (5) years, subject to certain requirements, including selecting a qualifying and approved Sponsor Entity to receive and administer the grant to the School Entity.

   b. The Team has identified School Entity as the entity which shall be the object of the grant funds received in order to fulfill the Application Mission by transforming Círculos into the Super School contemplated in the Application.

   c. XQ is a California nonprofit public benefit corporation organized and operated for charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "IRC"), exempt under IRC Section 501(c)(3) and classified as a private foundation under IRC Section 509(a).

   d. Sponsor Entity is a nonprofit corporation, exempt under IRC Section 501(c)(3) and classified as a public charity under IRC Section 509(a)(1) and 170(b)(1)(A)(vi) with a fiscal year end of December 31st. The Team has identified Sponsor Entity as the organization to which XQ shall disburse the grant funds.

   e. District is a school district which contains Círculos and is a [describe tax status if tax-exempt or, if applicable, explain that entity is in the process of applying for federal tax exemption] with a fiscal year end of [Month/Day]. As required by the governing rules of Círculos, District is a party to this Agreement on behalf of itself and Círculos.

f. The Sponsor Entity desires to act as the fiscal sponsor of the School Entity, which Sponsor Entity's Board of Directors has determined will further Sponsor Entity's charitable and educational goals.

2. **Grant of Funds**

a. **Disbursement.** Subject to the terms of this Agreement, and in accordance with Section 1(e) hereof, XQ shall grant a total of up to $2,500,000 (the "Grant") to Sponsor Entity to be used to support the purposes of the Application Mission. XQ shall pay the Grant to Sponsor Entity in accordance with a semi-annual disbursement schedule, unless otherwise agreed in writing between the parties. The Grant shall be disbursed only to a "Sponsor Entity Bank Account". A Sponsor Entity Bank Account means a bank account that is (a) FDIC insured, (b) held in the name of or controlled by Sponsor Entity, (c) identified to XQ in writing and (d) approved in writing by XQ (which approval shall not be unreasonably withheld). Disbursement of any part of the Grant is contingent upon Sponsor Entity and School Entity's compliance with the terms of this Agreement, which includes without limitation, compliance with the Commitments described in Section 4 (including without limitation the Approved Performance Milestones as set forth in Section 4(d)(i)), compliance with the Approved Budget Plan as set forth in Section 3(b) and Sponsor Entity's maintenance of IRC Section 501(c)(3) and public charity status set forth in Section 6. The parties hereto acknowledge and agree that as of the Effective Date, XQ has funded $1,087,242 pursuant to the Original Agreement.

b. **Delay or Cancellation of Disbursements.** XQ may delay or cancel disbursement of any part of the Grant to Sponsor Entity upon the occurrence of any Breach (as defined in Section 14) of this Agreement (whether by Sponsor Entity or by School Entity). Any such delay or cancellation of disbursement of any part of the Grant shall be independent of whether XQ decides to terminate this Agreement as a result of such Breach. XQ shall provide written notice to each of Sponsor Entity and School Entity specifying the reason for the delay or cancellation.

3. **Use of Funds**

a. **Purpose.** School Entity shall only use the Grant to (i) fulfill the Application Mission (in accordance with the parameters set forth in the Approved Budget Plan (defined in Section 3(b)), (ii) accomplish and meet the Approved Performance Milestones (defined in Section 4(d)(i)) in the time and manner provided therein, (iii) comply with all other Commitments set forth in Sections 4(d)-(g) of this Agreement and (iv) comply with all other terms of this Agreement (collectively, the "Purpose"). School Entity may use the Grant only as specified in this Section 3(a) and Section 3(b) below. For the avoidance of doubt, School Entity shall only use the Grant for the benefit of Círculos and not for any other school or third party.

b. **Approved Budget Plan.** For each annual period during the Term in which Sponsor Entity and/or School Entity hold or use any part of the Grant, School Entity shall

prepare an annual "Budget Plan" proposing uses of the Grant funds to further the Purpose during such annual period. School Entity shall submit the Budget Plan to Sponsor Entity for approval, and, once the Budget Plan is approved by Sponsor Entity, then School Entity shall submit the Budget Plan to XQ for approval. XQ will either approve the Budget Plan (once approved, the "Approved Budget Plan") or request revisions to the Budget Plan within its discretion. An Approved Budget Plan for the first annual period covered by this Agreement is attached hereto as **Exhibit A**. Budget Plans for subsequent years shall be prepared by or on behalf of School Entity, submitted to and approved by the Sponsor Entity, and then submitted to XQ for approval at least sixty (60) days prior to the beginning of the annual period covered by the Budget Plan. Each Approved Budget Plan will be incorporated as an exhibit to this Agreement by a writing signed by School Entity, Sponsor Entity, and XQ.

c. **Deviations From Approved Budget Plan.** Any use of the Grant in deviation from the Approved Budget Plan must be approved by XQ in writing, provided, however, that spending for any budget line item may deviate from the limits set forth in the Approved Budget Plan by up to fifteen percent (15%) without XQ's written approval subject to the overall budget remaining the same. Any such deviation from the Approved Budget Plan shall be noted in the compliance reports submitted to XQ in accordance with Section 4(f)(i). Each of Sponsor Entity and School Entity must notify XQ immediately upon becoming aware that any spending will deviate or has deviated by fifteen percent (15%) or above for any particular category. XQ may approve such deviation in writing or request remediation in its reasonable discretion. Each of Sponsor Entity and School Entity shall reasonably cooperate with XQ's reasonable requests for information or corrective actions in connection with such approval. The requirements of this Section 3 are referenced with respect to termination under Section 14 of this Agreement.

d. **No Earmarking; Sponsor Entity Discretion and Control Over Selection of Subcontractor.** Sponsor Entity will select, retain and engage any subcontractor it deems necessary to carry out the Purpose. XQ has not earmarked Grant funds to any particular subcontractor, and there is no agreement, written or oral, by which XQ may cause Sponsor Entity to choose a particular subcontractor.

4. **Grant Principles and Commitments**.

a. **Shared Principles**. The following principles (together, the "Shared Principles") are shared between XQ, Sponsor Entity, and School Entity, and it is the intent of XQ and School Entity that these principles will guide the parties as they work together to make the unique vision of the Application Mission a reality:

i. Provide clarity and transparency about core priorities, responsibilities, and performance expectations.
ii. Focus on implementation of key components of the Application design with quality, coherence, and creativity.

iii. Identify and explore possible areas for customized support from XQ and other potential partners.

iv. Sustain and preserve the continuity of the vision of the Application Mission in the event of leadership transitions or other changes.

v. Drive continuous improvement in response to insights and data about what works - and what does not - in ways that always reflect and recognize the importance of doing what is best for students.

vi. Highlight areas of innovative school design and practice that can be shared with educators and other audiences around the country.

b. **XQ Learner Goals and Outcomes**. School Entity will uphold and adhere to the XQ Learner Goals and Outcomes set forth on **Exhibit M** (the "XQ Learner Goals and Outcomes").

c. **Commitments.** The disbursement of each installment of Grant funds shall be contingent on compliance by Sponsor Entity and School Entity, as applicable, with the requirements set forth in Section 4(d)-(g) below (each a "Commitment" and collectively, the "Commitments"). The Commitments, which shall be implemented in accordance with the Approved Budget Plan, are designed to uphold the Shared Principles and fulfill the Application Mission. The requirements of this Section 4 are referenced with respect to termination under Section 14 of this Agreement.

d. **Design Principles and Approved Performance Milestones Commitments.**

i. **Approved Performance Milestones**. For each annual period during the Term in which Sponsor Entity and/or School Entity hold or use any part of the Grant, School Entity shall prepare an annual set of "Performance Milestones" outlining the steps that School Entity will take and the goals School Entity will meet in furtherance of the Application Mission during such annual period. School Entity shall submit the Performance Milestones to Sponsor Entity for approval, and once the Performance Milestones are approved by Sponsor Entity, then School Entity shall submit the Performance Milestones to XQ for approval. XQ will either approve the Performance Milestones (once approved, the "Approved Performance Milestones") or request revisions to the Performance Milestones within its discretion. A set of Approved Performance Milestones for the first annual period covered by this Agreement is attached hereto as **Exhibit B**. Sets of Performance Milestones for subsequent years shall be prepared by or on behalf of School Entity, submitted to and approved by the Sponsor Entity, and then submitted to XQ for approval at least sixty (60) days prior to the beginning of the annual period covered by the Performance Milestones. Each set of Approved Performance Milestones will be incorporated as an exhibit to this Agreement by a writing signed by School Entity, Sponsor Entity, and XQ. Such Approved Performance Milestones may only be amended by a further writing signed by School Entity, Sponsor Entity, and XQ. School Entity will accomplish, meet or maintain each milestone set forth in the Approved

Performance Milestones in the time and manner provided in therein. Upon XQ's request, School Entity agrees to provide XQ with information regarding progress toward the completion of Approved Performance Milestones in a timely manner.

ii. **Design Principles**. School Entity will uphold and adhere to the XQ design principles set forth on **Exhibit C** (the "Design Principles").

e. **Grant Program Participation Commitments.** School Entity, through itself or any subgrantee or School Entity-designee charged with fulfilling the Purpose ("School Representatives") shall participate in good faith in XQ's grant support program and Annual Cycle, which include but are not limited to the following activities, and which may be modified by XQ in XQ's sole discretion:

i. **Expert Consultations.** School Representatives agree to engage in regular consultations with XQ or XQ-approved experts, including but not limited to monthly coaching calls and two annual site visits from XQ.

ii. **Continuous Improvement.** School Representatives agree to continuous improvement and demonstrated progress based on an agreed upon observation and feedback tool, and communicated through regular consultations and meetings with XQ team members and other designated supporting organizations.

iii. **Knowledge Building.** School Representatives agree to working with XQ personnel and designated experts to develop, capture, refine, and share lessons from Círculos's implementation and progress. This may include, for example, providing XQ personnel or designated experts with timely access to the School Entity's facility and opportunities to observe the School Entity's students, teachers, and administrators.

iv. **Student Performance Framework.** School Representatives agree to the timely collection and transfer of essential data associated with the set of cognitive and noncognitive measures and metrics reflecting holistic development of students (also known as the "Student Performance Framework").

A. **Data Collection.** School Representatives will ensure the collection of signed parental release forms to allow designated experts to secure student data from district or state administrative systems to the extent permitted by applicable law, providing access to planning documents and other internal resources that pertain to the implementation and on-going operation of Círculos. XQ will not have access to student-level data.

B. **Nationally Normed Test.** School Representatives will participate in a nationally normed, annual testing method for all Círculos students, which shall be the SAT unless the ACT is otherwise required by applicable

state law and provided that the nationally normed testing method shall be subject to approval by XQ.

v. **Participate in Annual Gathering.** School Representatives, including school leaders, will attend and participate in an annual grantee gathering, currently named Exchange. XQ shall fund travel for such participation separately from the Grant funds.

vi. **Community of Practice.** School Representatives will have reasonable attendance at periodic XQ-designated multi-stakeholder meetings and events, which may include without limitation other school site visits as reasonably requested.

vii. **XQ Movement Participation.** As part of XQ's mission and movement to reimagine high school in America with meaningful and measurable solutions, XQ may, at its sole discretion, offer promotional events and opportunities in connection with the School Entity. School Representatives shall use best efforts to participate in such movement building and promotional opportunities as reasonably requested. In connection therewith, School Entity shall use best efforts to cause individuals associated with the School Entity to enter into standard film and release agreements with XQ, its licensees or designees and cooperate with XQ in collection of such film release agreements.

f. **Reports and Recordkeeping Commitments.**

i. **Annual Expenditure and Compliance Reports.** School Entity and Sponsor Entity shall coordinate to submit to XQ two written reports, approved by both Sponsor Entity and School Entity and signed by their respective representatives, using the XQ-provided template, for each annual accounting period of School Entity during which Sponsor Entity or School Entity receive, hold, or use any of the Grant funds: the first report (the "Interim Report") must be received by XQ by March 15 annually, and the second report (the "Annual Report") must be received by XQ by August 15 annually. Each of the Interim Report and the Annual Report shall contain: (a) a narrative report on the progress made toward implementation of the Project, including with regard to the Design Plan, and identification of any barriers or obstacles to meeting any goals set or identified and data on student progress in accordance with applicable law, (b) copies of any publication developed or created by using the Grant funds and (c) if requested, a report on Sponsor Entity's and School Entity's compliance with the terms of this Agreement. The Annual Report shall further include a financial accounting of Sponsor Entity's disbursement and School Entity's expenditure of Grant funds, including a description of School Entity's compliance with the Approved Budget Plan and this Agreement. In addition to the foregoing, the final Annual Report submission to XQ shall outline Sponsor Entity's disbursement and School

Entity's use of all Grant funds and charitable and educational activities from the date of the initial disbursement of the Grant funds until Sponsor Entity has distributed, and School Entity has expended, the last of the Grant funds. For the avoidance of doubt, the School Entity may only utilize the Grant funds for Círculos and not for any other school or third party.

ii. **Recordkeeping.** Sponsor Entity and School Entity shall (a) treat the Grant funds as restricted assets, (b) maintain books that keep the Grant funds separate from other assets, and (c) shall hold the Grant funds in the Sponsor Entity Bank Account. All disbursements of the Grant funds shall appear on Sponsor Entity's books, and all receipt and expenditures of Grant funds shall appear on School Entity's books. Sponsor Entity and School Entity shall keep records with a charter of accounts aligned to state education fund accounting and that are adequate to show that disbursements and expenditures of the Grant funds are consistent with the Purpose. Sponsor Entity and School Entity shall make these books and records available to XQ, or, at XQ's discretion, an independent auditor employed by XQ, at reasonable times for review and audit, and shall comply with all reasonable requests of XQ for information and interviews regarding use of the Grant funds. Sponsor Entity and School Entity shall keep copies of all relevant books and records and all reports to XQ for at least four (4) years after completion of the use of the Grant funds.

iii. **Responsiveness to Communications.** Sponsor Entity or School Entity, as applicable, shall acknowledge the receipt of any requests for information related to this Agreement and progress toward the Commitments made herein within three (3) business days. All reasonable requests for information shall be fulfilled within seven (7) days, unless granted an extension of timeline in writing by XQ.

g. **Insurance.** Unless required otherwise by applicable law, School Entity shall:

i. within ten (10) business days of the Effective Date, procure and maintain (a) general liability insurance with coverage of at least one million dollars ($1,000,000.00) and umbrella insurance of at least two million dollars ($2,000,000.00) and (b) directors and officers liability insurance with coverage of at least one million dollars ($1,000,000.00), in each case naming XQ as an additional insured; and

ii. at least thirty (30) days prior to the opening of the school, (a) procure and maintain insurance coverage sufficient for the operation of the school, which shall be, at a minimum, insurance equivalent to that carried by similarly situated institutions, and (b) provide evidence of such coverage to XQ if requested. School Entity shall further provide XQ with (x) a Certificate of Liability (along with evidence that XQ has been named as an additional insured) reasonably satisfactory to XQ, and (y) a waiver of subrogation, including an obligation to indemnify XQ and hold XQ

harmless from any and all claims, causes of action, damages (including costs and attorneys' fees), and any and all other liability arising from any actions or inactions of Sponsor Entity and/or School Entity.

5. **Prohibitions**

a. **Prohibited Uses.** Sponsor Entity shall not disburse, and School Entity shall not use, any portion of the Grant funds:

i. To attempt to influence legislation, within the meaning of IRC Section 4945(d)(1), as interpreted by its accompanying regulations;

ii. To influence the outcome of any specific election for candidates to public office, or to carry on, directly or indirectly, a voter registration drive within the meaning of IRC Section 4945(d)(2), as interpreted by its accompanying regulations;

iii. To make any grants to individuals that do not comply with Section 4945(d)(3) of the IRC (that is, neither Sponsor Entity nor School Entity may make any grant to an individual for travel, study, or other similar purposes, unless such grant has been awarded on an objective and nondiscriminatory basis pursuant to a procedure approved in advance by the Internal Revenue Service);

iv. To make any grants to organizations that do not comply with Section 4945(d)(4) of the IRC (that is, neither Sponsor Entity nor School Entity may make any grant to an organization unless such organization is a public charity, or such entity exercises expenditure responsibility in accordance with IRC Sections 4945(d)(4)(B) and 4945(h));

v. To undertake an activity for any purpose other than a religious, charitable, scientific, literary, educational, or other purpose specified in IRC Section 170(c)(2)(B); or

vi. In a manner inconsistent with IRC Section 501(c)(3), including:

A. Influencing the outcome of any specific election for candidates to public office,

B. Inducing or encouraging violations of law or public policy, or

C. Causing any private inurement or improper private benefit to occur.

b. **Terrorist Activity.** Sponsor Entity and School Entity represent and warrant that each does not, and shall not use any part of the Grant to, support or conduct, directly or indirectly, violence or terrorist activity of any kind.

c. **Non-Disparagement.** Any statement made by or on behalf of School Entity or Sponsor Entity will be (i) truthful and (ii) will not disparage XQ or any of XQ's representatives, agents, successors and assigns except where truthful statements are made pursuant to a subpoena or court order.

6. **Representations and Warranties**

a. **Tax Status; Formation; Authority.**

i. Sponsor Entity represents and warrants that (i) Sponsor Entity has been duly formed and is validly existing and in good standing under the laws of the State of California, (ii) Sponsor Entity is exempt from federal income tax under IRC Section 501(c)(3), (iii) Sponsor Entity is not a private foundation as defined in IRC Section 509(a), (iv) Sponsor Entity has the power and authority to enter into this Agreement and perform its obligations hereunder, and (v) there are no threatened or pending actions, investigations, or audits, the outcome of which would alter or impact Sponsor Entity's status as set forth in (i)-(iv) herein. The representations and warranties contained in this Section 6(a)(i) must be true prior to disbursement of any installment of Grant funds and shall continue to be true through the last date that Sponsor Entity holds or disburses Grant funds. The requirements of this Section 6(a)(i) are referenced with respect to termination under Section 14 of this Agreement.

ii. School Entity represents and warrants that (i) both District and Círculos have been duly formed and are validly existing and in good standing under the laws of the State of California, (ii) School Entity has the power and authority to enter into this Agreement and perform its obligations hereunder, and (iii) there are no threatened or pending actions, investigations, or audits, the outcome of which would alter or impact School Entity's status as set forth in (i) and (ii) herein. The representations and warranties contained in this Section 6(a)(ii) must be true prior to disbursement of any installment of Grant funds and shall continue to be true through the last date that School Entity holds or uses Grant funds. The requirements of this Section 6(a)(ii) are referenced with respect to termination under Section 14 of this Agreement.

b. **Documentation.**

i. In connection with the representations and warranties contained in Section 6(a)(i), Sponsor Entity further represents and warrants that attached hereto (i) as **Exhibit D** is a true and correct copy of the IRS Determination Letter as to Sponsor Entity's tax status, (ii) as **Exhibit E.1** is a true and correct copy of Sponsor Entity's Articles of Incorporation, (iii) as **Exhibit F.1** is a true and correct copy of Sponsor Entity's governing bylaws in effect as of the Effective Date, (iv) as **Exhibit G** is a true and correct copy of Sponsor Entity's Form 1023, Application for Recognition of Exemption

Under Section 501(c)(3) of the Internal Revenue Code, as filed, (v) as **Exhibit H.1** is a true and correct list of Sponsor Entity's current officers, directors and authorized representatives as of the Effective Date and as updated upon written notice to XQ, (vi) as **Exhibit I** is a true and correct copy of Sponsor Entity's most recently filed Form 990 as of the Effective Date, and (vii) as **Exhibit J.1** is a true and correct copy of Sponsor Entity's current financial statements from the most recently completed accounting period as of the Effective Date.

ii. In connection with the representations and warranties contained in Section 6(a)(ii), School Entity further represents and warrants that attached hereto (i) as **Exhibit E.2** is a true and correct copy of School Entity's Articles or Certificate of Incorporation, (ii) as **Exhibit F.2** is a true and correct copy of School Entity's governing bylaws in effect as of the Effective Date, (iii) as **Exhibit H.2** is a true and correct list of School Entity's current officers, directors and authorized representatives as of the Effective Date and as updated upon written notice to XQ, and (iv) as **Exhibit J.2** is a true and correct copy of School Entity's current financial statements from the most recently completed accounting period as of the Effective Date.[1]

c. **Compliance with Laws.** Sponsor Entity and School Entity each represent and warrant that it is, and shall use all best efforts to remain, in compliance with all local, state, federal and international laws and regulations relating to this Agreement, the operation of the School Entity, and the furtherance of the Application Mission.

d. **Public School; Non-Religious.** Sponsor Entity and School Entity each represent and warrant that it does not propose to use and shall not use any part of the Grant to implement a private school, a school with religious affiliation, or a for profit school.

e. **Non-Derogatory.** Sponsor Entity and School Entity each represent and warrant that it does not propose, nor shall it develop or operate, a school that is in any way derogatory of any nationality, disability, medical condition, ethnicity, race, gender, gender identification, sexual orientation, religion, profession or age group.

f. **Prohibited Activities.** Sponsor Entity and School Entity each represent and warrant that it does not propose, nor shall it develop or operate, a school that promotes alcohol, illegal drugs, tobacco, firearms or weapons (or the unsafe use of any of the foregoing).

g. **Prohibited Endorsements and Remarks.** Sponsor Entity and School Entity each represent and warrant that it does not propose, nor shall it develop or operate, a school that endorses hate or hate groups in any way.

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[1] Note to School Entity: please provide the documents requested in this Section 6(b)(ii) for both District and Círculos, as applicable.

h. **Non-Infringing.** Sponsor Entity and School Entity each represent and warrant it does not produce and will not develop or use, without written authorization or written permission, any materials in relation to the School Entity, which (a) contain IP, trademarks, logos, or trade dress owned by others, (b) promote or advertise any brand or product, or (c) contain sensitive personal information or materials embodying the names, likenesses or other identifying indicia of others without permission from those depicted. As used herein, "IP" means works of authorship (whether copyrightable or not), educational materials, records, drawings, designs, inventions (whether patentable or not), improvements, developments, discoveries, information and trade secrets.

7. **Notice of Entity Material Change**. Sponsor Entity and School Entity shall notify XQ in writing within fifteen (15) days after receiving notice or obtaining knowledge of any of the following (each, an "Entity Material Change"):

a. any change in the Internal Revenue Service's recognition of Sponsor Entity's IRC Section 501(c)(3) or public charity status;

b. any change in School Entity's executive staff, key staff responsible for achieving the Purpose, or the members of its governing body;

c. any change in the organizational structure or setting of School Entity, or Sponsor Entity which materially reduces Sponsor Entity's or School Entity's capacity to administer the Grant for the Purpose;

d. any notice of non-compliance with applicable laws, rules or regulations, including without limitation, any investigation into or material claims made against Sponsor Entity or School Entity;

e. any plans of Sponsor Entity or School Entity to close or file for bankruptcy;

f. any update or change to the documents listed in Section 6(b)(i) or Section 6(b)(ii);

g. any other event that could reasonably be expected to have a material adverse effect on Sponsor Entity's or School Entity's administration of the Grant for the Purpose; or

h. the School Entity, the Sponsor Entity, any administrator, manager, teacher, or other employee or contractor of Sponsor Entity or School Entity or any member of the Team being accused of criminal wrongdoing, being named in a civil action demanding recovery for an act of moral turpitude, or making a statement or becoming involved in any situation or occurrence which, in XQ's sole judgment (i) is obscene, indecent, hateful, or discriminatory; (ii) brings School Entity, Sponsor Entity, or the reputation or image of XQ (or its principals or any of its affiliates, including without limitation any other entity receiving funding from XQ) into public disrepute, contempt, scandal or ridicule; or (iii) is likely to shock, insult or offend the community at large or a substantial group or class thereof.

The requirements of this Section 7 are referenced with respect to termination under Section 14 of this Agreement.

8. **School Intellectual Property**

   a. **License to School Materials and Marks.** In consideration for receipt of the Grant, School Entity and Sponsor Entity hereby grant to XQ a nonexclusive, world-wide, perpetual, sublicensable, transferable, and irrevocable license to all IP that has been or is developed (i) in whole or in part with Grant funds, (ii) in the implementation, development, and operation of the School Entity, or (iii) that is derived from any of the foregoing (the "School IP"). School Entity and Sponsor Entity, as applicable, represent and warrant that it owns or controls the necessary rights, title and interest in the School IP hereby licensed to XQ.

   b. **Non-Commercial Purposes.** Sponsor Entity and School Entity shall not, except with express prior written approval from XQ, produce, reproduce, distribute, publish, copy, sell, offer to sell, license, sublicense, or otherwise use School IP for any Commercial Purpose. XQ may grant or withhold such approval in its sole discretion. Unless explicitly stated otherwise in the written approval, such approval shall be granted only as to the entities requesting approval and not any other entity. "Commercial Purpose" means the development of commercial products or services, any for-profit activity, or for the purpose of receiving any monetary benefit or commercial gain, directly or indirectly.

   c. **Educational Purposes and Public Benefit.** Subject to the limitations of Section 8(b), Sponsor Entity and School Entity shall not, except with express prior written approval from XQ, produce, reproduce, distribute, publish, copy, sell or offer for sale, license, sublicense or otherwise use School IP for any purpose except for educational purposes or for the benefit of the general public. XQ may grant or withhold such approval in its sole discretion. Unless explicitly stated otherwise in the written approval, such approval shall be granted only as to the entities requesting approval and not any other entity.

9. **Conditions on Sharing School IP and Grant.** Sponsor Entity and School Entity shall not (i) transfer any part of the Grant or School IP to a third party (including, for the avoidance of doubt, any school in District other than Círculos) in connection with the development of any School IP or derivatives thereof, or (ii) contract with a third party (including, for the avoidance of doubt, any school in District other than Círculos) to provide products or services in any way directly or indirectly connected with the development of School IP, unless and until such third party has first entered into the School Vendor Side Letter Agreement, in the form attached to this Agreement as **Exhibit K** with Sponsor Entity and/or School Entity, as applicable, and Sponsor Entity and/or School Entity, as applicable, shall have provided a copy of the fully executed School Vendor Side Letter Agreement to XQ.

10. **Marks License and Usage**

a. **License to School Marks for Promotional Purposes.** Sponsor Entity and School Entity hereby grant to XQ an irrevocable, nonexclusive, sublicensable license under all trademarks and trade names owned or licensed by Sponsor Entity and School Entity that relate to the School Entity solely for use by XQ in connection with the promotion of the School Entity and other non-commercial and educational purposes. Sponsor Entity and School Entity each represent and warrant that it owns the necessary rights, title and interest in any trademarks hereby licensed to XQ. In consideration for any such license, XQ commits to causing use of such trademarks by XQ to inure to the benefit of the owner of the trademark.

b. **XQ Marks.** All uses of XQ's trademarks and trade names (the "XQ Marks"), including without limitation those set forth in **Exhibit L**, are subject to approval by XQ. XQ will remain the sole and exclusive owner of all right, title and interest in the XQ Marks and any use by Sponsor Entity and School Entity will inure to the benefit of XQ. If Sponsor Entity or School Entity uses any XQ Mark in a manner that is not authorized, Sponsor Entity and School Entity shall, as applicable and at XQ's request, (i) immediately cease any unauthorized use of the XQ Marks identified by XQ and (ii) take any action requested by XQ to correct any confusion or false designation created by such unauthorized use of any XQ Marks.

11. **Publicity and Announcements.** XQ may from time to time issue policies and/or guidelines regarding promotion, advertising, and publicity in connection with XQ and XQ grant-making and grantee schools. School Entity and Sponsor Entity shall adhere to such policies and guidelines to the extent School Entity or Sponsor Entity identifies or describes a relationship between itself and XQ, or identifies itself as being affiliated with XQ generally. XQ reserves the right to deny approval of any use of or reference to XQ, and its names, marks, logos and programs made by or on behalf of Sponsor Entity or School Entity. Upon receiving notice of such objection, Sponsor Entity or School Entity, as applicable, shall immediately cease the specified use or reference.

12. **Confidentiality**

a. **Confidential Information.** By accepting the Grant or by any other means related to the terms of this Agreement, Sponsor Entity and/or School Entity may gain access to certain confidential information of XQ, any of which information may be disclosed to Sponsor Entity and/or School Entity inadvertently or intentionally. "Confidential Information" means any and all non-public information or material relating to XQ or that XQ has or will develop, acquire, create, discover, or own, including (i) both information disclosed, whether orally or in writing, by XQ to Sponsor Entity or School Entity and information learned by Sponsor Entity or School Entity during the course of Sponsor Entity's or School Entity's relationship with XQ, acceptance of the Grant, or in the course of development and operation of the School Entity, and (ii) all information of which the unauthorized disclosure could be detrimental to the interests of XQ or XQ's affiliates, whether or not such information is identified as Confidential Information. For example and without limitation, Confidential Information includes information about projects, events, media strategies and partners, technical data, agreements, concepts, initiatives,

donors, affiliates, costs, finances, operational practices, and grant administration; provided, however, that Confidential Information will not include information that (x) is now or thereafter becomes generally known or available to the public, through no act or omission on the part of Sponsor Entity or School Entity, (y) was known by Sponsor Entity or School Entity prior to receiving such information from XQ and without restriction as to use or disclosure, or (z) is rightfully acquired by Sponsor Entity or School Entity from a third party who has the right to disclose it and who provides it without restriction as to use or disclosure.

b. **Disclosure of Confidential Information**. Sponsor Entity and School Entity shall treat all Confidential Information as strictly confidential, and take reasonable precautions to protect the confidentiality of such information. Sponsor Entity and School Entity shall not (except as required by applicable law) disclose Confidential Information to any third party (including, for the avoidance of doubt, any school in District other than Círculos) or use Confidential Information for any purpose other than as is necessary to implement the Purpose or otherwise comply with the terms of this Agreement; provided, that, Sponsor Entity or School Entity, as applicable, shall cause any such third party to enter into an agreement with Sponsor Entity or School Entity, as applicable, with written confidentiality obligations no less restrictive than those contained in this Section 12. If legally compelled by judicial order or similar legal proceeding, Sponsor Entity or School Entity, as applicable, must provide prompt notice to XQ and then will furnish only the portion of Confidential Information that Sponsor Entity or School Entity, as applicable, reasonably believes is legally required unless required otherwise by applicable law.

13. **Indemnification.**

a. Sponsor Entity irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless XQ, its officers, directors, employees, and agents from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) arising out of any act or omission of Sponsor Entity, or Sponsor Entity's performance or breach of this Agreement. Sponsor Entity further shall indemnify and hold harmless XQ and its directors, officers, and employees from and against all taxes, losses, damages, liabilities, costs, and expenses, including attorneys' fees and other legal expenses, arising directly or indirectly, or in connection with: (a) any negligent, reckless, or intentionally wrongful act or omission of Sponsor Entity, its employees, or agents in complying with the terms of this Agreement or for accepting the Grant, in expending or applying the Grant funds, or in carrying out any project or program to be supported by the Grant, any breach or alleged breach by Sponsor Entity or Sponsor Entity's employees or agents of any of the covenants contained in this Agreement; or (b) any breach or alleged breach by Sponsor Entity of Sponsor Entity's representations and warranties contained in this Agreement, except to the extent that such claims, liabilities, losses, or expenses arise from any act or omission of XQ, its officers, directors, employees, or agents.

b. School Entity irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless XQ, its officers, directors, employees, and agents from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) arising out of any act or omission of School Entity, or School Entity's performance or breach of this Agreement. School Entity further shall indemnify and hold harmless XQ and its directors, officers, and employees from and against all taxes, losses, damages, liabilities, costs, and expenses, including attorneys' fees and other legal expenses, arising directly or indirectly, or in connection with: (a) any negligent, reckless, or intentionally wrongful act or omission of School Entity, its employees, or agents in complying with the terms of this Agreement or for accepting the Grant, in expending or applying the Grant funds, or in carrying out any project or program to be supported by the Grant, any breach or alleged breach by School Entity or School Entity's employees or agents of any of the covenants contained in this Agreement; or (b) any breach or alleged breach by School Entity of School Entity's representations and warranties contained in this Agreement, except to the extent that such claims, liabilities, losses, or expenses arise from any act or omission of XQ, its officers, directors, employees, or agents.

14. **Term and Termination.**

a. **Term**. This Agreement shall commence on the Effective Date and end one (1) year from the Effective Date (the "Initial Term"); provided that, upon the completion and incorporation of an Approved Budget Plan and Approved Performance Milestones, pursuant to Sections 3(b) and Section 4(d)(i) of this Agreement, the term of this Agreement shall be automatically renewed for an additional one (1) year period (each renewal, a "Subsequent Term"); provided further than no Subsequent Term may occur after December 21, 2022. The term of this Agreement shall span the Initial Term and continue in through Subsequent Terms, if any, unless earlier terminated as set forth in Section 14(b) below (the "Term").

b. **Termination**. XQ may terminate this Agreement in its sole discretion upon the occurrence of one or more of the following events, (each, a "Breach") unless such Breach has been explicitly waived in writing by XQ:

i. any failure of Sponsor Entity to maintain IRC Section 501(c)(3) and public charity status as set forth in Section 6(a);

ii. the failure of either School Entity or Sponsor Entity to either (A) submit a Budget Plan for approval at least 60 days prior to the beginning of each annual period as required by Section 3(b) and/or (B) provide a Budget Plan which meets XQ's approval prior to the beginning of each annual period as required by Section 3(b);

iii. any expenditure or commitment of Grant funds which (A) violates any provision of this Agreement (including without limitation Section 3(b)),

(B) is outside the Purpose, or (C) is otherwise not explicitly authorized by the terms of this Agreement;

iv. any failure of Sponsor Entity or School Entity, as applicable, to provide notice of an Entity Material Change as required under Section 7;

v. the occurrence of any Entity Material Change, as determined by XQ in XQ's sole reasonable discretion;

vi. the failure of School Entity to either (A) submit a set of Performance Milestones for approval at least 60 days prior to the beginning of each annual period as required by Section 4(d)(i) and/or (B) provide a set of Performance Milestones which meets XQ's approval prior to the beginning of each annual period as required by Section 4(d)(i);

vii. the failure of the Sponsor Entity or School Entity, as applicable, to comply with the Commitments as set forth in Sections 4(d)-(g) (or incorporated in Sections 4(d)-(g) by reference), as determined by XQ in XQ's sole reasonable discretion;

viii. the failure of the Sponsor Entity or School Entity, as applicable, to comply with Section 5, as determined by XQ in XQ's sole reasonable discretion;

ix. any other breach of this Agreement by Sponsor Entity or School Entity which results, or XQ reasonably believes will result, in any of the Commitments not being complied with, upheld, or maintained; and

x. any other material breach of this Agreement by Sponsor Entity or School Entity.

To terminate this Agreement, XQ must provide written notice to Sponsor Entity and School Entity specifying the reason for termination. The effective date of termination (the "Termination Effective Date") shall be (A) the date upon which notice is provided for termination based on any Breach that cannot be cured, or, (B) thirty (30) days after notice is provided if a Breach is curable and remains uncured for a period of thirty (30) days after notice of termination.

c. **Effect of Termination; Remedies**. Upon the expiration of the Term or earlier Termination Effective Date, XQ may, in addition to any other legal remedies it may have, refuse to make any further Grant disbursements to Sponsor Entity. Upon termination, Sponsor Entity and School Entity shall immediately return to XQ, (i) any portion of the Grant that was disbursed by XQ which has been spent or committed for any purpose other than the Purpose, (ii) any portion of the Grant that has not been expended or committed for the Purpose as of the date that is the earlier of (A) the Termination Effective Date or (B) the date that is the last day of the Term in accordance with Section 14(a) of this Agreement, (iii) all IP owned by XQ that Sponsor Entity and/or School Entity has in its possession or control, and (iv) all Confidential Information owned by XQ that Sponsor Entity and/or School Entity

has in its possession or control. XQ may also avail itself of any other remedies available by law. This Agreement may be enforced by XQ by an action for specific performance and injunctive relief or by any other appropriate remedy by any court having jurisdiction. Sponsor Entity and School Entity each acknowledge and agree that XQ shall have the legal standing necessary to bring any suit it deems necessary to enforce the terms of this Agreement.

15. **Acknowledgement.** Neither Laurene Powell Jobs, nor any entity owned or controlled, either directly or indirectly, by Laurene Powell Jobs (excluding XQ) (collectively, the "Participant Affiliated Persons"), is a party to this Agreement or any agreement provided for in this Agreement. In the event that (a) there is any alleged breach of or default under this Agreement or any agreement provided for in this Agreement by any party or (b) any party has a claim arising from or relating to any such agreement, no party, nor any party claiming through such party, shall commence any proceedings or otherwise seek to impose any liability whatsoever against any Participant Affiliated Persons arising under (a) or (b). Sponsor Entity and School Entity each, on behalf of themselves and their respective heirs, successors, and assigns, hereby fully and forever release the Participant Affiliated Persons, from, and agree not to sue concerning, or in any manner to institute, prosecute or pursue, or cause to be instituted, prosecuted, or pursued, any claim, duty, charge, obligation or cause of action relating to any matters of any kind, whether presently known or unknown, suspected or unsuspected, that each may possess against any of the Participant Affiliated Persons arising from any omissions, acts or facts related to this Agreement, the School Entity and the Grant, including without limitation any and all claims for attorneys' fees, costs, and/or penalties, except for any claim that cannot be released as a matter of applicable law.

16. **Sponsor Entities Located Inside of California.** Sponsor Entity represents that it is either (i) an entity with a permanent place of business in California or (ii) an entity qualified to do business in California, which includes entities formed under the laws of California. Sponsor Entity agrees to provide a completed CA Form 590, Withholding Exemption Certificate, or such other form as XQ may reasonably require to allow XQ to not withhold on Grant disbursements.

17. **General Terms and Conditions.**

    a. **Notices.** Any notice required or permitted under the terms of this Agreement or required by law must be in writing and must be: (i) delivered in person; (ii) sent by first class registered mail, or air mail, as appropriate; (iii) sent by overnight air courier; or (iv) delivered to a verified e-mail address with receipt confirmation, in each case, as applicable, properly posted and fully prepaid to the address set forth below. Either party may change its address for notice by notice to the other party given in accordance with this Section 17(a). Notices will be considered to have been given at the time of actual delivery in person or to a verified e-mail address with delivery confirmation, three (3) business days after deposit in the mail as set forth above, or one (1) day after delivery to an overnight air courier service.

        i. Notices to Sponsor Entity should be addressed to:

Address: 4041 MacArthur Blvd, Suite 510

Newport Beach, CA 92660

Attention: Ted Kim, COO

E-Mail: ted.kim@charitableventureoc.org

ii. Notices to School Entity should be addressed to:

Address: 1601 E. Chestnut Avenue

Santa Ana, CA 92701

Attention: Alfonso Jimenez, Deputy Superintendent Educational Services

E-Mail: alfonso.jimenez@sausd.us

iii. Notices to XQ should be addressed to:

Address: XQ Institute

248 3rd Street #319

Oakland, CA 94607

Attention: Ted Garey, In-House Counsel & Grants Manager

E-Mail: ted@xqinstitute.org with copy to legal@xqinstitute.org

b. **No Pledge.** Neither this Agreement nor any other statement, oral or written, nor the making of any contribution or grant to Sponsor Entity, nor the utilization of such contribution or grant funds by School Entity, shall be interpreted to create any pledge or any commitment by XQ or by any related person or entity to make any other grant or contribution to Sponsor Entity or any other entity for this or any other project. The Grant contemplated by this Agreement shall be a separate and independent transaction from any other transaction between XQ, Sponsor Entity, School Entity or any other entity.

c. **No Agency**. Sponsor Entity and/or School Entity, as applicable, and not XQ, are solely responsible for all activities funded by the Grant, the content of any product created with the Grant, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and neither Sponsor Entity nor School Entity shall make any such representation to anyone.

d. **Assignment.** Neither Sponsor Entity nor School Entity may not assign this Agreement except upon express prior written approval from XQ. Any attempted assignment in violation of this Section 17(d) shall be void.

e. **No Waivers.** The failure of any party to exercise any of its rights under this Agreement shall not be deemed to be a waiver of such rights. The exercise of any right or remedy by XQ shall not bar or preclude the exercise of any other right or remedy by XQ, and no acknowledgement of Sponsor Entity's or School Entity's improper compliance with this Agreement in any instance shall be considered a waiver of any of XQ's rights under this Agreement.

f. **Captions.** All captions and headings in this Agreement are for the purposes of reference and convenience only. They shall not limit or expand the provisions of this Agreement.

g. **Severability.** If any term, condition, or provision in this Agreement is found to be invalid, unlawful, or unenforceable to any extent, the parties shall endeavor in good faith to agree to such amendments that will preserve, as far as possible, the intentions expressed in this Agreement. If the parties fail to agree on such an amendment, such invalid term, condition, or provision will be severed from the remaining terms, conditions, and provisions, which will continue to be valid and enforceable to the fullest extent permitted by law.

h. **Entire Agreement; Amendments.** This Agreement constitutes the entire agreement of the parties with respect to its subject matter. This Agreement may not be amended or modified, except in a writing signed by all parties.

i. **Arbitration of All Disputes, Claims, or Controversies.** Any dispute or controversy in any way arising out of, related to, or connected with this Agreement or the subject matter thereof, shall be resolved through final and binding arbitration in San Francisco, California, pursuant to the then-current JAMS Comprehensive Arbitration Rules and Procedures.

j. **Governing Law.** This Agreement shall be governed by the laws of the State of California, without regard to its conflict of law principles.

k. **Survival**. The following Sections of this Agreement shall survive any termination or expiration thereof: Sections 3 (Use of Funds), 4(e) (Reports and Recordkeeping Commitments), 5 (Prohibitions), 6 (Representations and Warranties), 8 (School Intellectual Property), 9 (Conditions on Sharing School IP and Grant), 10 (Marks License and Usage), 11 (Publicity and Announcements), 12 (Confidentiality), 13 (Indemnification), 15 (Acknowledgement), 16 (Approved Entities Located Inside of California) and 17 (General Terms and Conditions).

l. **Counterparts.** This Agreement may be executed in counterparts, each of which shall constitute an original, but both of which, when taken together, shall constitute only one agreement.

[*Signature Page Follows*]

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the date first indicated above.

XQ INSTITUTE

By: _____

Name:_____

Title: _____

Santa Ana Unified School District,
on behalf of itself and Circulos Advance Learning Academy

By: _____

Name:_____

Title:_____

CHARITABLE VENTURES OF ORANGE COUNTY, INC.

By: _____

Name:_____

Title:_____

EXHIBIT A
APPROVED BUDGET PLAN

[*Initial Approved Budget Plan to be attached; Subsequent Approved Budget Plans to be added on a rolling basis, as created pursuant to Agreement Section 3(b)*]

EXHIBIT A – APPROVED BUDGET PLAN

Pursuant to Section 3(b) of the Agreement, the undersigned parties hereby approve the budget plan set forth below for the period of July 1, 2018 through June 30, 2019 as the "Approved Budget Plan" within the meaning given such term in the Agreement and hereby incorporate it as Exhibit A to the Agreement. As of July 1, 2018, this Approved Budget Plan replaces and supersedes the prior Exhibit A budget plan that was effective during the period of July 1, 2017 through June 30, 2018. Recipient Entity acknowledges that approval and incorporation of this Approved Budget Plan is not a waiver of XQ's rights or Recipient Entity's obligations under the Agreement with regard to the prior budget plan during the period for which such prior budget plan was in effect of July 1, 2017 through June 30, 2018.

Budget aligned to Milestones, SY 2018-2019

Círculos Advanced Learning Academy

XQ Milestone target	Budget Description/Rationale	Cost
Baseline Principle: Operations a. The School shall be, and shall remain, in compliance with all local, state, and federal laws and regulations relating to the operation of the School. These requirements include, but are not limited to, maintaining daily student attendance records, discipline incidents records, academic transcript records and requirements for grade promotion and graduation; documenting annual retention rates; maintaining a four-year graduation rate; and ensuring students get appropriate credit hours.		
b.New student recruitment materials that reflect the unique mission, vision, and culture of Circulos at Advanced Learning Academy will be designed by May 1, 2019.	**Development of Marketing and Recruitment Materials** Marketing materials including marketing events, school of choice events, canvassing, community recruitment events, awareness campaigns, and website development.	**$35,000**
	Digital Media Contracts Media contracts including filming and documentation of learning, student, Circulos at Advanced Learning Academy School stories, and social media campaigns.	**$60,000**
c. The School will enroll at least 100 students grades 9-11 for the 2019-20 school year by June 30, 2019 to ensure a financially viable and sustainable innovative high school		

EXHIBIT A – APPROVED BUDGET PLAN

within the Santa Ana Unified School District.		
d. To ensure ample time for onboarding and professional development in the School design, a requisition for a site director, or principal with high school experience will be submitted for the 2019-20 school year by May 31, 2019.	**Coordinator/Director/Principal** Provides overall leadership in the planning, development, implementation and direction of Circulos design at Circulos at Advanced Learning Academy.	**$128,000** $160,000 X .80(portion of time directly supporting ALA)=$128,000
e.Documentation will be submitted to XQ by June 30, 2019 that demonstrates that XQ Funds were used toward core instructional staff and programs that align to optimal enrollment and staffing ratio targets, and key staff such as counselors.		
f. By June 30, 2019 the School will demonstrate that all funds have been allocated and targeted to implement the Círculos design at ALA.		
g.The district and the School will have a plan to implement a rigorous and strategic teacher recruitment and hiring process with a robust socialization and professional development program by June 30, 2019 to ensure all teachers are prepared to teach at Círculos at Advanced Learning Academy.	**Curator of Talent** Curates professional development materials (codex) and training for personalized/blended learning, assists in design of goals/objectives for short-term and long range planning, and provides related staff development at Circulos at Advanced Learning Academy.	**$56,000** $70,000 X .80 (portion of time directly supporting ALA)= $56,000
	Codex Development and Circulos Institute Circulos Institute is a professional development experience designed for	**$35,000**

EXHIBIT A – APPROVED BUDGET PLAN

	Circulos at ALA teachers that will be open to all staff to provide Circulos at ALA s improvement as well as spread the Circulos core innovations and XQ learner goals broadly. Codex- a set of training tools that captures our values that will be utilized for Circulos at ALA, the XQ community and district.	
	Professional Learning Professional development days, substitute and paid training costs for teachers and staff for Circulos at ALA.	**$15,000**
Design Principle 1: Teaching for Deeper Learning a. The School will retain staff in core academic subjects from 2018-19 to support student-centered, projected-based and blended learning to prepare students for college and careers and submit requisitions to ensure additional core teachers are hired, such as a science teacher, for 2019-20 school year by June 30, 2019.	**Math Teacher** This teacher will provide math instruction at Circulos at ALA.	**$70,000**
	AVID tutors/Instructional Support 3 tutors for Círculos at ALA, supporting students with AVID instructional strategies, blended learning, projects and place-based learning.	**$37,200**
Design Principle 3: Broad Vision of Learner Success a.By June 30, 2019, the School will develop a comprehensive set of student competencies and assessments for the 2019-20 school year to ensure the integration of a competency-based model similar to the Círculos Advanced Learning Academy middle school. This competency framework will serve as the *manera de ser* – the "way of being" – skills that will successfully bridge students' high school experience with post-secondary college and career options.		

EXHIBIT A – APPROVED BUDGET PLAN

b. By June 30, 2019, the School will have a plan to implement systems and opportunities (including, but not limited to learning exhibitions) in the 2019-20 school year for students to formally reflect on how they applied the *manera de ser* skills at the end of each learning cycle by preparing and defending a 60-90 minute annual defense of their learning.		
Design Principle 5: Personalized Learning. a. By June 30, 2019, as part of a comprehensive personalized learning approach, the School will have a plan for the 2019-20 school year to implement 1-1 teacher mentorship, student developed personalized learning plans, and digital goal setting for FLEX time.	Software/Licensing Software needed for blended learning at Circulos at ALA including UC Scout, subscriptions needed such as access to scholarly journals and digital media tools.	**$10,000**
Design Principle 6: Community Partnerships a.By June 30, 2019, the School will have a library of at least 6 community partnerships for the 2019-20 school year that will include credit-bearing interdisciplinary projects aligned to academics standards.	Curator of Projects and Partnerships Curates and develops projects in partnership with local businesses, community organizations, and civic departments. Provides related staff development, coaching and mentorship to teachers and support staff at the site.	**$96,000** $120,000 x .80 (portion of time directly supporting ALA)= $96,000
	PBL Supplies/Resources/Materials Supplies needed for project based learning, including art supplies, subscriptions, and technology.	**$28,500**
	Development of Circulos Mobile Classroom	**$70,000**

EXHIBIT A – APPROVED BUDGET PLAN

b.By June 30, 2019, there will be at least 5 locations in the city of Santa Ana where teaching and learning will take place in 2019-2020 consistent with place-based learning principles including, but not limited to, acquiring or building a one or more mobile studios for the 2019-20 school year.	Retrofit and design a portable classroom into a mobile learning lab that will be located at partner sites where students are pursuing a project partnership.	
	Travel Contracts Transportation costs for place-based learning	**$30,000**
	Space partnerships/community contracts/partnerships Costs utilizing community space/experts/speakers/consultants within the community to work alongside and consult teachers and students in fields of interest	**$20,000**
Design Principle 7: Mission, Vision, and Culture a. By July 31, 2019, the School community, including students, families, teachers, student services, and support staff of the School will develop a signature pedagogy that integrates both blended learning and place-based learning, Restorative Justice, the work of Paolo Freire, AVID's Socratic Seminars, and the circle conversation method as well as a learner-centered environment as outlined in the School's XQ Super School Project application.		
Subtotal		**$690,700**
+6% fiscal sponsorship fee		$41,642
TOTAL		**$732,142**

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EXHIBIT A – APPROVED BUDGET PLAN

XQ INSTITUTE

DocuSigned by:

By: DC10D868DCC7453...

Name: Russlynn Ali

Title: CEO

CHARITABLE VENTURES OF ORANGE COUNTY, INC.

By:

Name: Ted Kim

Title: COO

EXHIBIT B
APPROVED PERFORMANCE MILESTONES

[*Initial set of Approved Performance Milestones to be attached; Subsequent sets of Approved Performance Milestones to be added on a rolling basis, as created pursuant to Agreement Section 4(d)(i)*]

Performance Milestones, July 1, 2019 - June 30, 2020

Círculos Advanced Learning Academy

During the 2019-20 school year, the School will continue to fulfill the mission and vision set forth in the original XQ Grant/Super School Application as summarized below:

> Círculos engages students in rigorous coursework to prepare them for college and career, blending personalized learning with traditional teaching methods and strong relationships within the community. At least twice a day, students gather to discuss schoolwork, develop personal relationships with peers and teachers, and build social-emotional skills. With flexible scheduling, students can design their own academic plans and choose to take college-level coursework, earning an associate's degree by the time they finish high school. Much of their learning occurs outside the classroom, as students make frequent visits to local museums, businesses, nonprofits, and other community organizations to broaden the scope of their education. At Circulos, every student is part of a tight-knit learning circle of peers, teachers, and community members.

The School will also meet the following performance milestones:

Baseline Principle: Operations.

1. The School shall be, and shall remain at all times, in compliance with all local, state, federal laws and regulations relating to the operation of the School. These requirements include, but are not limited to, maintaining daily student attendance records, discipline incidents records, academic transcript records and requirements for grade promotion and graduation, documenting annual retention rates, maintaining a four-year graduation rate and ensuring students receive credit hours required for graduation.
2. All funds received from XQ by the School between July 1, 2019 and June 30, 2020 will be directed solely to the implementation of the Circulos design at Advanced Learning Academy.
3. By July 1, 2020, the School will submit documentation of the expenditure of all funds received from XQ between July 1, 2019 and June 30, 2020 to prove compliance with the milestone set forth in section 2 above.
4. The School will retain adequate staff in core academic subjects including math, English Language Arts, social studies and science, to support competency-based and blended learning design to prepare students for college and careers.
5. By August 1, 2019, the School will hire a credentialed teacher for science and a credentialed teacher for physical education for the 2019-20 school year.
6. By September 1, 2019, the School will hire a site director for the 2019-20 school year with high school design experience to guide the creation and integration of initiatives for the purpose making a holistic effort to fulfill the vision of the school.

7. By August 1, 2019, the School will determine the location where all classes will be held for the 2019-20 school year, and the School will take any actions necessary to secure the right to host classes in such location.
8. By November 1, 2019, the School will develop, document, and implement a charter re-authorization plan to ensure the School is on track for charter re-authorization for the 2020-21 school year.

Design Principle: Teaching for Deeper Learning.

9. By September 1, 2019, all teachers will receive 4 sessions of trainings and an onboarding event, focused on training teachers how to teach and evaluate students' performances in AVID[1] and project-based learning.
10. By September 1, 2019, the School's teachers will implement place-based projects which with the School's community partners that are aligned with the new competency-based framework.

Design Principle: Youth Empowerment, Voice and Choice.

11. By October 1, 2019, the School will provide phase one training for all teachers focused on student-centered project design and personalized teaching and learning which includes the use of the Circulos circle pedagogy, personalized learning plans with student/teacher mentorship, and competency-based assessment.
12. By January 1, 2020, the School will provide intensive and consistent professional development including 1 session before the start of school, and monthly sessions thereafter for all teachers on how to implement and lead restorative practices and how to be good mentors to the students. This milestone is intended to help create a deep relational and cultural foundation of the School.

Design Principle: Community Partnerships.

13. By September 1, 2019, the School will have identified and have taken all actions necessary to utilize at least one location based at a partnership site where the School may host remote classes focused on place-based learning for core content subjects.
14. By June 1, 2020, the School will have designed and will have taken any actions necessary to secure the right to host classes in at least 1-2 more school sites for the 2020-21 school year.

Design Principle: Personalized Learning.

15. By September 1, 2019, the School will develop and document a plan to implement a digital learning system, as identified and described in the School's original XQ Super School Project application, that will integrate the competency framework which was developed in Summer 2019 (Manera de Ser) and that will monitor students' progress toward competency development using short-term and long term goals based on the Manera de Ser framework.

Design Principle: Rethinking Traditional Systems.

16. By September 1, 2019, the School will integrate student competencies, into all aspects of teaching and learning, including into the assessment of student work

[1] https://www.avid.org/

(e.g. by using a competency-based rubric) and into community (place-based) projects.

EXHIBIT C
DESIGN PRINCIPLES

The Design Principles are set forth in (a)-(f) below. The Design Principles may be modified by XQ in XQ's sole discretion.

a. Teaching for Deeper Learning: Demonstrate a commitment to and measurable progress toward innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.

b. Youth Empowerment, Voice and Choice: Demonstrate a commitment to an approach to teaching, learning, and overall school culture that focuses on truly getting to know students, both inside and outside the classroom, and giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.

c. Broad Vision of Student Success: Demonstrate a commitment to goals and outcomes that integrate academic and social-emotional learning and enable students to become masters of all fundamental literacies, holders of foundational knowledge, original thinkers for an uncertain world, generous collaborators for tough problems, and learners for life.

d. Personalized Learning: Demonstrate a commitment to tailoring learning to the unique needs of each student, through the use of appropriate technology and other means, as well as to actively assess student progress and provide tools that help students build the skills and knowledge they need to thrive in college, career and life.

e. Rethinking Traditional Systems: Demonstrate a commitment to non-traditional, flexible uses of time, technology, space, place, financial resources and roles to increase the effectiveness of teaching and learning.

f. Community Partnerships: Demonstrate a commitment to powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences and networking opportunities for students, enabling them to envision and set goals for the future.

EXHIBIT D
IRS DETERMINATION LETTER

[*To be attached*]

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 12 2007

CHARITABLE VENTURES OF ORANGE COUNTY
C/O ANNE OLIN
2101 E 4TH ST STE 180B
SANTA ANA, CA 92705

Employer Identification Number:
20-8756660
DLN:
17053229002027
Contact Person:
GARY MUTHERT ID# 31518
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
April 18, 2007
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2011
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Public Charity Status *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☑

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period,* provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☑

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

Anne M. Olin	Anne Olin	8-8-07
(Signature of Officer, Director, Trustee, or other authorized official)	(Type or print name of signer)	(Date)
	Secretary	
	(Type or print title or authority of signer)	

For IRS Use Only

Robert Choi	SEP 12 2007
IRS Director, Exempt Organizations	(Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☑ No

CHARITABLE VENTURES OF ORANGE

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures Publication 4221-PC
Statute Extension

EXHIBIT E.1
SPONSOR ENTITY'S ARTICLES OR CERTIFICATE OF INCORPORATION

[*To be attached*]

2997561

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 15 2007

DEBRA BOWEN
Secretary of State

2997561

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

APR 18 2007

ARTICLES OF INCORPORATION

I

The name of this corporation is CHARITABLE VENTURES OF ORANGE COUNTY, INC.

II

A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:

( ) **public** purposes.
or ( ) **charitable** purposes.
or (x) **public and charitable** purposes.

B. The specific purpose of this corporation is to PROVIDE FINANCIAL ASSISTANCE AND DIRECT RESOURCES TO NON-PROFIT ORGANIZATIONS THAT ARE IN A START-UP PHASE.

III

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

Name ANNE OLIN

Address 2101 E. 4TH ST., #180B

City SANTA ANA State **CALIFORNIA** Zip 92705

IV

A. This corporation is organized and operated exclusively for **charitable** purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to **charitable** purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable** purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

OFFICE OF THE SECRETARY OF STATE

Anne Olin
ANNE OLIN, Incorporator

EXHIBIT E.2
SCHOOL ENTITY'S ARTICLES OR CERTIFICATE OF INCORPORATION

[*To be attached*]

Please access Administrative Regulations & Board Policies / 9000 – Board By-Laws though this link: https://www.sausd.us/Page/21456

EXHIBIT F.1
SPONSOR ENTITY'S BYLAWS

[*To be attached*]

RESTATED BYLAWS

OF

CHARITABLE VENTURES OF ORANGE COUNTY, INC.,

a California Nonprofit Public Benefit Corporation

ARTICLE I

OFFICES

Section 1.1 Principal Office. This corporation's principal office shall be fixed and located at 4041 MacArthur Blvd. Suite 510, Newport Beach, CA 92660. The board of directors of this corporation (the "Board"; each member of the Board, a "Director") may change the location of the principal office. Any such change of location shall be noted by the Secretary on these Bylaws opposite this Section or recorded in an amendment to this Section.

Section 1.2 Other Offices. The Board may establish branch or subordinate offices at any place or places where this corporation is qualified under the law to conduct its activities.

ARTICLE II

PURPOSES

Purposes. The purposes of this corporation are exclusively charitable, scientific, and educational, each within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and Section 23701d of the California Revenue and Taxation Code. In the context of these general purposes, this corporation shall support and empower community leaders through capacity-building, incubation and sponsorship.

ARTICLE III

MEMBERSHIP

Section 3.1 No Voting Members. This corporation shall have no "members" within the meaning of Section 5056 of the California Nonprofit Corporation Law. Any action which would require approval by a majority of all members or require approval by the members of a membership corporation shall require only approval of the Board, unless there is a specific provision in the California Nonprofit Public Benefit Corporation Law requiring otherwise for a corporation which has no members. All rights that would otherwise vest in the members shall vest in the Directors.

Section 3.2 Nonvoting "Members". The Board may, in its discretion, admit individuals to one or more classes of nonvoting members and refer to such individuals as "members", but no such reference shall constitute anyone as a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such class or classes of nonvoting members shall have such rights and obligations as the Board deems appropriate.

ARTICLE IV

DIRECTORS

Section 4.1 Powers of Directors. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation of this corporation (the "Articles") and these Bylaws, the activities and affairs of this corporation shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the activities of this corporation to any person or persons, management company or committees, however composed, provided that the activities and affairs of this corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the power to do the following:

(a) Select and remove, at the pleasure of the Board, all officers, agents and employees of this corporation; prescribe powers and duties for them as may not be inconsistent with the law, the Articles or these Bylaws; fix their compensation; and require from them security for faithful service;

(b) Change the principal office or the principal business office of this corporation in California from one location to another; cause this corporation to be qualified to conduct its activities in any other state, territory, dependency or country; and conduct its activities in or outside California;

(c) Conduct, manage and control the affairs and activities of this corporation and make such rules and regulations for these purposes, not inconsistent with law, the Articles or these Bylaws, as the Board deems appropriate;

(d) Borrow money and incur indebtedness on this corporation's behalf, and cause to be executed and delivered for this corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt and securities; and

(e) Adopt and use a corporate seal, and alter the form of such seal from time to time as the Board deems appropriate.

Section 4.2 Standard of Care. A Director shall perform the duties of a Director, including duties as a member of any Board committee, in good faith, in a manner that the Director believes to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) One or more officers or employees of this corporation whom the Director believes to be reliable and competent in the matters presented;

(b) Counsel, independent accountants or other persons as to matters which the Director believes to be within that person's professional or expert competence; or

(c) A committee upon which the Director does not serve that is composed exclusively of any or any combination of Directors and persons described in subsection (a) and (b) of this Section 4.2 as to matters within the committee's designated authority, which committee the Director believes to merit confidence, so long as, in any case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause that reliance to be unwarranted.

Section 4.3 Number of Directors. The authorized number of Directors shall consist of at least three but no more than twelve Directors, until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed, within those limits, by a resolution adopted by the Board.

Section 4.4 Selection and Term of Office. Directors shall be elected at an annual meeting of the Board. Each Director shall serve for a term of approximately three years and shall continue to serve until a successor Director has been elected and qualified, unless the Director has resigned or been removed from office.

Section 4.5 Restriction on Interested Directors. Not more than 49 percent of the persons serving on the Board at any one time may be interested persons as that term is defined below. An "interested person" is (a) any person currently being compensated by this corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Director for services he or she provided in his or her capacity as a Director; or (b) any brother, sister, ancestor,

descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any person described in clause (a). Any violation of the provisions of this paragraph shall not, however, affect the validity or enforceability of any transaction entered into by this corporation.

Section 4.6 Vacancies, Resignations, and Removal.

(a) A vacancy or vacancies in the Board shall be deemed to exist in case of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of a vacancy in the office of a Director who has been declared of unsound mind by a final order of court, or been convicted of a felony, or been found by a final order or judgment of any court to have breached any duty arising under Chapter 2, Article 3 of the California Nonprofit Public Benefit Corporation Law; or (iii) the increase of the authorized number of Directors.

(b) Except as provided herein, any Director may resign by giving written notice to the Chair of the Board (if there be such an officer), the President or the Secretary. The resignation shall be effective when the notice is given unless it specifies a later time at which it will become effective. If the resignation is to become effective at a later time, the Board may elect a successor Director before such time, to take office as of the date when the resignation becomes effective. Except on notice to the California Attorney General, no Director may resign if, by doing so, this corporation would be left without a duly elected Director or Directors.

(c) Any Director may be removed, with or without cause, by the vote of the majority of the Directors then in office at a special meeting called for that purpose, provided that notice of that meeting and of the removal questions are given as provided in Section 5.4, or at a regular meeting. Any vacancy caused by the removal of a Director shall be filled as provided in Section 4.7(d). The Board may remove any Director who does not attend four successive Board meetings. Alternatively, the office of any Director who does not attend four successive Board meetings may be declared vacant unless (i) the Director requests a leave of absence for a limited period of time, and the leave is approved by the Board at a regular or special meeting (if such leave is granted, the number of Directors will be reduced by one in determining whether a quorum is or is not present during the period of leave); or (ii) the Director suffers from an illness, disability or special circumstance that prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure set forth in this subsection. Any Director who has been automatically removed from the Board pursuant to the procedure set forth in the preceding sentence may only be reinstated as a Director by resolution of the majority of Directors then in office.

(d) Vacancies in the Board may be filled by approval of the Board. If a quorum cannot be established because the number of Directors then in office is less than less than the greater of (a) one-fifth of the minimum number of authorized Directors, or (b) two, vacancies in the Board may be filled by (i) the unanimous written consent of the Directors then in office, (ii) the affirmative vote of a majority of the Directors then in office at a duly held meeting, or (iii) a sole remaining Director if only one Director remains. Each Director so selected to fill a vacancy in the Board shall hold office until the expiration of the term of the Director whom he or she replaced and shall continue to serve until a successor has been elected and qualified.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Rights of Inspection. Each Director shall have the absolute right at any reasonable time to inspect all books, records and documents of every kind of this corporation and to inspect the physical properties of this corporation. This right of inspection shall include the right to copy and make extracts of the books, records and documents of every kind. The inspection may be made by the Director in person or by the Director's agent or attorney.

Section 4.8 Fees and Compensation. Directors may receive such compensation, if any, for their services as Directors, officers or members of Board committees, and such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to this corporation at the time that the resolution is adopted.

Section 4.9 Approval of Executive Compensation. The Board (or authorized Board committee) shall review and approve the compensation, including benefits, of the President or chief executive officer and of the Treasurer or chief financial officer to assure that such compensation is just and reasonable and given in return for services actually rendered to this corporation. This review and approval shall occur upon the hiring of the officer, whenever the officer's term of employment (if any) is renewed or extended, and whenever the officer's compensation is modified (unless the modification extends to substantially all employees).

ARTICLE V

MEETINGS OF THE BOARD

Section 5.1 Place of Meeting. Meetings of the Board shall be held at any place within or outside the State of California that has been designated from time to

time by resolution of the Board. In the absence of such designation, regular meetings shall be held at the principal office of this corporation.

Section 5.2 Annual Meetings. The Board shall hold an annual meeting for the purposes of organization, the selection of Directors (when required by these Bylaws) and officers, and the transaction of other business. Annual meetings of the Board shall be held in January and be called by the President or Chair of the Board; provided, however, that the Board may by resolution fix another date or time for the annual meeting.

Section 5.3 Regular Meetings. Regular meetings, other than the annual meeting, of the Board may be held on such dates and at such times as may be fixed from time to time by the Board. Notice of a regular meeting, including the annual meeting shall be given to each Director not less than two weeks prior to the meeting in a manner otherwise consistent with the notice described in Section 5.4 of these Bylaws.

Section 5.4 Special Meetings.

(a) Special meetings of the Board for any purpose or purposes may be called at any time by the Chair of the Board (if there be such an officer), the President, the Secretary, or any two Directors.

(b) Notice of the date, time and place of special meetings shall be given to each Director by (i) personal delivery of oral or written notice; (ii) first-class mail, postage prepaid; (iii) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, or electronic transmission, either directly to the Director or to a person at the Director's office who would reasonably be expected to communicate that notice promptly to the Director; (iv) facsimile; (v) electronic mail; or (vi) other electronic means. Any such notice shall be addressed or delivered to each Director at such Director's address, phone number, facsimile number or electronic mail address as it is shown upon the records of this corporation or as may have been given to this corporation by the Director for purposes of notice or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the Board are regularly held.

(c) Notice of a special meeting sent by first-class mail shall be deposited in the United States mails at least four days before the time set for the meeting. Notice of a special meeting given personally or by telephone, facsimile, electronic transmission or other similar means of communication, shall be delivered, telephoned, or otherwise sent, as appropriate, at least 48 hours before the time set for the meeting.

(d) Notice of a special meeting shall state the time and date of the meeting and the place, if the place is other than this corporation's principal office. The notice need not specify the purpose of the meeting.

Section 5.5 Quorum. A majority of the number of Directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 5.10 of these Bylaws. However, under no circumstances shall a quorum be less than the greater of (a) one-fifth of the minimum number of authorized Directors, or (b) two. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be regarded as the act of the Board, except as otherwise set forth in these Bylaws and subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board and (d) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of any Director(s) from that meeting, if any action taken is approved by at least a majority, or such higher standard as is required by these Bylaws or by the California Nonprofit Public Benefit Corporation Law, of the required quorum for such meeting.

Section 5.6 Voting. Each Director present shall be entitled to one vote on each matter placed before a meeting. No Director may vote by proxy. At an annual meeting, the Directors whose terms are expiring shall, until the end of such meeting at which their successors have been elected, be entitled to vote upon all matters, including the election of their successors.

Section 5.7 Participation in Meetings by Conference Telephone. Directors may participate in a meeting through use of conference telephone, electronic video screen communication or electronic transmission. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting as long as all Directors participating in such meeting are able to hear one another. Participation in a meeting through use of electronic transmission by or to this corporation, other than conference telephone and electronic video screen communication, constitutes presence in person at that meeting if each Director can communicate with all of the other Directors concurrently and each Director is provided the means of participating in all matters before the Board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by this corporation.

Section 5.8 Waiver of Notice. Notice of a meeting need not be given to any Director who, either before or after the meeting, provides a signed waiver of notice; signs a written consent to the holding of the meeting or an approval of the minutes of

the meeting; or attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her. Any such waiver of notice does not need to specify the purpose of the meeting. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 5.9 Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting, if all Directors shall consent, individually or collectively, in writing to such action. A Director may give consent in writing via electronic mail if the electronic mail contains an electronic signature of the Director capable of verification and is under the sole control of the Director using it. Such action by written consent shall have the same force and effect as a unanimous vote of the Board and the written consent or consents shall be filed with the minutes of the proceedings of the Board. For purposes of this Section 5.9 only, "all Directors" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law or a "common director" as described in Section 5234 of the California Nonprofit Public Benefit Corporation Law who abstains in writing from providing consent, when (i) the facts described in Section 5233(d)(1) or (d)(2) are established or the provisions of Section 5234(a) are satisfied, as appropriate, at or before the execution of the written consent or consents; (ii) the establishment of those facts or satisfaction of those provisions is included in the written consent or consents executed by the noninterested or noncommon directors or in other records of this corporation; and (iii) the noninterested or noncommon directors approve the action by a vote that is sufficient without counting the votes of the interested directors or common directors.

Section 5.10 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting of the Board to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except as provided in the next sentence. If the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. At the adjourned meeting, the Board may transact any business that may have been transacted at the original meeting.

Section 5.11 Conduct of Meetings. Meetings of the Board shall be presided over by the Chair of the Board, or, if there is no Chair of the Board or the Chair of the Board is absent, the President or, if the President and Chair of the Board are both absent, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall, if present, assure that minutes of any meeting of the Board are recorded and maintained.

ARTICLE VI

COMMITTEES

Section 6.1 Board Committees. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any member of any committee may be removed, with or without cause, at any time by the Board. The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a committee, increase or decrease (but not below two) the number of members of a committee and fill vacancies in a committee. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except with respect to:

(a) The establishment of the exact number of authorized Directors within the range specified in Section 4.3 of these Bylaws;

(b) The filling of vacancies on the Board or on any committee of the Board;

(c) The fixing of compensation of the Directors for serving on the Board or any committee;

(d) The amendment of the Articles;

(e) The amendment or repeal of these Bylaws or the adoption of new or restated Bylaws;

(f) The amendment or repeal of any resolution of the Board that, by its express terms, is not so amendable or repealable;

(g) The creation of other committees of the Board or appointment of members to any committee of the Board;

(h) The approval of any self-dealing transaction, as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in Section 5233(d)(3); or

(i) The merger, reorganization, voluntary dissolution or disposition of substantially all of the assets of this corporation.

The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of Article V of these Bylaws applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 6.2 Audit Committee. This corporation shall have an Audit Committee for any tax year in which it is required under Section 12586(e)(2) of the California Government Code (generally when it has gross revenues of $2 million or more).

(a) The Audit Committee shall be separate from the Finance Committee (if such committee exists). The Audit Committee's members shall be appointed by the Board and may include both Directors and persons who are not Directors, subject to the following limitations: (i) the Audit Committee may not include any member of the staff or the President (Executive Director) or Treasurer; (ii) the chair of the Audit Committee may not be a member of the Finance Committee, if any; (iii) members of the Finance Committee shall constitute less than one-half of the membership of the Audit Committee; (iv) Audit Committee members who are not Directors may not receive compensation greater than the compensation paid to Directors for their board service; and (v) Audit Committee members shall not have a material financial interest in any entity doing business with this corporation.

(b) The Audit Committee shall (1) recommend to the Board the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor; (2) negotiate the compensation of the auditor on behalf of the Board (if so authorized by the Board); (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this corporation are in order; (4) review and determine whether to accept the audit; and (5) approve performance of any non-audit services provided to this corporation by the auditor's firm after assuring that they conform with standards of auditor independence.

Section 6.3 Advisory and Other Committees. The Board may from time to time create advisory committees and other committees that are not Board committees (collectively, "Other Committees") as deemed appropriate, consisting of Directors or persons who are not Directors, but such Other Committees shall not be deemed Board committees and shall not exercise any powers of the Board. Other Committees may be delegated with implementation of certain specified tasks under the direction and control of the Board. Notice of, and procedures for, meetings of Other Committees shall be as

prescribed by the chair of each such committee, and meetings of any Other Committee may be called by the Chair of the Board (if there be such an officer), the Board, the President, or the chair of the Other Committee.

ARTICLE VII

OFFICERS

Section 7.1 Officers. The officers of this corporation shall be a President, a Secretary, and a Treasurer. This corporation may also have, at the discretion of the Board, a Chair of the Board and such other officers as may be authorized by Board resolution or as may be elected or appointed in accordance with the provisions of Section 7.3 of these Bylaws. Other than the Chair of the Board (if there be such an officer), these persons may, but need not be, selected from among the Directors. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as either President or Chair of the Board.

Section 7.2 Election. The officers of this corporation, except those officers employed for compensation by this corporation and such officers as may be elected or appointed in accordance with the provisions of Section 7.3 or Section 7.5 of these Bylaws, shall be elected approximately every three years by the Board at the annual meeting, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected. All officers of this corporation shall serve at the pleasure of the Board.

Section 7.3 Subordinate Officers. The Board may elect, and may empower the President or the Chair of the Board (if there be such an officer) to appoint, such other officers as the business of this corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as provided in these Bylaws or as the Board may from time to time determine. Such subordinate officers may include one or more Assistant Secretaries and Assistant Treasurers.

Section 7.4 Removal and Resignation.

(a) Without prejudice to the rights of any officer under an employment contract, any officer may be removed, either with or without cause, by the Board at any time or, except in the case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board.

(b) Any officer may resign at any time by giving written notice to the Board, President, or Secretary of this corporation, but without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party. Any such resignation shall take effect on the date such notice is received

or at any later time specified therein. Unless specified otherwise in the notice, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.5 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled as it occurs in the manner prescribed in these Bylaws for election or appointment to such office; provided, however, that such selection may be made immediately and need not be made on an annual basis. Each officer so selected to fill a vacancy shall hold office until the expiration of the term of the officer whom he or she replaced and shall continue to serve until a successor has been elected and qualified.

Section 7.6 Chair of the Board. The Chair of the Board (if there be such an officer) shall, if present, preside at all meetings of the Board and exercise and perform such other powers and duties as may be from time to time prescribed by the Board. If there is no President, the Chair of the Board shall be the general manager and chief executive officer of this corporation and shall have the powers and duties of the President set forth in these Bylaws.

Section 7.7 President. The President (who is also referred to as the Executive Director) is the general manager and chief executive officer of this corporation and has, subject to the control of the Board, general supervision, direction and control of the business, activities and officers of this corporation. The President shall preside at all meetings of the Board at which the Chair of the Board (if there be such an officer) is not present. The President has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board.

Section 7.8 Secretary. The Secretary shall keep, or cause to be kept, at the principal office of this corporation or such other place as the Board may direct, a book of minutes of all meetings, proceedings and actions of the Board and any committees thereof. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was regular or special, and, if special, how it was authorized; the notice given, if any; the names of the persons present at the meeting; and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office of this corporation in the State of California, the original or a copy of this corporation's Articles and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given. The Secretary shall keep the seal of this corporation, if any, in safe custody; shall keep a register of the addresses of the Directors, as shall be furnished by the Directors; and shall also have such other powers and duties incident to the office of Secretary and such other powers and duties as may from time to time be prescribed to him or her by the Board, the Chair of the Board (if there be such an officer), or the President.

Section 7.9 Treasurer. The Treasurer of this corporation shall keep and maintain, or cause to be kept and maintained, full and accurate books and records of accounts of this corporation's properties and transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital and other matters customarily including in financial statements. The Treasurer shall send, or cause to be sent, to the Directors of this corporation such financial statements and reports as are required to be sent by law, by these Bylaws or by the Board. The Treasurer shall have such other powers and perform such other duties as may be prescribed to him or her by the Board.

Section 7.10 Duties May be Delegated. In case of the absence of any officer of this corporation, or for any other reason that the Board may deem sufficient, the Board may delegate, for a specified period of time, all or part of the powers or duties of such officer to any other officer or to any Director.

ARTICLE VIII

INDEMNIFICATION

Section 8.1 Definitions. For the purposes of this Article VIII, "agent" means any person who is or was a Director, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 8.4 or 8.5(b) of these Bylaws.

Section 8.2 Indemnification in Actions by Third Parties. This corporation shall, to the maximum extent of the law, indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust), by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by such person in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order,

settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 8.3 Indemnification in Actions by or in the Right of this Corporation. This corporation shall, to the maximum extent of the law, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust, to procure a judgment in this corporation's favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 8.3:

(a) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 8.4 Indemnification Against Expenses. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Section 8.2 or Section 8.3 of these Bylaws or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 8.5 Required Determination. Except as provided in Section 8.4 of these Bylaws, any indemnification under this Article VIII shall be made by this corporation only if authorized in the specific case, upon a determination that

indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Section 8.2 or Section 8.3 of these Bylaws, by:

(a) A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 8.6 Advance of Expenses. Expenses incurred by a person seeking indemnification under this Article VIII in defending any proceeding covered by this Article VIII may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article VIII.

Section 8.7 Other Indemnification. No provision made by this corporation to indemnify its Directors or officers or its subsidiary's directors or officers for the defense of any proceeding, whether contained in the Articles, these Bylaws, a resolution of members or Directors, an agreement or otherwise, shall be valid unless consistent with this Article VIII. Nothing contained in this Article VIII shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8.8 Forms of Indemnification Not Permitted. No indemnification or advance shall be made under this Article VIII, except as provided in Section 8.4 or 8.5(b) of these Bylaws, in any circumstances where it appears:

(a) That it would be inconsistent with a provision of the Articles, these Bylaws or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid which prohibits or otherwise limits indemnification; or

(b) That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 8.9 Insurance. This corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify

the agent against such liability under the provisions of this Article VIII, provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 8.10 Nonapplicability to Fiduciaries of Employee Benefit Plans. This Article VIII does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of this corporation as defined in Section 8.1 of these Bylaws. This corporation shall have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 5140 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE IX

OTHER PROVISIONS

Section 9.1 Amendments. These Bylaws may be amended or repealed by the approval of a two-thirds majority of Directors then in office at a duly held meeting at which a quorum has been established or by unanimous written consent. If any provision of these Bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed except by that greater vote.

Section 9.2 Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof may be signed by any person or persons and in such manner as from time to time shall be determined by the Board, and, unless so authorized by the Board, no officer, agent or employee of this corporation, other than the President, shall have any power or authority to bind this corporation by any note, mortgage, evidence of indebtedness, contract, conveyance or engagement, or to pledge its credit or to render it liable for any purpose or amount. Notwithstanding the foregoing, and subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between this corporation and any other person, when signed by the Chair of the Board (if there be such an officer) or the President may be valid and binding on this corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same.

Section 9.3 Representation of Shares of Other Corporations. The President or any other officer or officers authorized by the Board or by the President are each authorized to vote, represent and exercise on behalf of this corporation all rights incident to any and all shares of any other corporation or corporations standing in the

name of this corporation. The authority herein granted may be exercised either by any such officer in person or by any other person authorized so to do by proxy or power of attorney duly executed by said officer.

Section 9.4 Contracts with Directors. No Director of this corporation nor director of any other corporation, firm, association or other entity in which one or more of this corporation's Directors are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that Director's financial interest in such contract or transaction or regarding such common directorship, officership or financial interest are fully disclosed in good faith to the Board or are otherwise known to all Directors, prior to the Board's consideration of such contract or transaction, and such full disclosure or prior knowledge is noted in the minutes of the Board meeting; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote(s) of the interested Director(s); (c) before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that this corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) this corporation enters into the transaction for its own benefit and the transaction is fair and reasonable to this corporation at the time the transaction is entered into. This Section 9.4 does not apply to a transaction that is part of a public or charitable program of this corporation if it (a) is approved or authorized by this corporation in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by the public or charitable program of this corporation.

Section 9.5 Loans to Directors and Officers. This corporation shall not lend any money or property to or guarantee the obligation of any Director or officer of this corporation without the approval of the California Attorney General; provided, however, that this corporation may advance money to a Director or officer of this corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses by this corporation.

Section 9.6 Annual Report. The Board shall cause a written annual report to be sent to the Directors annually. The annual report shall be accompanied by a report on this corporation of independent accountants or, if there is no such report, by the certificate of an authorized officer of this corporation that the financial statements included in the annual report were prepared without audit from this corporation's books and records. The annual report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of this corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including the trust funds, of this corporation;

(c) The revenue or receipts of this corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of this corporation for both general and restricted purposes; and

(e) Any information required by Section 9.7 of these Bylaws.

The requirement of an annual report as set forth in this Section 9.6 shall not apply if this corporation receives less than $25,000 in gross receipts during the fiscal year, provided, however, that the information specified in this Section for inclusion in an annual report must be furnished annually to all Directors. If the Board approves, this corporation may send the annual report and any accompanying material sent pursuant to this Section by electronic transmission. If a report sent to the Attorney General in compliance with the requirements of Government Code Section 12580 through 12599.7 includes the information required in the annual report, then this corporation may furnish a copy of its report to the Attorney General in lieu of the annual report whenever it is required to furnish an annual report.

Section 9.7 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, this corporation shall annually prepare and mail or furnish to each Director, within 120 days after the end of this corporation's fiscal year, a statement of any transaction or indemnification of the following kind occurring during the previous fiscal year:

(a) Any transaction (i) in which this corporation, its parent or its subsidiary was a party, (ii) in which an "interested person" had a direct or indirect material financial interest and (iii) which involved more than $50,000, or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to this corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

For the purposes of this Section 9.7(a), an "interested person" is either of the following: (i) any director or officer of this corporation, its parent or its subsidiary or (ii) any holder of more than 10 percent of the voting power of this corporation, its parent or its subsidiary.

(b) Any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any Director or officer of this corporation under Article VIII of these Bylaws.

Section 9.8 Financial Audit. This corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of two million dollars or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by this corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within nine months after the close of the fiscal year to which the statements relate. For three years, such statements shall (a) be available at this corporation's principal, regional and district offices (if any) during regular business hours and (b) be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on this corporation's website.

Section 9.9 Fiscal Year. The fiscal year of this corporation shall end on December 31.

Section 9.10 Construction and Definitions. Unless the context requires otherwise, the general provisions, rules of construction and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 9.11 Electronic Transmission. Subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from this corporation, this corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to this corporation, this corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

The undersigned hereby certifies that:

1. I am the duly elected and acting Secretary of Charitable Ventures of Orange County, Inc., a California nonprofit public benefit corporation; and

2. The foregoing Restated Bylaws consisting of 19 pages constitute the Bylaws of such corporation as duly adopted by the Board of Directors on May 23, 2019, and have not been amended or modified since such date.

IN WITNESS WHEREOF, I have executed this Certificate as of this May 23, 2019.

Melinda Konoske

Melinda Konoske, Secretary

EXHIBIT F.2
SCHOOL ENTITY'S BYLAWS

[*To be attached*]

Please access Administrative Regulations & Board Policies / 9000 – Board By-Laws though this link: https://www.sausd.us/Page/21456

EXHIBIT G
FORM 1023

[*To be attached*]

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the instructions to complete this application and for a definition of all ***bold*** *items.* For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your **organizing document**)
Charitable Ventures of Orange County

2 c/o Name (if applicable)
Anne Olin

3 **Mailing address** (Number and street) (see instructions) Room/Suite
2101 E. 4th St., Suite 180B

4 Employer Identification Number (EIN)
20-8756660

City or town, state or country, and ZIP + 4
Santa Ana, CA 92705

5 Month the annual accounting period ends (01 – 12)
12

6 Primary contact (officer, director, trustee, or **authorized representative**)
a Name: Anne Olin
b Phone: 714-647-0900
c Fax: (optional) 714-647-0901

7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative,* with your application if you would like us to communicate with your representative. ☑ **Yes** ☐ **No**

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. ☐ **Yes** ☐ **No**

9a Organization's website:

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. ☐ **Yes** ☐ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 4 / 18 / 2007

12 Were you formed under the laws of a **foreign country?** ☐ **Yes** ☐ **No**
If "Yes," state the country.

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

1	Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.	☑ Yes	☐ No
2	Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.	☐ Yes	☐ No
3	Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.	☐ Yes	☐ No
4a	Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.	☐ Yes	☐ No
b	Have you been funded? If "No," explain how you are formed without anything of value placed in trust.	☐ Yes	☐ No
5	Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.	☑ Yes	☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document**. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

1	Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article IV	☑
2a	Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.	☑
2b	If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Article V	
2c	See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____	☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present,* and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Kim Goll	President	2101 E. 4th St., Suite 180B Santa Ana, CA 92705	None
Anne Olin	Secretary	2101 E. 4th St., Suite 180B Santa Ana, CA 92705	None
Robert Miranda	Treasurer	2101 E. 4th St., Suite 180B Santa Ana, CA 92705	None
Kristin Scott	Director	2101 E. 4th St., Suite 180B Santa Ana, CA 92705	None

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than $50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☐ **No**

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ **Yes** ☐ **No**

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ **Yes** ☐ **No**

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ **Yes** ☐ **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☑ **Yes** ☐ **No**

b Do you or will you approve compensation arrangements in advance of paying compensation? ☑ **Yes** ☐ **No**

c Do you or will you document in writing the date and terms of approved compensation arrangements? ☑ **Yes** ☐ **No**

Part V **Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors** *(Continued)*

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☑ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☑ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☑ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☑ Yes ☐ No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☐ No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than $50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☐ No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☐ No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☐ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☐ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

b Describe any written or oral arrangements you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.

f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☑ Yes ☐ No

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☑ Yes ☐ No

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☐ No

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☐ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☐ No

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☐ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present,* and *planned* activities. (See instructions.)

1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☐ No

2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☐ No

b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No

3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☐ No

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☐ No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities *(Continued)*

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☑ Yes ☐ No

- ☑ mail solicitations
- ☑ email solicitations
- ☑ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☑ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☐ Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☐ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☐ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☐ No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. ☐ Yes ☐ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☐ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☐ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☐ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☐ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☐ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☐ No

Part VIII Your Specific Activities *(Continued)*

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ **Yes** ☐ **No**

12a Do you or will you operate in a **foreign country** or **countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ **Yes** ☐ **No**

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☑ **Yes** ☐ **No**

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ **Yes** ☐ **No**

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ **Yes** ☐ **No**

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ **Yes** ☐ **No**

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ **Yes** ☐ **No**

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ **Yes** ☐ **No**

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ **Yes** ☐ **No**

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ **Yes** ☐ **No**

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ **Yes** ☐ **No**

Part VIII Your Specific Activities *(Continued)*

15	Do you have a **close connection** with any organizations? If "Yes," explain.	☐ **Yes**	☐ **No**
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ **Yes**	☐ **No**
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ **Yes**	☐ **No**
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ **Yes**	☐ **No**
19	Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.	☐ **Yes**	☐ **No**
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ **Yes**	☐ **No**
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ **Yes**	☐ **No**
22	Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ **Yes**	☐ **No**

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			
		(a) From 4/18/07 To 12/31/07	(b) From 1/1/08 To 12/31/08	(c) From 1/1/09 To 12/31/09	(d) From To	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	29,000	218,000	255,000		502,000
	2 Membership fees received	0	0	0		0
	3 Gross investment income	0	0	0		0
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0	0	0		0
	8 Total of lines 1 through 7	29,000	218,000	255,000		502,000
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	2,160	23,280	27,350		52,790
	10 Total of lines 8 and 9	31,160	241,280	282,350		554,790
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 **Unusual grants**	0	0	0		0
	13 Total Revenue Add lines 10 through 12	31,160	241,280	282,350		554,790
Expenses	14 Fundraising expenses	0	1,000	1,000		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	5,000	12,000	24,000		
	18 Other salaries and wages	6,000	90,000	100,000		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	0	3,000	5,000		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	1,500	10,000	10,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	17,500	124,000	136,850		
	24 Total Expenses Add lines 14 through 23	30,000	240,000	276,850		

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year) — Year End:

			(Whole dollars)
	Assets		
1	Cash	1	
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	
	Liabilities		
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ **Yes** ☐ **No**

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ **Yes** ☐ **No**

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ **Yes** ☐ **No**

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ **Yes** ☐ **No**

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ **Yes** ☐ **No**

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☐

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X **Public Charity Status** *(Continued)*

e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐

f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐

g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐

h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐

i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period,* provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at *www.irs.gov* or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☑

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations (Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person.** If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) $5,000. If the answer is "None," check this box. ☐

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ **Yes** ☐ **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed $10,000 annually over a 4-year period, you must submit payment of $750. If your gross receipts have not exceeded or will not exceed $10,000 annually over a 4-year period, the required user fee payment is $300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

1	Have your annual gross receipts averaged or are they expected to average not more than $10,000? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☐ **Yes**	☐ **No**
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).		☐
3	Check the box if you have enclosed the user fee payment of $750 (Subject to change).		☐

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here ▶

(Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	☐ **Yes**	☐ **No**
b	Do you have a form of worship? If "Yes," describe your form of worship.	☐ **Yes**	☐ **No**
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	☐ **Yes**	☐ **No**
b	Do you have a distinct religious history? If "Yes," describe your religious history.	☐ **Yes**	☐ **No**
c	Do you have a literature of your own? If "Yes," describe your literature.	☐ **Yes**	☐ **No**
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	☐ **Yes**	☐ **No**
b	What is the average attendance at your regularly scheduled religious services?	_____	
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	☐ **Yes**	☐ **No**
b	Do you own the property where you have an established place of worship?	☐ **Yes**	☐ **No**
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	☐ **Yes**	☐ **No**
7	How many members do you have?	_____	
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below.	☐ **Yes**	☐ **No**
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	☐ **Yes**	☐ **No**
c	May your members be associated with another denomination or church?	☐ **Yes**	☐ **No**
d	Are all of your members part of the same **family**?	☐ **Yes**	☐ **No**
9	Do you conduct baptisms, weddings, funerals, etc.?	☐ **Yes**	☐ **No**
10	Do you have a school for the religious instruction of the young?	☐ **Yes**	☐ **No**
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	☐ **Yes**	☐ **No**
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	☐ **Yes**	☐ **No**
12	Is your minister or religious leader also one of your officers, directors, or trustees?	☐ **Yes**	☐ **No**
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	☐ **Yes**	☐ **No**
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	☐ **Yes**	☐ **No**
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	☐ **Yes**	☐ **No**
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	☐ **Yes**	☐ **No**
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	☐ **Yes**	☐ **No**

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ **Yes** ☐ **No**

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ **Yes** ☐ **No**

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ **Yes** ☐ **No**

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ **Yes** ☐ **No**

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ **Yes** ☐ **No**

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ **Yes** ☐ **No**

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ **Yes** ☐ **No**

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☐ **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☐ **Yes** ☐ **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital** or **medical care**. Complete Section I below. ☐

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II. ☐

Section I Hospitals

1a	Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.	☐ **Yes**	☐ **No**
2a	Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain.	☐ **Yes**	☐ **No**
b	Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain.	☐ **Yes**	☐ **No**
c	Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain.	☐ **Yes**	☐ **No**
3a	Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain.	☐ **Yes**	☐ **No**
b	Does the same deposit requirement, if any, apply to all other patients? If "No," explain.	☐ **Yes**	☐ **No**
4a	Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide.	☐ **Yes**	☐ **No**
b	Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy.	☐ **Yes**	☐ **No**
c	Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements.	☐ **Yes**	☐ **No**
5a	Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e.	☐ **Yes**	☐ **No**
b	Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.		
c	Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.		
d	Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.		
e	Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule.	☐ **Yes**	☐ **No**
6a	Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.	☐ **Yes**	☐ **No**
b	Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.	☐ **Yes**	☐ **No**
7	Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements.	☐ **Yes**	☐ **No**
8	Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative.	☐ **Yes**	☐ **No**
9	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 8.	☐ **Yes**	☐ **No**

Schedule C. Hospitals and Medical Research Organizations *(Continued)*

Section I Hospitals *(Continued)*

10	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Note.** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	☐ **Yes**	☐ **No**
11	Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies.	☐ **Yes**	☐ **No**
12	Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.	☐ **Yes**	☐ **No**
13	Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.	☐ **Yes**	☐ **No**
14	Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.	☐ **Yes**	☐ **No**

Section II Medical Research Organizations

1	Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
2	Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
3	Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		–
		–

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. ☐ Yes ☐ No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? ☐ Yes ☐ No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1–13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. ☐ Yes ☐ No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. ☐ Yes ☐ No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. ☐ Yes ☐ No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. ☐ Yes ☐ No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. ☐ Yes ☐ No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. ☐ Yes ☐ No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. ☐ Yes ☐ No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations *(Continued)*

Section II Relationship with Supported Organization(s)—Three Tests *(Continued)*

5 Information to establish the "operated in connection with" integral part test (Test 3)

Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. ☐ **Yes** ☐ **No**

6 Information to establish the alternative "operated in connection with" integral part test (Test 3)

a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. (See instructions.) ☐ **Yes** ☐ **No**

If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.

b How much do you contribute annually to each supported organization? Attach a schedule.

c What is the total annual revenue of each supported organization? If you need additional space, attach a list.

d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. ☐ **Yes** ☐ **No**

7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. ☐ **Yes** ☐ **No**

b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ **Yes** ☐ **No**

b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. ☐ **Yes** ☐ **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ **Yes** ☐ **No**

b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. ☐ **Yes** ☐ **No**

c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ **Yes** ☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

1	Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E.	☐ **Yes**	☐ **No**
2a	Are you a public charity with annual **gross receipts** that are normally $5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts.	☐ **Yes**	☐ **No**
b	If your gross receipts were normally more than $5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than $5,000? If "Yes," stop here.	☐ **Yes**	☐ **No**
3a	Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4.	☐ **Yes**	☐ **No**
b	If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
c	If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here.	☐ **Yes**	☐ **No**
4	Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule.	☐ **Yes**	☐ **No**
5	If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a.	☐ **Yes**	☐ **No**
6a	If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.	☐ **Yes**	☐ **No**
b	Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below.	☐ **Yes**	☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From ..... To	**(b)** From ..... To	**(c)** Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶ ☐

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

Section I General Information About Your Housing

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.
b What is the total number of residents each facility can accommodate?
c What is your current number of residents in each facility?
d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. ☐ **Yes** ☐ **No**

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. ☐ **Yes** ☐ **No**

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. ☐ **Yes** ☐ **No**

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing *(Continued)*

Section II Homes for the Elderly or Handicapped

1a Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. ☐ **Yes** ☐ **No**

b Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. ☐ **Yes** ☐ **No**

2a Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. ☐ **Yes** ☐ **No**

b Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ **Yes** ☐ **No**

c Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. ☐ **Yes** ☐ **No**

3a Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. ☐ **Yes** ☐ **No**

b Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. ☐ **Yes** ☐ **No**

4 Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. ☐ **Yes** ☐ **No**

5 Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. ☐ **Yes** ☐ **No**

Section III Low-Income Housing

1 Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. ☐ **Yes** ☐ **No**

2 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ **Yes** ☐ **No**

3a Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. ☐ **Yes** ☐ **No**

Note. Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)

b Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. ☐ **Yes** ☐ **No**

4 Do you provide social services to residents? If "Yes," describe these services. ☐ **Yes** ☐ **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ **Yes** ☐ **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organzation that resulted in your creation. ☐ **Yes** ☐ **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☐ **Yes** ☐ **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ **Yes** ☐ **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** – _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☐ **Yes** ☐ **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. ☐ **Yes** ☐ **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☐ **Yes** ☐ **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ☐ **Yes** ☐ **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I ***Names of individual recipients are not required to be listed in Schedule H.***
Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

1a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.

b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.

c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).

d Specify how your program is publicized.

e Provide copies of any solicitation or announcement materials.

f Provide a sample copy of the application used.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. ☐ **Yes** ☐ **No**

3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)

4a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)

b Describe how you determine the number of grants that will be made annually.

c Describe how you determine the amount of each of your grants.

d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)

5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?

7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? ☐ **Yes** ☐ **No**

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

1a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ **Yes** ☐ **No** ☐ **N/A**

b For which section(s) do you wish to be considered?

- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution ☐
- 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product ☐

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ **Yes** ☐ **No**

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(Continued)*

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.** *(Continued)*

4a Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. ☐ **Yes** ☐ **No**

b Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) ☐ **Yes** ☐ **No**

c Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ **Yes** ☐ **No**

d Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. ☐ **Yes** ☐ **No**

e If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.

Note. Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.

f If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. ☐ **Yes** ☐ **No**

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

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Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either “Yes” or “No” below.

Schedule A	Yes ____	No ____	Schedule E	Yes ____	No ____
Schedule B	Yes ____	No ____	Schedule F	Yes ____	No ____
Schedule C	Yes ____	No ____	Schedule G	Yes ____	No ____
Schedule D	Yes ____	No ____	Schedule H	Yes ____	No ____

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Article IV
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Article V

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

EXHIBIT H.1
LIST OF OFFICERS, DIRECTORS AND AUTHORIZED REPRESENTATIVES OF SPONSOR ENTITY

[*To be attached*]

2019 BOARD OF DIRECTORS AND ADVISORS

John L. Benner
Board Chair
Coach, Executive Coaches of Orange County
Retired Business Executive

John (Jake) C. Rohrer
Board Treasurer
Coach, Executive Service Corps, Los Angeles Chapter
Retired Business Executive
Former Member of Hoag Hospital Foundation Board

Jason Lacsamana
Senior Program Officer
St. Joseph Health Community Partnership Fund

Anne Olin
President & CEO
Charitable Ventures

Todd Hanson
Advisory Board Member
Vice President, Center for Engaged Philanthropy
Orange County Community Foundation

Cathleen Otero
Advisory Board Member
Vice President of Donor Relations and Programs
Orange County Community Foundation

1505 E. 17th Street, Suite 101, Santa Ana, CA 92705
T: 714.597-6630 **F:** 714.647.0901
info@charitableventuresoc.org www.charitableventuresoc.org

EXHIBIT H.2
LIST OF OFFICERS, DIRECTORS AND AUTHORIZED REPRESENTATIVES OF SCHOOL ENTITY

[*To be attached*]

List of Officers, Directors, and Authorized Representatives of School Entity

Valerie Amezcua, SAUSD Board President
Rigo Rodriguez, Ph.D., SAUSD Board Vlce President
Alfonso Alvarez, Ed.D., SAUSD Board Clerk
John Palacio, SAUSD Board Member

Daniel Allen, Ed.D., Assistant Superintendent, K-12 Teaching and Learning
Jessica Salcedo, Coordinator, Circulos

EXHIBIT I
FORM 990

[*To be attached*]

Form **W-9**
(Rev. November 2017)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Santa Ana Unified School District

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☒ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from FATCA reporting code (if any)

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
1601 E. Chestnut Avenue

Requester's name and address (optional)

6 City, state, and ZIP code
Santa Ana, CA 92701

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
☐☐☐ - ☐☐ - ☐☐☐☐

or

Employer identification number
9 5 - 6 0 0 2 8 2 3

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here **Signature of U.S. person ▶** [signature] **Date ▶** 6/5/18

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

EXHIBIT J.1
SPONSOR ENTITY'S FINANCIAL STATEMENTS

[*To be attached*]

CHARITABLE VENTURES
OF
ORANGE COUNTY
(a nonprofit corporation)
FINANCIAL STATEMENTS

DECEMBER 31, 2018 AND 2017

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Guzman & Gray

Certified Public Accountants

4510 East Pacific Coast Highway, Suite 270
Long Beach, California 90804

(562) 498-0997 Fax: (562) 597-7359

Mark Gray, C.P.A.
Patrick S. Guzman, C.P.A.

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Charitable Ventures of
Orange County

We have audited the accompanying financial statements of Charitable Ventures of Orange County (a nonprofit organization), which comprise the statements of financial position as of December 31, 2018 and 2017, and the related statements of activities and changes in net assets, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Auditors' Responsibility (Continued)

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Charitable Ventures of Orange County as of December 31, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

GUZMAN & GRAY
Long Beach, CA
June 28, 2019

CHARITABLE VENTURES OF ORANGE COUNTY
(a nonprofit corporation)
STATEMENTS OF FINANCIAL POSITION

DECEMBER 31, 2018 AND 2017

ASSETS

	December 31,	
	2018	2017
CURRENT ASSETS		
Cash	$ 3,240,139	$ 2,654,599
Contracts and grants receivable	312,011	297,789
Pledges receivable	3,208	9,852
Deposits	26,301	14,668
Donor advised fund	28,552	-
Other	2,500	-
	3,612,711	2,976,908
PROPERTIES AND EQUIPMENT,		
Net of $7,173 of accumulated depreciation	17,305	12,205
TOTAL ASSETS	$ 3,630,016	$ 2,989,113

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	$ 128,508	$ 86,993
Accrued expenses	256,955	161,228
Grant advance	1,817,904	1,692,848
TOTAL LIABILITIES	2,203,367	1,941,069
NET ASSETS		
Without Donor Restrictions	267,322	83,423
With Donor Restrictions	1,159,327	964,621
TOTAL NET ASSETS	1,426,649	1,048,044
TOTAL LIABILITIES AND NET ASSETS	$ 3,630,016	$ 2,989,113

See Independent Auditors' Report and Accompanying Notes to Financial Statements

CHARITABLE VENTURES OF ORANGE COUNTRY
(a nonprofit corporation)
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

FOR THE YEAR ENDED DECEMBER 31, 2018

	Without Donor Restriction	With Donor Restriction	Total
SUPPORT AND REVENUES			
Contributions	$ 780	$ 364,745	$ 365,525
Contract	592,880	477,969	1,070,849
Program	7,501	948,344	955,845
Grants	93,248	4,427,743	4,520,991
Membership		159,083	159,083
Special events, net of direct donor benefits worth $182,855		264,070	264,070
In-kind contributions	1,705	38,733	40,438
Investment, net	57	(1,983)	(1,926)
	696,171	6,678,704	7,374,875
NET ASSETS RELEASED FROM RESTRICTIONS	6,483,998	(6,483,998)	
TOTAL SUPPORT AND REVENUES	7,180,169	194,706	7,374,875
EXPENSES			
Program	5,786,005		5,786,005
General and administrative	1,108,811		1,108,811
Fundraising	101,454		101,454
TOTAL EXPENSES	6,996,270		6,996,270
CHANGE IN NET ASSETS	183,899	194,706	378,605
BEGINNING NET ASSETS	83,423	964,621	1,048,044
ENDING NET ASSETS	$ 267,322	$ 1,159,327	$ 1,426,649

See Independent Auditors' Report and Accompanying Notes to Financial Statements

CHARITABLE VENTURES OF ORANGE COUNTRY
(a nonprofit corporation)
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

FOR THE YEAR ENDED DECEMBER 31, 2017

	Without Donor Restriction	With Donor Restriction	Total
SUPPORT AND REVENUES			
Contributions	$ 2,062	$ 258,588	$ 260,650
Contract		68,250	68,250
Program	364,241	851,639	1,215,880
Grants	57,703	3,345,105	3,402,808
Membership		164,628	164,628
Special events, net of direct donor benefits worth $114,988		370,307	370,307
In-kind contributions	43,340	905	44,245
Other	18	1,134	1,152
	467,364	5,060,556	5,527,920
NET ASSETS RELEASED FROM RESTRICTIONS	4,860,131	(4,860,131)	
TOTAL SUPPORT AND REVENUES	5,327,495	200,425	5,527,920
EXPENSES			
Program	4,380,516		4,380,516
General and administrative	866,155		866,155
Fundraising	80,603		80,603
TOTAL EXPENSES	5,327,274		5,327,274
CHANGE IN NET ASSETS	221	200,425	200,646
BEGINNING NET ASSETS	83,202	764,196	847,398
ENDING NET ASSETS	$ 83,423	$ 964,621	$ 1,048,044

See Independent Auditors' Report and Accompanying Notes to Financial Statements

CHARITABLE VENTURES OF ORANGE COUNTY
(a nonprofit corporation)
STATEMENTS OF CASH FLOW

FOR THE YEARS ENDED DECEMBER 31, 2018 AND 2017

	December 31,	
	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 378,605	$ 200,646
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	4,732	2,441
Realized (gains) or losses reinvested	(47)	
Unrealized (gains) or losses	2,408	
(Increase) decrease in contracts and grants receivables	(14,222)	(159,878)
(Increase) decrease in pledges receivables	6,644	54,264
(Increase) decrease in deposits	(11,633)	4,237
(Increase) decrease in other assets	(2,500)	
Increase (decrease) in payables	41,515	4,349
Increase (decrease) in accrued expenses	95,727	54,013
Increase (decrease) in grant advance	125,056	347,053
NET CASH PROVIDED (USED) BY OPERATING ACTIVITI	626,285	507,125
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(9,831)	(14,646)
Purchase of investments	(30,914)	
NET CASH (USED) BY OPERATING ACTIVITIES	(40,745)	(14,646)
NET INCREASE (DECREASE) IN CASH	585,540	492,479
BEGINNING CASH	2,654,599	2,162,120
ENDING CASH	$ 3,240,139	$2,654,599

SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION

INTEREST PAID	NONE	NONE
TAXES PAID	NONE	NONE

See Independent Auditors' Report and Accompanying Notes to Financial Statement

CHARITABLE VENTURES OF ORANGE COUNTY
(a nonprofit corporation)
STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED DECEMBER 31, 2018

	Program	General and Administrative	Fundraising	Total
Accounting		$ 11,900		$ 11,900
Advertising	$ 13,306		$ 4,167	17,473
Bank charges		3,914		3,914
Conferences, convention, and meetings	42,244			42,244
Depreciation		4,732		4,732
Donations, pledges, and scholarships	671,791			671,791
Dues and subscriptions		2,340		2,340
Employee benefits	176,774	18,607		195,381
Equipment and equipment repair	89,298	1,375		90,673
Event expenses			182,855	182,855
Fiscal sponsorship		593,120		593,120
Incentives and rewards	14,260			14,260
In-kind goods and services	11,475		26,463	37,938
Insurance		46,366		46,366
Payroll tax	235,665	21,496		257,161
Postage and shipping		966		966
Printing	15,237	3,361	11,164	29,762
Professional services	633,703	51,313	55,218	740,234
Program	254,856			254,856
Promotional products	8,193			8,193
Rent and leases	657,913	28,770		686,683
Salaries	2,731,981	278,657		3,010,638
Supplies	98,582	4,725		103,307
Tax and licenses		338		338
Telephone	12,657	26,729		39,386
Training	26,385			26,385
Travel, meals, and entertainment	48,641	2,145		50,786
Utilities	20,777			20,777
Website	22,046			22,046
Other	221	7,957	4,442	12,620
Total expenses with direct donor benefits	5,786,005	1,108,811	284,309	7,179,125
Less: Direct donor benefits	-	-	182,855	182,855
Total expenses net of direct donor benefits	$ 5,786,005	$ 1,108,811	$ 101,454	$ 6,996,270

See Independent Auditors' Report and Accompanying Notes to Financial Statement

CHARITABLE VENTURES OF ORANGE COUNTY
(a nonprofit corporation)
STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED DECEMBER 31, 2017

	Program	General and Administrative	Fundraising	Total
Accounting		$ 13,496		$ 13,496
Advertising	$ 29,949		$ 4,479	34,428
Bank charges		2,109		2,109
Conferences, convention, and meetings	32,924			32,924
Depreciation		2,441		2,441
Donations, pledges, and scholarships	629,982			629,982
Dues and subscriptions		1,042		1,042
Employee benefits	109,355	11,258		120,613
Equipment and equipment repair	24,401	2,624		27,025
Event expenses			114,988	114,988
Fiscal sponsorship		355,978		355,978
Incentives and rewards	29,519			29,519
In-kind services	44,245			44,245
Insurance		38,490		38,490
Payroll tax	253,671	15,885		269,556
Postage and shipping		1,532		1,532
Printing	18,411	2,042	5,508	25,961
Professional services	577,323	139,011	65,171	781,505
Program	196,132			196,132
Promotional products	4,552			4,552
Rent and leases	477,018	21,220		498,238
Salaries	1,812,160	213,793		2,025,953
Supplies	60,903	7,004		67,907
Tax and licenses		1,224		1,224
Telephone	10,201	21,254		31,455
Training	28,992			28,992
Travel, meals, and entertainment	21,425	3,422		24,847
Utilities	9,817			9,817
Website	9,536			9,536
Other		12,330	5,445	17,775
Total expenses with direct donor benefits	4,380,516	866,155	195,591	5,442,262
Less: Direct donor benefits	-	-	114,988	114,988
Total expenses net of direct donor benefits	$ 4,380,516	$ 866,155	$ 80,603	$ 5,327,274

See Independent Auditors' Report and Accompanying Notes to Financial Statement

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Charitable Ventures of Orange County, Inc. (the "Organization") was incorporated May 2007 as a California nonprofit corporation. The Organization enables nonprofit groups to effectively build capacity by providing a comprehensive array of business services, including fiscal sponsorship, accounting, strategic planning, marketing, and training. The Organization's facilities are located in Orange County, California.

Basis of Presentation

The accompanying financial statements of the Organization are prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenue, gains, and losses are classified based on donor-imposed restrictions. Accordingly, net assets are classified and reported as:

Without Donor Restrictions – Those resources not subject to donor-imposed restrictions. The board of directors has discretionary control over these resources. Designated amounts represent those net assets that the board has set aside for a particular purpose.

With Donor Restrictions – Those resources subject to donor-imposed restrictions that will be satisfied by action of the Organization or by the passage of time.

The Organization has elected to present contributions with donor restrictions that are fulfilled in the same period within the net assets without donor restrictions class.

Use of Estimates and Assumptions

Management uses estimates and assumptions in preparing financial statements in accordance with generally accepted accounting principles. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could vary from the estimates that were assumed in preparing the financial statements.

Cash and Cash Equivalents

All highly-liquid debt instruments purchased with original maturities of three months or less are considered to be cash equivalents.

Receivables

Receivables are recorded when collectability is reasonably assured.

No allowance for uncollectable amounts has been established as management believes the total receivables to be fully collectible.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Properties and equipment are purchased and capitalized at cost. Donated properties and equipment are capitalized at fair market value on the date of the gift. Property and equipment is being depreciated using the straight-line method over its estimated useful life as follows:

Leasehold improvements	39 years
Land improvements	39 years
Furniture and equipment	5 years
Vehicles	5 years

Grant Advance

The Organization received an advance to reimburse program specific expenses. Grant advance liability will be reduced as proper expenses are incurred during operations.

Donated Services and Materials

The contribution of services shall be recognized if the services received require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services that do not meet the criteria shall not be recognized. Donated materials and assets are recorded at fair market value at the date of the gift.

For the years ended December 31, 2018 and 2017, the Organization recognized donated goods and services of $40,438 and $44,245, respectively.

Allocation of Functional Expenses

Expenses relating directly to program services, management, and fundraising have been allocated as such. Expenses that relate both to program, management, or fundraising have been allocated among the programs and services benefited.

Reclassifications

Certain prior year reported amounts have been reclassified to conform to the current year presentation.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tax Status

The Organization is exempt from California franchise tax and Federal income tax under the provisions of Section 23701(d) of the California Revenue Code and Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has classified the Organization as a public charity. Income for certain activities not directly related the Organization's tax-exempt purpose is subject to taxation as unrelated business income.

Income Taxes

The Organization recognizes the financial statement benefit of tax positions, such as filing status of tax exempt, only after determining that the relevant tax authority would more likely than not sustain the position following an audit. The Organization is subject to potential income tax audits on open tax years by any taxing jurisdiction in which it operates. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Advertising Costs

Advertising costs are expensed as incurred. Advertising expense was $17,473 and $34,428 for the years ended December 31, 2018 and 2017, respectively.

Recently Issued Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers (Topic 606) (ASU 2014-09), requiring an entity to recognize the amount of revenue to which it expects to be entitled for the transfer of promised goods or services to customers. The updated standard will replace most existing revenue recognition guidance in generally accepted accounting principles of the United States when it becomes effective and permits the use of either a full retrospective or retrospective with cumulative effect transition method. In August 2015, the FASB issued ASU 2015-14 which defers the effective date of ASU 2014-09 one year making it effective for annual reporting periods beginning after December 15, 2018. The Organization has not yet selected a transition method and is currently evaluating the effect that the standard will have on the financial statements.

In February 2018, the FASB issued ASU 2018-02, Leases (Topic 842) (ASU 2018-02). The guidance in this ASU supersedes the leasing guidance in Topic 840, Leases. Under the new guidance, lessees are required to recognize lease assets and lease liabilities on the balance sheet for all leases with terms longer than 12 months. Leases will be classified as either finance or operating, with classification affecting the pattern of expense recognition in the income statement. The new standard is effective for fiscal years beginning after December 15, 2019, including interim periods within those fiscal years. The Organization is currently evaluating the impact of the adoption of the new standard on the financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recently Issued Accounting Pronouncements (Continued)

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities.* The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information about expenses and investment return. We have implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly. The ASU has been applied retrospectively to all periods presented with no change in net assets or reclassifications.

Fair Value of Financial Instruments

The Organization has adopted the provisions of Fair Value Measurements and Disclosures for fair value measurements of financial assets and financial liabilities and for fair value measurements of nonfinancial items that are recognized or disclosed at fair value in the financial statements on a recurring basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer liability in an orderly transaction between market participants at the measurement date. The standard also establishes a framework for measuring fair value and expands disclosures about fair value measurements.

Subsequent Events

The Organization has evaluated events and transactions for potential recognition or disclosure through June 28, 2019, which represents the date the financial statements were available to be issued.

NOTE 2 – PROPERTY AND EQUIPMENT, net

Property, equipment and the related accumulated depreciation consist of the following as of December 31:

	2018	2017
Furniture and fixtures	$ 24,478	$ 14,646
Less: accumulated depreciation	(7,173)	(2,441)
	$ 17,305	$ 12,205

Depreciation expense was $4,732 and $2,441 for the year ended December 31, 2018 and 2017, respectively.

NOTE 3 – DONOR RESTRICTED NET ASSETS

Temporarily restricted net assets include the following as of December 31:

	2018	2017
Project restrictions	$ 1,159,327	$ 946,621

Net assets were released from donor restrictions either by incurring expenses, which satisfied the restricted purposes or by the occurrences of other events specified by donors for the year ended December 31, 2018 and 2017, were $6,483,998 and $4,860,131, respectively.

NOTE 4 – RETIREMENT PLAN

Effective August 2015, the Organization adopted a noncontributory profit sharing and retirement savings 401(k) plan. Employees 18 years or older are eligible to participate on the first of the month following nine months of employment. The annual employee contribution limit is $24,500 for all employees age 50 and up and all other employees are limited to $18,500.

NOTE 5 - CONCENTRATION OF CREDIT RISK

The Organization operates in Orange County, California, and is dependent upon the local economy.

Cash deposits in financial institutions may exceed federally insured limits at times during the year. Charitable Ventures of Orange County maintains cash in several accounts in financial institutions which are presently insured by the Federal Deposit Insurance Corporation up to $250,000. At times during the year the FDIC limit has been exceeded. At year ended December 31, 2018 and 2017, $2,721,199 and 2,006,530 respectively, of cash was over the FDIC limits. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk in these accounts.

Grants received have various objectives and compliance requirements. Management believes that all objectives and requirements have been met.

NOTE 6 – RELATED PARTY TRANSACTION

During 2018 and 2017, the Organization received donated services from a Board member with a value of $1,705 and $44,245, respectively, which included strategic support, grant writing, program development, strategic planning, project management, marketing, editorial services, and use of office space.

NOTE 7 – DONOR ADVISED FUNDS

In 2018 the Organization received funds from a donor whom requested that the funds be held by the Orange County Community Foundation (the"OCCF"). The donor requested that the funds be held by OCCF until the Organization decides to spend the funds. As of December 31, 2018 the donor advised fund had a balance of $28,552.

NOTE 8 – FAIR VALUE MEASUREMENTS

GAAP emphasizes that fair value is a market-based measurement, not an entity-specific measurement, and defines fair value as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. As a basis for considering market participant assumptions in fair market value measurements, the fair value hierarchy that distinguishes between market participant assumptions based on market data obtained from sources independent of the reporting entity (observable inputs that are classified within Levels 1 and 2 of the hierarchy) and the reporting entity's own assumptions about market participant assumptions (unobservable inputs classified within Level 3 of the hierarchy).

Level 1 inputs utilize quoted prices in active market for identical assets or liabilities that we have the ability to access. Level 2 inputs utilize other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly. Level 2 inputs may include quoted prices for similar assets and liabilities in active markets, as well as inputs that are observable for the asset or liability, such as interest rates, that are observable at commonly quoted intervals.

Level 3 inputs are unobservable inputs for the assets or liabilities, which are typically based on an entity's own assumptions, as there is little, if any, related market activity.

In instances where the determination of the fair value measurement is based upon inputs from different levels of the fair value hierarchy, the level in the fair value hierarchy within which the entire fair value measurement falls is based on the lowest level input that is significant to the fair value measurement in its entirety.

Fair values measured on a recurring basis
Fair values of assets measured on a recurring basis at December 31, 2018 are as follows:

	Fair Value	(Level 1)	(Level 2)	(Level 3)
Donor advised funds	$ 28,552		$ 28,552	

Fair values for the beneficial interest in foundation endowment are determined by reference to quoted market prices and other relevant information generated by market transactions.

NOTE 9 – LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the balance sheet date, are comprised of the following:

Cash	$ 3,240,139
Contracts and grants receivable	312,011
Pledges receivable	3,208
Deposits	26,301
Donor advised fund	28,552
Financial assets, at year end	3,610,211
Less: those unavailable for general expenditures within one year, due to:	
Funds restricted for affiliates use	1,159,327
Funds not yet earned by the Organization	1,817,904
Total financial assets unavailable for general expenditure	2,977,231
Financial assets available to meet cash needs or general expenditures within one year	$ 632,980

The Organization's board of directors review and approve an annual budget made by management for Charitable Ventures of Orange County. The Organization's top management reviews each programs liquidity with its program manager on a regular basis and regulates the expenditures and revenues of each program.

EXHIBIT J.2
SCHOOL ENTITY'S FINANCIAL STATEMENTS

[*To be attached*]

2018-19 Unaudited Actuals
LOCAL GRANT AWARDS,
REVENUES, AND EXPENDITURES - ALL FUNDS
SCHEDULE FOR CATEGORICALS SUBJECT TO DEFERRAL OF UNEARNED REVENUES

LOCAL PROGRAM NAME	UNITED WAY (SA READS)	AVID OCDE - DESTINATION GRADUATION-HS	AVID OCDE - DESTINATION GRADUATION-INT	IMPROVING TEACHER QUALITY (UCI)	THE CALIFORNIA WELLNESS FOUNDATION	CIRCULOS	EPRIZE PARENT ENGAGEMENT INITIATIVE
RESOURCE CODE	9010	9010	9010	9010	9010	9010	9010
REVENUE OBJECT	8699	8699	8699	8699	8699	8699	8699
LOCAL DESCRIPTION (if any)	9047	9126	9129	9130	9134	FD 01 & 09 9168	9170
AWARD							
1. Prior Year Carryover		11,242.41	5,992.02		887.26	324,270.99	
2. a. Current Year Award	30,000.00	38,500.00	28,500.00	140,246.00	16,000.00	690,700.00	27,500.00
b. Other Adjustments				(1,649.47)			
c. Adj Curr Yr Award (sum lines 2a & 2b)	30,000.00	38,500.00	28,500.00	138,596.53	16,000.00	690,700.00	27,500.00
3. Required Matching Funds/Other				1,649.47			
4. Total Available Award (sum lines 1, 2c, & 3)	30,000.00	49,742.41	34,492.02	140,246.00	16,887.26	1,014,970.99	27,500.00
REVENUES							
5. Unearned Revenue Deferred from Prior Year				0.00	887.26	324,270.99	
6. Cash Received in Current Year	22,500.00	37,216.67	27,865.83	54,936.87	16,000.00	-	27,500.00
7. Contributed Matching Funds				0.00			
8. Total Available (sum lines 5, 6, & 7)	22,500.00	37,216.67	27,865.83	54,936.87	16,887.26	324,270.99	27,500.00
EXPENDITURES							
9. Donor-Authorized Expenditures	30,000.00	49,742.41	34,492.02	131,607.81	16,000.00	470,157.13	
10. Non Donor-Authorized Expenditures							
11. Total Expenditures (lines 9 & 10)	30,000.00	49,742.41	34,492.02	131,607.81	16,000.00	470,157.13	0.00
12. Amounts Included in Line 6 above for Prior Year Adjustments							
13. Calculation of Unearned Revenue or A/P, & A/R amounts (line 8 minus line 9 plus line 12)	(7,500.00)	(12,525.74)	(6,626.19)	(76,670.94)	887.26	(145,886.14)	27,500.00
a. Unearned Revenue					887.26		27,500.00
b. Accounts Payable							
c. Accounts Receivable	7,500.00	12,525.74	6,626.19	76,670.94		145,886.14	
14. Unused Grant Award Calculation (line 4 minus line 9)	0.00	0.00	0.00	8,638.19	887.26	544,813.86	27,500.00
15. If Carryover is allowed, enter line 14 amount here				0.00	887.26	544,813.86	27,500.00
16. Reconciliation of Revenue (line 5 plus line 6 minus line 13a minus line 13b plus line 13c)	30,000.00	49,742.41	34,492.02	131,607.81	16,000.00	470,157.13	0.00

Run Date: 31-OCT-2019 15:30

SAUSD Resource Snapshot Report
For Fiscal Year-To-Date Through Jun-19
For Fund/Resource: 019168 019168 Circulos
For Locations: 000 - 999

Description	Object Codes	Last Year's Actual	Board Adopted	Amended Budget	Current Actual
AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
Adjusted Beginning Funds Balance	9791 - 9795	0.00	0.00	0.00	0.00
Revenue Limit Sources					
State Aid	8000 - 8019	0.00	0.00	0.00	0.00
Property Tax	8020 - 8079	0.00	0.00	0.00	0.00
Other	8080 - 8099	0.00	0.00	0.00	0.00
Federal Revenues	8100 - 8299	0.00	0.00	0.00	0.00
Other State Revenues	8300 - 8599	0.00	0.00	0.00	0.00
Other Local Revenues	8600 - 8799	9,523.01	670,000.00	1,684,970.99	470,157.13
All Other Financing Sources and Contributions	8910 - 8999	0.00	0.00	0.00	0.00
TOTAL AVAILABLE		9,523.01	670,000.00	1,684,970.99	470,157.13
EXPENDITURES					
Certificated Salaries	1000 - 1999	216.90	318,952.13	340,544.71	245,366.68
Classified Salaries	2000 - 2999	0.00	45,846.00	26,771.29	17,492.86
Employee Benefits	3000 - 3999	37.42	115,201.87	108,070.66	77,722.56
Books and Supplies	4000 - 4999	4,975.19	15,000.00	45,700.00	50,688.35
Services and Other Operating Expenses	5000 - 5999	4,293.50	175,000.00	113,599.37	39,062.75
Capital Outlay	6000 - 6999	0.00	0.00	0.00	0.00
Other Outgo	7000 - 7299	0.00	0.00	0.00	0.00
Other Outgo	7400 - 7499	0.00	0.00	0.00	0.00
Direct Support/Indirect Costs	7300 - 7399	0.00	0.00	0.00	0.00
Other Financing Uses	7600 - 7699	0.00	0.00	35,313.97	39,823.93
TOTAL EXPENDITURES		9,523.01	670,000.00	670,000.00	470,157.13
Other Designations-Categorical Sweep	9780 - 9780	0.00	0.00	0.00	0.00
Other Designations-Categorical Restoration	9781 - 9781	0.00	0.00	0.00	0.00
BALANCE (Total Available minus Total Expenditures minus other designations)		0.00	0.00	1,014,970.99	0.00
Deferred Revenue	9650	0.00	0.00	0.00	0.00

Funds Available Detail Report
By FundRes, Major Object
For Fiscal Year-To-Date Through Jun-19

FundResource: 019168 - 019168 Circulos

Accounting Flexfield	Object - Goal Description	Amended Budget	Encumbrance Amount	Actual Amount	Funds Available	% Avail
019168-0-1110-1000-1103-213	Teachers Salaries - Extra Duty-Regular Education, K-12	14,374.53	0.00	10,859.72	3,514.81	24.5%
019168-0-1296-1000-1103-213	Teachers Salaries - Extra Duty-Staff Development	1,000.00	0.00	494.29	505.71	50.6%
019168-0-1110-1000-1104-213	Teachers Salaries - Substitute-Regular Education, K-12	3,000.00	0.00	3,526.27	-526.27	-17.5%
019168-0-1110-2100-1332-213	Supervisor's Salaries - Regular-Regular Education, K-12	127,878.82	0.00	93,927.85	33,950.97	26.5%
019168-0-1110-2100-1905-213	Resource Teacher Salary - Regular-Regular Education, K-12	183,578.43	0.00	131,187.24	52,391.19	28.5%
019168-0-1110-2100-1906-213	Program/Curriculum Specialist - St-Regular Education, K-1	10,712.93	0.00	5,371.31	5,341.62	49.9%
	1000 - 1999 Certified Salaries Totals:	340,544.71	0.00	245,366.68	95,178.03	27.9%
019168-0-1280-1000-2105-213	Instructional Assistants Salaries -AVID	25,845.89	0.00	15,631.12	10,214.77	39.5%
019168-0-0011-7200-2403-213	Office Salaries - Extra Duty/OT/Sh-District Admin	925.40	0.00	1,861.74	-936.34	-101.2
	2000 - 2999 Classified Salaries Totals:	26,771.29	0.00	17,492.86	9,278.43	34.7%
019168-0-1110-1000-3101-213	State Teachers' Retirement System-Regular Education, K-12	3,173.92	0.00	2,113.30	1,060.62	33.4%
019168-0-1110-2100-3101-213	State Teachers' Retirement System-Regular Education, K-12	51,960.92	0.00	37,523.23	14,437.69	27.8%
019168-0-1296-1000-3101-213	State Teachers' Retirement System-Staff Development	162.80	0.00	80.47	82.33	50.6%
019168-0-1110-1000-3313-213	Medicare Certificated-Regular Education, K-12	274.95	0.00	188.04	86.91	31.6%
019168-0-1110-2100-3313-213	Medicare Certificated-Regular Education, K-12	4,564.96	0.00	3,263.61	1,301.35	28.5%
019168-0-1296-1000-3313-213	Medicare Certificated-Staff Development	14.50	0.00	6.78	7.72	53.2%
019168-0-0011-7200-3314-213	Medicare Classified-District Admin	13.42	0.00	26.32	-12.90	-96.1%
019168-0-1280-1000-3314-213	Medicare Classified-AVID	374.77	0.00	226.63	148.14	39.5%
019168-0-1110-1000-3355-213	OASDI Certificated-Regular Education, K-12	0.00	0.00	6.28	-6.28	0.0%
019168-0-0011-7200-3356-213	OASDI Classified-District Admin	57.38	0.00	112.54	-55.16	-96.1%
019168-0-1110-2100-3401-213	Health and Welfare Benefits, Cert--Regular Education, K-1	33,006.41	0.00	23,775.20	9,231.21	28.0%
019168-0-1110-1000-3501-213	State Unemployment Insurance, cert-Regular Education, K-1	9.96	0.00	6.96	3.00	30.1%
019168-0-1110-2100-3501-213	State Unemployment Insurance, cert-Regular Education, K-1	157.38	0.00	112.46	44.92	28.5%
019168-0-1296-1000-3501-213	State Unemployment Insurance, cert-Staff Development	0.50	0.00	0.23	0.27	54.0%
019168-0-0011-7200-3502-213	State Unemployment Insurance, clas-District Admin	0.46	0.00	0.90	-0.44	-95.7%
019168-0-1280-1000-3502-213	State Unemployment Insurance, clas-AVID	12.91	0.00	7.81	5.10	39.5%
019168-0-1110-1000-3601-213	Worker Compensation Insurance, cer-Regular Education, K-1	73.27	0.00	51.80	21.47	29.3%
019168-0-1110-2100-3601-213	Worker Compensation Insurance, cer-Regular Education, K-1	1,272.15	0.00	928.31	343.84	27.0%
019168-0-1296-1000-3601-213	Worker Compensation Insurance, cer-Staff Development	3.60	0.00	1.78	1.82	50.6%
019168-0-0011-7200-3602-213	Worker Compensation Insurance, cla-District Admin	3.34	0.00	6.70	-3.36	-100.6
019168-0-1280-1000-3602-213	Worker Compensation Insurance, cla-AVID	93.05	0.00	56.28	36.77	39.5%
019168-0-1110-2100-3751-213	Retiree Benefits - Cert-Regular Education, K-12	12,790.01	0.00	9,185.75	3,604.26	28.2%
019168-0-1280-1000-3752-213	Retiree Benefits - Class-AVID	50.00	0.00	41.18	8.82	17.6%
	3000 - 3999 Employee Benefits Totals:	108,070.66	0.00	77,722.56	30,348.10	28.1%
019168-0-1110-1000-4300-213	Materials/Supplies/Software-Regular Education, K-12	38,800.00	-0.02	39,442.20	-642.18	-1.7%
019168-0-1110-2100-4338-213	Office Supplies Food-Regular Education, K-12	1,000.00	0.00	2,570.89	-1,570.89	-157.1
019168-0-1110-1000-4400-213	Non-Capitalized Equipment-Regular Education, K-12	3,400.00	0.00	6,624.09	-3,224.09	-94.8%
019168-0-1110-2100-4400-213	Non-Capitalized Equipment-Regular Education, K-12	2,500.00	0.00	2,051.17	448.83	18.0%
	4000 - 4999 Books and Supplies Totals:	45,700.00	-0.02	50,688.35	-4,988.33	-10.9%
019168-0-1110-1000-5155-213	Sub-Agreements Transportation-Regular Education, K-12	10,000.00	420.00	13,857.70	-4,277.70	-42.8%
019168-0-1296-1000-5210-213	Travel Conference-Staff Development	2,600.00	0.00	0.00	2,600.00	100.0%
019168-0-1110-8100-5630-213	Maintenance Contracts Repairs-Regular Education, K-12	44,711.37	0.00	0.00	44,711.37	100.0%
019168-0-1110-8100-5640-213	Rental Contracts-Regular Education, K-12	750.00	0.00	732.00	18.00	2.4%
019168-0-1110-1000-5711-213	Transfers of Direct Cost-Print Sho-Regular Education, K-1	9,500.00	59.10	2,630.47	6,810.43	71.7%
019168-0-1110-1000-5810-213	Consultants Instructional-Regular Education, K-12	1,700.00	0.00	2,000.00	-300.00	-17.6%

FundResource: 019168 - 019168 Circulos

Accounting Flexfield	Object - Goal Description	Amended Budget	Encumbrance Amount	Actual Amount	Funds Available	% Avail
019168-0-1110-1000-5829-213	APEX-Credit Recovery software-Regular Education, K-12	14,000.00	0.00	13,200.00	800.00	5.7%
019168-0-1110-1000-5856-213	Transportation Contracts Other-Regular Education, K-12	15,000.00	0.00	6,107.70	8,892.30	59.3%
019168-0-1110-2100-5865-213	Consultant Noninstructional-Regular Education, K-12	13,338.00	0.00	14.99	13,323.01	99.9%
019168-0-1110-2100-5890-213	Other Contracts (F4T, Catering, Un-Regular Education, K-1	2,000.00	0.00	519.89	1,480.11	74.0%
5000 - 5999 Services and Other Operating Expenses Totals:		113,599.37	479.10	39,062.75	74,057.52	65.2%
019168-0-0011-9315-7619-213	Other Authorized Interfund Transfe-District Admin	35,313.97	0.00	39,823.93	-4,509.96	-12.8%
7000 - 7999 Other Expenses Totals:		35,313.97	0.00	39,823.93	-4,509.96	-12.8%
FundRes 019168 - 019168 Circulos Totals:		670,000.00	479.08	470,157.13	199,363.79	29.8%

EXHIBIT K
SCHOOL VENDOR SIDE LETTER AGREEMENT

[*To be attached*]

SUPER SCHOOL VENDOR SIDE LETTER AGREEMENT

[*DATE***]**

[*NAME OF SPONSOR*]
[*ADDRESS*]
[*ADDRESS*]
[*ATTENTION*]

Dear [*INSERT NAME OF VENDOR*]:

By execution of this **Super School Vendor Side Letter Agreement** ("**Side Letter**") between [_____] ("**Vendor**") and [_____] ("**Sponsor**"), Vendor agrees and acknowledges the terms herein, for the good and valuable consideration of entrance into that certain [*INSERT NAME OF PRIMARY VENDOR AGREEMENT*] between Vendor and Sponsor (the "**Agreement**"), to which reference is hereby made.

Vendor agrees that no work or activity in connection with the Agreement will commence until this Side Letter has been signed, dated and returned to Sponsor at the address written above.

Vendor acknowledges that XQ Institute, a California nonprofit public benefit corporation with a principal place of business at 248 3rd St., Suite 319, Oakland, California, 94607, ("**XQ**") is an intended third-party beneficiary of this Side Letter.

Vendor shall not produce, reproduce, or use any Works for any Commercial Purpose without the express prior written approval from XQ. Unless explicitly stated otherwise in the written approval, such approval shall be granted only as to Vendor and not any other entity. "**Works**" means any works of authorship (whether copyrightable or not), educational materials, records, drawings, designs, inventions (whether patentable or not), improvements, developments, discoveries, information and trade secrets, created by Vendor in connection with the Agreement. "**Commercial Purpose**" means the development of commercial products or services, any for-profit activity, or for the purpose of receiving any monetary benefit or commercial gain, directly or indirectly, other than any benefit received under the terms of the Agreement.

Vendor shall not produce, reproduce, or use any Works for any purpose except for educational purposes or for the sole benefit of the public without the express prior written approval from XQ, which approval XQ shall grant or withhold in its sole discretion. Unless explicitly stated otherwise in the written approval, such approval shall be granted only as to Vendor and not any other entity.

Vendor hereby covenants not to commence or maintain any suit or action against XQ, or any lawful assignee, designee, licensee or successor of XQ, or against any third party, whether at law or in equity, in relation to any use of the Works made or authorized by XQ or any third party. This covenant shall be binding upon any successors, assigns, administrators, personal representatives and heirs of Vendor.

This Side Letter may not be modified or terminated, and none of the obligations set forth herein may be waived by Sponsor or Vendor, unless such modification, termination or waiver is set forth in writing and signed by an authorized representative of Sponsor and XQ. Any other claimed modification, termination or waiver shall be void.

[Signature Page Follows]

Please sign below to indicate your agreement and acceptance as an authorized representative of Vendor.

Sincerely,

By: _____

Name:

Title:

For and on behalf of Sponsor

Agreed and Acknowledged on behalf of Vendor:

By: _____

Name:

Title:

Address:

EXHIBIT L
XQ MARKS

XQ

XQ INSTITUTE

XQ SUPER SCHOOL

XQ THE SUPER SCHOOL PROJECT

#RETHINKHIGHSCHOOL

#XQAMERICA

EXHIBIT M
XQ LEANER GOALS AND OUTCOMES

[*To be attached*]

LEARNER OUTCOME AREAS

The XQ Learner Goals are more than aspirational statements. They comprise concrete, relevant knowledge and skills that all XQ students will master as they prepare for an ever-dynamic, increasingly complex 21st century world. The XQ schools, in partnership with CREDO at Stanford, are working to develop a set of common outcome areas, measures and metrics that will enable schools to deeply understand students' growth and development, and also communicate what they learn to the entire nation.

XQ LEARNER OUTCOME AREAS

LITERACIES		
1.1	Reading	XQ students will master the academic core necessary to succeed in college, career, and life: fundamental LITERACIES of critical reading, effective writing, mathematical and statistical reasoning, the capacity to navigate a complex and diverse global environment, and the ability to understand, create, apply, and communicate complex material in speaking, writing and digitally, and fluency in application.
1.2	Writing	
1.3	Numeracy	
1.4	Global and multicultural literacy	
1.5	Digital and technological literacy	

KNOWLEDGE DOMAINS		
2.1	STEM	XQ students will be fluent in the KNOWLEDGE DOMAINS necessary to understand the world and society, prepare for careers, enjoy and engage in creative endeavors, and participate in building and sustaining thriving communities and democratic society: the STEM fields, the arts and humanities, history, social studies, and civics.
2.2	Humanities	
2.3	Society and civic engagement	

WAYS OF THINKING		
3.1	Synthesis	XQ students will develop WAYS OF THINKING that equip them to remain agile and resilient when facing rapidly changing circumstances of adversity or opportunity: understanding and synthesizing across diverse bodies of knowledge, analyzing with incisiveness, applying knowledge in novel settings, and creatively generating new ideas and fresh perspectives.
3.2	Analysis	
3.3	Application	
3.4	Creativity	

COLLABORATIVE CAPACITIES		
4.1	Self-awareness	XQ students will hone a set of COLLABORATION SKILLS in the service of co-creating solutions to local, societal, and global challenges: self-awareness and social awareness of one's own power and potential and that of others, relationship skills that leverage one's own and others' strengths and talents, and openness to inquiry to understand, respect, navigate, and celebrate diverse viewpoints and experiences.
4.2	Social awareness	
4.3	Interpersonal skills	
4.4	Social negotiation	

LEARNING FOR LIFE		
5.1	Self management	XQ students will embrace an orientation of LEARNING FOR LIFE: students will manage and direct their own best learning strategies and environments, adopt a mindset of effort and persistence, recognize their potential to affect the world around them, cultivate curiosity, pursue interests, and continuously invent their own paths, careers, and lives.
5.2	Self-directed learning	
5.3	Social agency	

November 15, 2019
Santa Ana Unified School District
1601 East Chestnut
Santa Ana, CA 92630
Tax ID: 95-6002823

Subject: Family and Community Engagement (FACE) Wellness Centers

Dear Dr. Susie Lopez-Guerra,

We are pleased to inform you that your organization has been awarded $1,400,000.00 after a competitive grant review and evaluation. This award includes a 10% standard indirect rate.

Payment Schedule
The grant award will be paid out by CalOptima in three (3) lump sums, according to the following schedule:

- Payment #1: $466,666.00 *(conditional upon receipt of signed Grant Contract)*
- Payment #2: $466,667.00 (c*onditional upon acceptable annual progress report)*
- Payment #3: $396,667.00 (c*onditional upon acceptable annual progress report)*
- Retention (15% withhold of payment #3): $70,000.00 *(conditional upon acceptable final report and attestation)*

Reporting Requirements
In an effort to help ensure successful grant outcomes, CalOptima actively monitors and evaluates grant progress, and requires that recipients of CalOptima grants submit progress reports. In total, your grant requires the submission of twelve (12) reports over the course of the three (3) year project timeframe (i.e. October 1, 2019 to September 30, 2022).

Specifically, the reports required by your grant are as follows:

- Nine (9) Quarterly Progress Reports submitted online via CalOptima's grant management system, within thirty (30) calendar days after the end of the quarter.

- (2) Annual Progress Reports submitted online via CalOptima's grant management system, within thirty (30) calendar days after the end of each project year.

- One (1) Final Report and Attestation will be due within thirty (30) calendar days after the end of this Grant Contract. The report and attestation are also submitted online via CalOptima's grant management system.

The detailed timeline of submission due dates for all reports is in Attachment C of the Grant Contract.

Grant Conditions
The purpose of these grant funds is for primary care services and program(s) addressing social determinants of health. The grant funds are also only authorized to establish and/or operate

school-based wellness center(s) where family, staff, and community partners will collaborate to align resources. To receive the funds, you are required to execute and abide by the conditions of the Grant Contract.

Please note that successful completion of reports are a condition of grant funding and incomplete reports will delay the disbursement of grant payments and/or failure to provide reports may trigger your requirement to refund CalOptima grant funds that have already been paid out.

Next Steps
The enclosed Grant Contract details the terms and conditions applicable to your grant award. Please carefully review the contract, noting your duties and obligations to CalOptima. Please return the Grant Contract signed by the duly authorized representative of your organization via CalOptima's grant management system. When you return the signed grant contract, please enclose copies of certificates of insurance and additional insured endorsements as required under Section V of the grant contract. Should you have any questions, please contact me via email at strategicdevelopment@caloptima.org.

Payment will not be issued until receipt of your signed contract and other required documents. Please return these documents as expeditiously as possible. Once received, we will return a countersigned final Grant Contract for your files.

Please feel free to contact me via email at strategicdevelopment@caloptima.org should you have any questions. We appreciate your efforts to improve the quality of health care for Orange County's most vulnerable populations and look forward to working with you.

Sincerely,

Debra Kegel
Director, Strategic Development

Attachments:
Grant Contract

cc: Michael Schrader, CalOptima
Ladan Khamseh, CalOptima
Candice Gomez, CalOptima

GRANT AWARD AGREEMENT

BETWEEN

CALOPTIMA

AND

SANTA ANA UNIFIED SCHOOL DISTRICT

GRANT AWARD AGREEMENT
BETWEEN
CALOPTIMA
AND
SANTA ANA UNIFIED SCHOOL DISTRICT

THIS GRANT AWARD AGREEMENT ("Agreement") is made and entered into as of the October 1, 2019 ("Effective Date"), by and between Orange County Health Authority, a Public Agency, dba CalOptima, a county organized health system for the County of Orange, California ("CalOptima"), and Santa Ana Unified School District ("Grantee"), a local public agency.

RECITALS

A. CalOptima is a public agency formed pursuant to California Welfare and Institutions Code Section 14087.54 and Orange County Ordinance No. 3896, as amended.

B. CalOptima's mission is to provide Members with access to quality health care services delivered in a cost effective and compassionate manner.

C. Following a Members Health Needs Assessment process, CalOptima designated certain Intergovernmental Transfer Agreements ("IGT") 5 funds to provide primary care services and programs addressing social determinants of health in Orange County.

D. Grantee desires to provide support and/or enhanced benefits to CalOptima Medi-Cal members, in accordance with Grantee's grant project ("Grant Project") described in Grantee's Proposal.

E. CalOptima finds that the Grant Project is a community program that supports and is compatible with CalOptima's mission and desires to assist Grantee in undertaking its project by providing financial support ("Grant Award") in accordance with CalOptima Policies, subject to Grantee's compliance with the terms and conditions of this Agreement and IGT 5 objectives and requirements.

NOW, THEREFORE, in consideration of the promises and the mutual covenants herein stated, it is agreed by and between the parties hereto as follows:

I. GRANTEE OBLIGATIONS

1.1 **Grantee Eligibility**. Grantee hereby warrants that it is, and shall remain throughout the term of this agreement, a local public agency.

1.2 **Grantee Activities.** Grantee agrees to diligently pursue the Grant Project, as specified in Attachment A, attached hereto and incorporated herein by this reference, to use the Grant Award solely for activities as identified in Attachment A and Grantee's Proposal, effective October 1, 2019, ("Grant Activities"), and to expend funds in accordance with this Agreement and all federal, state, and local statutes and regulations, and to return any grant funds determined to have been improperly paid, in order to avoid forfeiture of the entire Grant Award. In the event of any conflict between the Grant Proposal and this Agreement, this Agreement, including all Attachments, shall prevail.

1.3 **Unauthorized Use of Funds**. Grantee shall use Grant Funds consistent with this Agreement and the approved Grant Activities. CalOptima retains the right to recover any and all Grant Award

funds if it (or any of its regulators) determines that any portion of the Grant Award was not expended as provided under the terms of this Agreement or applicable federal and state laws, regulations, guidance and/or funding source requirements.

1.4 **Limitations on Subcontracting**. The experience, knowledge, capability, and reputation of Grantee, its directors and employees were a substantial inducement for CalOptima to enter into this Agreement. Grantee shall not contract with any entity to perform the Grant Project without written approval of CalOptima. Grantee shall be fully responsible to CalOptima for the acts and omissions of its subcontractor(s), if any, as it is for the acts and omissions of persons directly employed by Grantee. In the event that CalOptima approves any subcontracting, nothing contained in this Agreement shall create any contractual relationship between any subcontractor(s) and CalOptima. All persons engaged in the work will be considered employees of Grantee. CalOptima will deal directly with and make payment hereunder to Grantee.

1.5 **Subcontracts.** To the extent that subcontracting is authorized by CalOptima under this Agreement, Grantee shall assure that all subcontracts are in writing and include any requirements of this Agreement that are appropriate to the service or activity and assure that the Subcontract shall not terminate legal liability of Grantee under this Agreement.

1.6 **Communications Provisions**. Grantee must comply with CalOptima's Guidelines for Endorsements and Use of CalOptima Name or Logo policy.

1.6.1 **Use of CalOptima name or logo**: Requests shall be submitted to CalOptima's Strategic Development department, in writing, at least twenty-one (21) calendar days in advance of the date for which use of the name or logo is required. Upon receipt of a complete request for use of the CalOptima name or logo, CalOptima's Community Relations department shall review and analyze the request with input from appropriate internal departments. For more information or to submit a request, email strategicdevelopment@caloptima.org. The Community Relations department shall submit a request for use of the CalOptima name or logo to the CEO for review and consideration and will notify Grantee in writing after a determination has been made.

1.6.2 **All other uses of CalOptima's name:** Grantees may not use CalOptima's name, including in the title of Grantee's program, without prior written approval from CalOptima.

II. GRANT PAYMENTS

2.1 **Grant Payments.** Payment of the Grant Award to Grantee under this Agreement will be as set forth in Attachment B, incorporated herein by this reference, which shall be payment in full for the Grant Project. Grantee acknowledges and agrees that this is a single Grant Award and that nothing herein obligates CalOptima to any further funding, whether for the Grant Project or future related or unrelated activities. The parties acknowledge that the source of Grant Award funding is IGT funds, and not Department of Health Care Services (DHCS) funds, and as such the payments made hereunder are not subject to DHCS State Contract terms or Federal or State claims processing requirements. Notwithstanding the foregoing, Grantee acknowledges and agrees that the Grant Award must be used for support and enhanced benefits to CalOptima Medi-Cal members, and is subject to the terms of this Agreement and CalOptima's grant program policies and procedures, as applicable.

2.2 **Grant Award Use Limitations**. Grantee acknowledges and agrees that the Grant Award may not be used for achievement of milestones that have been previously paid for or will be paid for by the State or Federal government or any other source. Further, Grantee acknowledges and agrees that it will not use the Grant Award to reimburse costs or liabilities it incurred prior to the date of the Grant Award.

III. WARRANTIES/COMPLIANCE WITH CALOPTIMA AND REGULATORY AGENCY RULES AND REGULATIONS

3.1 **Compliance with Applicable Laws**. In carrying out the Grant Project, Grantee shall comply with the CalOptima grant program policies and procedures, and all other applicable CalOptima policies, as well as all federal, state and local laws, rules, and regulations.

3.2 Health Insurance Portability and Accountability Act (HIPAA) Compliance

3.2.1 Grantee and CalOptima shall comply with HIPAA statutory and regulatory requirements ("HIPAA requirements"), whether existing now or in the future, within a reasonable time prior to the effective date of such requirements, but not later than the time permitted by the applicable HIPAA requirements after date of finalization.

3.2.2 If applicable, the parties agree to execute CalOptima's HIPAA Business Associate Agreement, and agree to comply with the terms and conditions thereof.

3.3 Confidentiality of Information

3.3.1 Grantee and its employees, agents, or Subcontractors shall protect from unauthorized disclosure the names and other identifying information concerning persons either receiving services pursuant to this Agreement or persons whose names or identifying information become available or are disclosed to Grantee, its employees, agents, or Subcontractors as a result of services performed under this Agreement, except for statistical information not identifying any such person. Grantee and its employees, agents, or Subcontractors shall not use such identifying information for any purpose other than carrying out Grantee's obligations under this Agreement. Grantee and its employees, agents, or Subcontractors shall promptly transmit to CalOptima all requests for disclosure of such identifying information not emanating from the Member. Grantee shall not disclose, except as otherwise specifically permitted by this Agreement or authorized by the Member, any such identifying information to anyone other than DHCS or CalOptima without prior written authorization from CalOptima. For purposes of this provision, identity shall include, but not be limited to name, identifying number, symbol, or other identifying particular assigned to the individual, such as finger or voice print or a photograph.

3.3.2 Notwithstanding any other provision of this Agreement, names of persons receiving public social services are confidential and are to be protected from unauthorized disclosure in accordance with Title 42 CFR Section 431.300 et seq., Section 14100.2, Welfare and Institutions Code, and regulations adopted thereunder. For the purpose of this Agreement, all information, records, data, and data elements collected and maintained for the operation of the Agreement and pertaining to Members shall be protected by Grantee from unauthorized disclosure. Grantee may release Medical Records in accordance with applicable law pertaining to the release of this type of information. Grantee is not required to report requests for Medical Records made in accordance with applicable law. With respect to any identifiable information concerning a Member under this Agreement that is obtained by Grantee or its Subcontractors, Grantee:

(a) will not use any such information for any purpose other than carrying out the express terms of this Agreement,

(b) will promptly transmit to CalOptima all requests for disclosure of such information, except requests for Medical Records in accordance with applicable law,

(c) will not disclose except as otherwise specifically permitted by this Agreement, any such information to any party other than DHCS or CalOptima without CalOptima's prior written authorization specifying that the information is releasable under Title 42 CFR Section 431.300 et seq., Section 14100.2, Welfare and Institutions Code, and regulations adopted there under, and

(d) will, at the termination of this Agreement, return all such information to DHCS or maintain such information according to written procedures sent to the Grantee by DHCS for this purpose.

IV. RECORDS AND REPORTS

4.1 **Maintain Complete Books and Records.** Grantee shall keep such books and records as shall be necessary relating to the Grant Activities performed under this Agreement. All financial records shall be maintained in accordance with generally accepted accounting principles ("GAAP"). Records generated in the course of carrying out this Agreement shall be maintained for ten (10) years from the date of the grant award, or the date of the completion of any audits related to this Agreement, whichever is later. Grantee shall provide CalOptima or its designated agents, within ten (10) calendar days of a written request, information or copies of records necessary to verify and substantiate compliance with the terms of this Agreement. Grantee shall pay all duplication and postage costs associated with any Audits and/or reviews necessary to ensure compliance with this Agreement or CalOptima's regulatory requirements. The provisions of this Section shall survive the termination of this Agreement.

4.2 **Reports.** Grantee shall submit all reports as specified in Attachment C, "Grant Quarterly Progress and Final Report Schedule," attached hereto and incorporated herein by this reference, at the times and in the manner provided for in Attachment C.

4.3 **Audit.** CalOptima shall have the right to audit, or to have audited by an independent third party, all Grant Project expenses. Grantee shall fully cooperate with CalOptima or its auditor, and shall refund to CalOptima any amounts found to have been improperly expended from the Grant Award within thirty (30) days of the notice of such improper expenditures. Grantee shall be entitled to challenge any audit finding through appealing through CalOptima's grievance process.

V. INSURANCE AND INDEMNIFICATION

5.1 **Grantee Comprehensive General Liability ("CGL")/Automobile Liability**. Grantee at its sole cost and expense shall maintain such policies of comprehensive general liability and automobile liability insurance and other insurance as shall be necessary to insure it and its business addresses, customers, employees, agents, and representatives against any claim or claims for damages arising by reason of a) personal injuries or death occasioned in connection with the carrying out the project, b) the use of any property of the Grantee, and c) Grant Activities performed in connection with the Agreement, with minimum coverage of $1,000,000 per incident/$3,000,000 aggregate per year.

5.2 **Workers Compensation Insurance.** Grantee at its sole cost and expense shall maintain workers compensation insurance within the limits established and required by the State of California and employer's liability insurance with minimum limits of liability of $1,000,000 per occurrence/$1,000,000 aggregate per year.

5.3 **Insurer Ratings**. All above insurance shall be provided by an insurer:

(a) rated by Best's Guide Rating with a rating of B or better; and

(b) admitted to do business in California or an insurer approved to do business in California by the California Department of Insurance and listed on the Surplus Lines Association of California List of Eligible Surplus Lines Insurers (LESLI) or licensed by the

California Department of Corporations as an Unincorporated Interindemnity Trust Arrangement as authorized by the California Insurance Code 12180.7.

5.4 **Captive Risk Retention Group/Self Insured.** Where any of the insurances mentioned above are provided by a Captive Risk Retention Group or are self insured, such above provisions may be waived at the sole discretion of CalOptima, but only after CalOptima reviews the Captive Risk Retention Group's or self-insured's audited financial statements and approves the waiver.

5.5 **Cancellation or Material Change.** The Grantee shall not of its own initiative cause such insurances as addressed in this Article to be canceled or materially changed during the term of this Agreement without prior notification to CalOptima.

5.6 **Certificates of Insurance**. Prior to execution of this Agreement, Grantee shall provide Certificates of Insurance and additional insured endorsements to CalOptima showing the required insurance coverage and further providing that CalOptima is named as an additional insured on the Comprehensive General Liability Insurance and Automobile Liability Insurance with respect to the performance hereunder and Grantee's coverage is primary and non-contributory as to any other insurance with respect to performance hereunder.

5.7 **Indemnification.** Grantee shall defend, indemnify and hold harmless CalOptima, its officers, directors, and employees from and against any and all claims (including attorneys' fees and reasonable expenses for litigation or settlement) which are related to or arise out of the negligent or willful performance or non-performance by the Grantee, of any functions, duties or obligations of Grantee arising under this Agreement. Neither termination of this Agreement nor completion of the acts to be performed under this Agreement shall release Grantee from its obligation to indemnify as to any claims or cause of action asserted so long as the event(s) upon which such claims or cause of action is predicated shall have occurred prior to the effective date of termination or completion.

5.8 **Notification of Claims.** CalOptima agrees to promptly notify Grantee of any claims or demands which arise and for which indemnification or Grantee's duty to defend hereunder is sought.

5.9 **Termination.** The terms of this Article V. shall survive the termination of this Agreement.

VI. TERM AND TERMINATION

6.1 **Term of Agreement.** This Agreement will commence on October 1, 2019 and will remain in effect up to and including June 30, 2023, or completion of the Grant Project, whichever occurs first.

6.2 **Termination.** If Grantee fails to fulfill any of its duties and obligations under this Agreement, including but not limited to: (i) committing acts of unlawful discrimination; (ii) engaging in prohibited marketing activities; and, (iii) committing fraud or abuse relating to any obligation, duty or responsibility under this Agreement (such as falsifying data in any quarterly, annual or final report; failing to maintain eligible status (non-profit in good standing), paying for services to non-Medi-Cal Member out of grant funds, etc.), CalOptima may terminate this Agreement for cause pursuant to Section 6.3 of this Article,

6.3 **Termination for Cause**. Notwithstanding and in addition to any other provisions of this Agreement, CalOptima may terminate this Agreement for cause effective upon thirty (30) calendar days' written notice. Cause shall include, but shall not be limited to, the actions set forth in Section 6.2 of this Article. Grantee may appeal CalOptima's decision to terminate the Agreement for cause by filing a complaint pursuant to CalOptima Policies. Grantee shall exhaust this administrative remedy, including requesting a hearing if permitted

under CalOptima Policies, for any and all Grantee complaints, before commencing any civil action.

CalOptima's rights and remedies provided in this clause shall not be exclusive and are in addition to any other rights and remedies provided by law or this Agreement.

6.4 **Automatic Termination.** This Agreement shall terminate automatically if the State Contract is terminated, or if IGT 5 funds are recouped by DHCS or CMS.

6.5 **Bankruptcy.** CalOptima or Grantee may terminate this Agreement with thirty (30) day written notice to the other party in the event a petition is filed in a court of record jurisdiction to declare either party bankrupt or for reorganization under the bankruptcy laws of the United States or any similar statute of a state of the United States, or if a trustee in bankruptcy or a receiver is appointed for such party, and such petition, trustee, or receiver, as the case may be, is not dismissed within one hundred and twenty (120) days thereof.

VII. GENERAL PROVISIONS

7.1 **Interpretation of Agreement Language.** CalOptima has the right to final interpretation of the Agreement language when disputes arise. Grantee has the right to appeal disputes concerning Agreement language to CalOptima.

7.2 **Waiver.** The waiver by either party of a breach or violation of any provision of this Contract will not operate as or be construed to be a waiver of any subsequent breach thereof.

7.3 **Assignment.** Neither this Agreement nor any of the duties delegated herein shall be assigned, delegated or transferred by Grantee without the prior written consent of CalOptima. CalOptima may assign this Agreement and its rights, interests and benefits hereunder to any entity that has at least majority control of CalOptima or to any entity whose financial solvency has been approved by Grantee, which approval shall not be unreasonably withheld. If required, any assignment or delegation of this Agreement shall be void unless prior written approval is obtained from the appropriate state and federal agencies.

7.4 **Independent Parties.** Grantee acknowledges that it is, at all times, acting as an independent contractor under this Agreement and, except as specifically provided herein, not as an agent, employee, or partner of CalOptima. Grantee agrees to be solely responsible for all matters relating to compensation of its employees, including, but not limited to, compliance with laws governing workers' compensation, Social Security, withholding and payment of any and all federal, state and local personal income taxes, disability insurance, unemployment, and any other taxes for such persons, including any related employer assessment or contributions required by law, and all other regulations governing such matters, and the payment of all salary, vacation and other employee benefits. At Grantee's expense as described herein, Grantee agrees to defend, indemnify, and hold harmless CalOptima, its directors, executives, officers, agents, employees, members, subsidiaries, joint venture partners, and predecessors and successors in interest from and against any claim, action, proceeding, liability, loss, damage, cost, or expense, including, without limitation, attorneys' fees as provided herein arising out of Grantee's alleged failure to pay, when due, all such taxes and obligations (collectively referred to for purposes of this paragraph as "Employment Claim(s)"). Grantee shall pay to CalOptima any expenses or charges relating to or arising from any such Employment Claim(s) as they are incurred by CalOptima.

7.5 **Integration of Entire Agreement.** This Agreement contains all of the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement. Any prior agreements, promises, negotiations or representations of or between the parties, either oral or written, relating to the subject matter of this Agreement, which are not expressly set forth in this Agreement are null and void and of no further force or

effect. All Attachments to this Agreement are considered part of this Agreement and are hereby incorporated herein.

7.6 **Independent Agreement.** Nothing in this agreement shall affect any other contractual relationships between the parties, such as an agreement for the provision of medical services to CalOptima members. No monies paid under this agreement may be used for the provision of services that are payable under a different contract between the parties, or for any other purpose beyond the Grant Project as set forth in Attachment A.

7.7 **Invalidity or Unenforceability.** The invalidity or unenforceability of any terms or provisions hereof will in no way affect the validity or enforceability of any other term or provision.

7.8 **Amendment.** CalOptima may amend this Agreement immediately upon written notice to Grantee in the event such amendment is required in order to maintain compliance with applicable state or federal laws. Other amendments to the Agreement shall be effective only upon mutual, written agreement of the parties.

7.9 **No Waiver of Immunity or Privilege**. Any information delivered, exchanged or otherwise provided hereunder shall be delivered, exchanged or otherwise provided in a manner, which does not constitute a waiver of immunity or privilege under applicable law.

7.10 **Omissions.** In the event that either party hereto discovers any material omission in the provisions of this Agreement which such party believes is essential to the successful performance of this Agreement, said party may so inform the other party in writing, and the parties hereto shall thereafter promptly negotiate in good faith with respect to such matters for the purpose of making such reasonable adjustments as may be necessary to perform the objectives of this Agreement.

7.11 **Choice of Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California. The parties hereto consent to the jurisdiction of the California Courts with venue in Orange County, California.

7.12 **Force Majeure.** Both parties shall be excused from performance hereunder for any period that they are prevented from meeting the terms of this Agreement as a result of a catastrophic occurrence or natural disaster, including, but not limited to, an act of war, but excluding labor disputes.

7.13 **Headings.** The article and section headings used herein are for reference and convenience only and shall not enter into the interpretation hereof.

7.14 **No Liability of County of Orange.** As required under Ordinance No. 3896, as amended, of the County of Orange, State of California, CalOptima and the Grantee hereby acknowledge and agree that the obligations of CalOptima under this Agreement are solely the obligations of CalOptima, and that the County of Orange, State of California, shall have no obligation or liability therefor.

7.15 **Non-liability of Officials and Employees of CalOptima**. No official or employee of CalOptima shall be personally liable to Grantee in the event of any default or breach by CalOptima, or for any amount that may become due to Grantee, or any obligation under the terms of this Contract.

7.16 **Time of Essence**. Time is of the essence in the performance of this Agreement.

7.17 **Authority to Execute**. The persons executing this Agreement on behalf of the parties warrant that they are duly authorized to execute this Agreement, and that by executing this Agreement, the parties are formally bound.

7.18 **Notices.** All notices shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom notice is given, or seventy-two (72) hours after mailing by United States mail first class, Certified Mail or Registered Mail, return-receipt-requested, postage-prepaid, addressed to the party to whom notice is to be given and such party's address as set forth below or such other address provided by notice.

To: CalOptima
Attention: CEO
C/O: Strategic Development
505 City Parkway West
Orange, California 92868

To: Santa Ana Unified School District
Attention: Dr. Alfonso Jimenez
1061 East Chestnut Avenue
Santa Ana, CA 92701

[SIGNATURES ON FOLLOWING PAGE]

VIII: SIGNATURES

IN WITNESS WHEREOF, the Parties have, by their duly authorized representatives, executed this Agreement, to be effective the date first written above:

FOR GRANTEE:	FOR CALOPTIMA:
_____	_____
SIGNATURE	SIGNATURE
_____	Michael Schrader
PRINT NAME	PRINT NAME
_____	Chief Executive Officer
TITLE	TITLE
_____	_____
DATE	DATE

ATTACHMENT A

Grant Project

Grantee agrees to meet requirements of the RFP Scope of Work:

SCOPE OF WORK

IGT 5 Strengthening the Safety Net: Expand Access to Primary Care Services and Programs Addressing Social Determinants of Health

(School-Based Collaborative with Clinics)

OBJECTIVE

In 2017, CalOptima conducted one of the most extensive and inclusive Member Health Needs Assessment (MHNA) in its 20-plus year history. The results provided critical data to ensure CalOptima can continue to address the challenges faced by its members and meet its mission to provide members with access to quality health care services delivered in a cost-effective and compassionate manner. Having the data means CalOptima and the community can make more informed decisions about where to focus improvements.

The MHNA highlighted some key findings that included social determinants of health, mental health, primary care access, provider access and dental care. Overall considerations included:

- Members are culturally diverse and want providers who both speak their language and understand their culture;
- Lack of knowledge and fear of stigma are key barriers to utilizing mental health services;
- Most member are connected to primary care but unsure about what oral health services are covered by CalOptima;
- Financial stressors, social isolation and safety concerns impact the overall health and well-being of CalOptima members.

To help address the challenge of navigating the health care system and various barriers to seek or follow through with needed health care that was highlighted in CalOptima's Member Health Needs Assessment (MHNA), CalOptima's Board of Directors allocated funds for community grants to support local organizations with expanding access to primary care services and programs addressing social determinants of health. Primary care services include health promotion, disease prevention, health maintenance, counseling, patient education, diagnosis and treatment of acute and chronic illnesses in a variety of health care settings.

Grant funds must be used to provide enhanced/additional benefits for Medi-Cal beneficiaries. There is no guarantee of future availability of grant funds, thus funding is best suited for one-time investments or as seed capital for new services or initiatives for the benefit of Medi-Cal beneficiaries.

CalOptima is awarding $1.4 million for primary care services and program(s) addressing social determinants of health that 1) includes partnership/collaboration with other organizations to

increase the number of CalOptima members served, 2) provides outreach and education as part of their program to promote awareness, and 3) has the ability to be self-sustainable after grant funds have been exhausted.

SERVICES

A. Establish and/or operate school-based wellness center(s) where family, staff, and community partners will collaborate to align resources.
B. Partnership or connection to health clinic(s) that allows for intake of school referrals and follow up care
   - Include letter(s) of support with an explanation of how the partnership between schools and clinics will work/structure of collaboration
C. Provide health assessment/screenings on school campuses and healthcare education for families.
D. Determine social needs of children and demonstrate how children will get linked to the services that they need.
E. Provide community health worker(s)/navigator(s) to connect student/families to services.

SUPPLIER'S RESPONSIBILITIES

A. Provide a workplan with SMART (specific, measurable, achievable, realistic and time-bound) goals, objectives and major activities.
B. Perform the specific measure objectives/outcomes and submit tracking towards the results.
C. Create and demonstrate an outreach and education plan for promoting and connecting proposed services to CalOptima members.
D. Identify, track and report how many additional CalOptima members will be served.
E. Identify, track and report how staffing will be allocated to the program/project.
F. Provide services and activities in a culturally competent and relevant manner.

CALOPTIMA'S RESPONSIBILITIES

CalOptima will provide the following templates:

(a) Progress, Annual and Final Report templates;
(b) Project Budget form;
(c) Staffing Plan form;
(d) Coordination and scheduling periodic site visit with grantees.

DELIVERABLES

Submit and participate in the following to CalOptima:

(a) **Quarterly Progress Reports**, submitted via CalOptima's grant management system, will be due within thirty (30) calendar days after the end of each project quarter.
(b) **Annual Progress Report**, submitted via CalOptima's grant management system, will be due within thirty (30) calendar days after the end of the first year of this Grant Contract.
(c) **Final Report**, submitted via CalOptima's grant management system, will be due within. thirty (30) calendar days after the end of this Grant Contract. The template for this report is also provided through CalOptima's grant management system.

(d) Payment(s) are contingent upon the receipt and acceptance of timely reports and positive progress in identified goals and objectives**.**
(e) Participate in a pre-scheduled site visit(s) with grantee at location of project services.

PERFORMANCE MEASURES

(a) CalOptima actively monitors and evaluates grant progress and requires submission of progress reports with demonstrated positive progress in achieving the identified goals and objectives.
(b) CalOptima may perform additional site visits to evaluate performance.

Grantee agrees to implement the Grantee's Proposal:

A. Organization Information

Organization Name: Santa Ana Unified School District

Organization Type: Education Institutions **Year Founded:** 1888

Organization Description:

Large Urban Preschool - 12th Grade Unified School District serving students within the City of Santa Ana

Organization Mission Statement (optional):

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Website (optional): http://www.sausd.us

Organization's Size (Total #): 3,504			
Full-Time Employees:	2,100	**Part-Time Employees:**	700
Volunteers:	700	**Board Members:**	4

Are you fiscally sponsored? No

Fiscal Sponsor Organization Name (if applicable):

Organization's Total Annual Operating Revenue: $757,700,000			
Individual Donors ($):	$0.00	**In-Kind Support ($):**	$400,000.00
Corporate Sponsorship ($):	$0.00	**Government Grants/Contracts ($):**	$118,800,000.00
Foundation Grants ($):	$100,000.00	**Program Fees ($):**	$0.00
Other Revenues ($):	$638,400,000.00		

If you selected *Other Revenues*, please specify: $638,400,000 in Unrestricted State and Federal revenue funds including $511,000,000 from California Local Control Funding Formula allocation and local funds such as leases and rentals, sale of equipment and supplies, and net increase of assets, etc. Please see financial statements for more detail.

Tax Status: Government/Public Agency **Tax ID:** 95-6002823

Organization History and Qualifications:

Please include a history of the organization, its structure, relevant experience and accomplishments of the organization, established partnerships and relationships that will be important to carrying out the activities funded by the grant. (300 word limit)

Santa Ana Unified School District is the oldest unified school district in Orange County, celebrating

130 years of educational legacy and service to the community. As one of the largest and oldest educational organizations, SAUSD collaborates with local stakeholders; business organizations, institutions of higher learning, for-profit and non-profit organizations in order to provide wrap-around services for students and families. Some of our partners include:

Local health care clinics and agencies: Children's Hospital of Orange County, Orange County Mental Health Agency, Latino Health Access, California Health Initiative of Orange County

Local Community Colleges and Universities: Santa Ana College, CSUF, UCI, Concordia, Vanguard, and Chapman

Community Partners: Segerstrom Center for the Arts, Orange County Department of Education, Child Protective Services, Orange County Hispanic Chamber of Commerce, Santa Ana Chamber of Commerce, City of Santa Ana, Project Kinship, Neutral Ground, District Attorney's Office, Mexican Consulate.

These partnerships have been developed through the District's commitment to ensure the social-emotional, wellness, and academic needs of all students, families, and our community. Through our Multi-Tiered System of Support (MTSS) initiative, the District has established 57 community wellness centers at all school sites in order to meet the wellness needs of students. The commitment at the District and site level, coupled with the alignment of funds to support this initiative, make Santa Ana USD a strong candidate to receive funding for this project. The District has experience in implementing federal, state and locally awarded grants and has support through our Research and Evaluation and Budget and Accounting departments. Highly qualified staff are assigned to support project evaluation and fiscal solvency. Dr. Lopez-Guerra, the District's Director of Community Relations has a strong background in the implementation of collaborative projects which require liaising between the district and a community partners. The centers provide local accessibility to services across the city of Santa Ana.

B. Project Information

Project Title: Family and Community Engagement (FACE) Wellness Centers **RFP Primary Contact:** Dr. Susie Lopez-Guerra			
Project Duration (Years): Project duration must not exceed three (3) years.	3 Years	**Anticipated Project Start Date:**	10/1/2019
Project Budget:	$2,400,000.00	**Anticipated Project End Date:**	9/30/2022
Total Grant Amount Requested:	$1,400,000.00	**Project Term (Months):**	36
(Total Grant Amount Requested / Project Duration) / Organization's Annual Operating Revenue (%): 0.06%			

IGT: IGT 5

RFP Information: Strengthening the Safety Net

2. Primary Care Services and Programs Addressing Social Determinants of Health

Brief Proposal Summary:
Please provide a one-paragraph general description of the project and its purpose. (150 word limit)

This CalOptima grant proposes to implement the FACE Wellness Centers Project (FWC). FWC aligns with CalOptima's funding priority area 2 as it is designed to expand access to primary care services and provide program support through 57 wellness centers established across all SAUSD school K-12 sites. All FACE Wellness Centers are staffed with bilingual FACE community personnel. These assigned FACE liaisons and community workers will liaise with service providers, healthcare professionals, and local clinics to establish and coordinate on-site health education, health care service delivery, referrals, as well as CalOptima recruitment and enrollment. Available translation services will eliminate language barriers. Service providers, healthcare professionals, and local clinics will conduct services within the centers which are located within walking distance from the homes of families and residents within the entire Santa Ana community.

Statement of Need:
Please describe the need for the proposed project and services that you will be providing to CalOptima members, the estimated number of CalOptima members affected and how you arrived at this number; describe the community or geographical area to be served. Provide data and information to support the need and focus on local data. (300 word limit)

Santa Ana Unified School District (SAUSD), the largest public school district in Orange County and the 7th largest in California, serves 48,966 in 56 K-12 schools. SAUSD's high needs population includes 95% Latino, 91.5% Economically Disadvantaged, 47% English Learners, 14% Homeless/Displaced, and 11% Students with Disabilities. Through the FACE Wellness Centers, SAUSD is well positioned to leverage resources of service providers, healthcare professionals and local clinics throughout the community to promote and support primary care services throughout the City and beyond.

Santa Ana's total population of 334, 136 is just over 10% of Orange County's 3,190,400 total. 44.5% of adults 25 or older do not possess a high school diploma (2017 US Census). Santa Ana has been identified by the Orange County Workforce Investment Board as a Red Zone Community, which is defined as a high-poverty, highly depressed area with long-term inequities. The Los Angeles Times ranked Santa Ana as number one in the nation for "urban hardship" and "the nation's toughest place to survive". In Santa Ana, families live below the poverty line, often work multiple jobs, and are still unable

to provide essentials, such as shelter, food, and clothing. The 2016 per capita income ($18,577) is significantly lower than that of Greater Los Angeles/Orange County ($32,594) and California ($33,389). Santa Ana is one of the youngest cities in the nation where children make up over 30% of its population. As one of the nation's youngest cities, with significant needs and 10% of Orange County's total population, Santa Ana should account for at least 140,000 CalOptima members. To increase Santa Ana residents' CalOptima access, our FACE Wellness Centers will actively build awareness, recruit and facilitate enrollment to connect eligible students, families, and the community to CalOptima resources and programs.

Project Description:

Please provide a detailed description of how this project will address the identified unmet need in the community. This detailed description should explain the goals of the project, how they will be achieved, how progress and success will be measured, how and what services you will provide to CalOptima members, how you will confirm services are provided to CalOptima members, and what outcomes/results you expect to achieve. Describe any collaborations and partnerships with other organizations for the services you are proposing (1,000 word limit).

The significant barriers faced by many families as described in the Statement of Need section have resulted in what we consider to be "highly stressed families". Currently, informal support networks and formal service systems are not consistently and effectively working well together to identify and reach out to highly stressed families. Families must be reached early on to build resilience, reduce stress, prevent crises, and equip them to deal with crises before they occur. In survival mode, these families tend not to access essential services that support their children's development and health, only accessing formal services when in crisis. Families experiencing this level of poverty often are unable to provide adequate health care for their school-aged children.

This FWC project will enhance the FACE Wellness Centers at all school sites across the school district. The FACE Wellness Centers serve as a hub for community engagement and resource access where family, staff, local clinics, and community partners collaborate, share information and expertise, and provide services to benefit our students, families, and the entire community. The centers link schools, community resources and families. Project funds are necessary to support an infrastructure that will provide our families with sufficient access to health care education, services, and resources. Project funds will be used to hire four community staff members, 1 lead community liaison/coordinator and 3 additional lead community liaisons. Project staff will coordinate and facilitate training and support for families and school staff that will foster increased awareness of available resources, identification of need, and alignment of services and programs within the site-based 57 FACE Wellness Centers throughout the school district and the City of Santa Ana. CalOptima funds will increase health and wellness services and access throughout the City. Through participant intake sheets and MediCal Administrative Activities (MAA) log reports, FACE staff will verify Cal Optima membership for participants. All FACE staff are expected to be MAA trained. The resulting family awareness, advocacy, and efficacy will ensure that access to needed support and services is provided as soon as possible and that families will have the tools so that they thrive.

SAUSD collaborates with local stakeholders; business organizations, institutions of higher learning, for-profit and non-profit organizations in order to provide wrap-around services for students and families. Some of our partners include:

Local health care clinics and agencies: Children's Hospital of Orange County, Orange County

Mental Health Agency, Latino Health Access, California Health Initiative of Orange County

Local Community Colleges and Universities: Santa Ana College, CSUF, UCI, Concordia, Vanguard, and Chapman

Community Partners: Segerstrom Center for the Arts, Orange County Department of Education, Child Protective Services, Orange County Hispanic Chamber of Commerce, Santa Ana Chamber of Commerce, City of Santa Ana, Project Kinship, Neutral Ground, District Attorney's Office, Mexican Consulate.

Through this project, four (4) Lead Community Liaisons (LCL), who will be responsible for facilitation and coordination of services and community engagement in order to align resources to the needs of the school community and families. Two LCLs will support elementary schools, 1 LCL will support the intermediate schools and provide project coordination services, and 1 LCL will support the high schools. Supports will include:

- Healthcare education for families
- Coordination with CalOptima services providers
- Parent support in qualifying for CalOptima services
- Education for staff and community
- Facilitate service delivery on-site
- link families with CalOptima healthcare services aligned to their needs

Project Outcomes:

1) Enroll at least 5,000 new Cal Optima Members each year

   Evidenced by: enrollment forms and confidential database

2) Provide Healthcare education for at least 100 persons at each Wellness Center totaling 5,700.

   Evidenced by: Agenda, sign in sheets by school/date, and participant evaluation forms

3) Connect a minimum of 75 participants within each local school community to Cal Optima health care services

   Evidenced by: Referral log (off-site) and participant logs (on-site)

4) Each school site will provide a minimum of 2 training sessions per year for their site staff

   Evidenced by: Agenda, sign in sheets by center/date and participant evaluation forms

5) Each wellness center will provide a minimum of 1 community awareness event at the center.

   Evidenced by: Agenda, sign in sheets by school/date

Evidence Supporting Approach:

Please provide evidence or information regarding promising practices to support the efficacy of your proposed project. You may include links to reference materials in your response. (300 word limit)

The project aligns with the three Engaging Community in Practice-Based Research Networks recommendations (Westfall JM, Fagnan LJ, Handley M, et al. Practice-based research is community engagement cJ Am Board Fam Med. 2009):

1) Inclusive input from the physicians, nurses, office staff, and patients

2) Community engagement that includes trust building, incorporation of local expertise and relationships, shared decision making, and local relevance

3) Responsive approach that attends to the needs of the local community in which it exists.

SAUSD's project builds upon the Parents as Health Promoters Model, which leverages culturally competent liaisons to meet families where they are. (Kyle R. Andrews, et.al. 2010, Parents as Health Promoters: A Theory of Planned Behavior Perspective on the Prevention of Childhood Obesity, Journal of Health Communication). FACE Wellness Center staff focus on health and specific services while simultaneously functioning as connectors to multiple resources and advocates. Funds for four (4) Lead Community Liaisons will facilitate and support globally so that the needs of participants will be well matched to specific services provided by members of our extensive partnership organizations. This project will disrupt the traditional, isolated outreach efforts of service organizations that struggle to engage low-income families, particularly those who are experiencing the highest levels of stress. Rather than waiting for families in crisis to surface at the point of greatest need, with CalOptima's support, FACE Wellness Centers will effectively support the most vulnerable families with the resources they need to help them thrive and grow in a resilient, healthy environment. The project will restructure how service providers broker access to services. Instead of having service providers bridge services, our approach places the resource brokering in the collective hands of our FACE Wellness Centers, thus strengthening school communities with a continuous and sustainable bridge between informal and formal supports for families.

Outreach and Education Strategy:

Explain how you will promote and connect CalOptima members to your proposed services. Describe how you will specifically track the number of CalOptima members reached through your outreach plan. (500 word limit)

As part of the professional development of all staff, they have visited and will continue to visit the CalOptima offices to receive direct service professional development from CalOptima staff. With this information, FACE staff will be able to make direct service connection between families and CalOptima providers (ie. DentiCal, MediCal, Healthfairs, etc.). As part of their responsibilities, all FACE staff will act as facilitators and brokers between families, resources, local clinics, and community resources. As part of the FACE and Wellness Center intake, families will be asked to self-identify the services they currently receive, including MediCal. FACE Wellness Centers are open to the entire community where services and resources will be available to all those in need. In order to ensure equity of access to the entire community, CalOptima posters will be prominently displayed at each Wellness Center and materials will be distributed to families accordingly. As part of the Family and Community Engagement (FACE) practice, the District will be using its robust marketing and outreach practices to promote the services and resources available. Through this collaboration, SAUSD and CalOptima will be co-providers of health. Project Lead Community Liaisons will provide oversight and coordination of recruitment and outreach efforts within their assigned school communities.

Sustainability Plan:

Please describe how the project will be sustained after grant support has ended. Please note that these grant funds are one-time only awards and are not intended to support long-term staffing plans. (300 word limit)

SAUSD has committed staff and resources to support the practice of FACE at each of the 57 Wellness Centers across the city to ensure the entire community has access to the resources they need. This grant, if awarded, will provide SAUSD with the foundation to develop strong systems and relations with existing and new partners to benefit all, primarily underserved community members. The specific funding of these roles would help to enhance the District's ability to develop and sustain a collective impact model across organizations. SAUSD is committed to fund the practice of FACE by providing staff at all sites, which is a continued commitment beyond the grant. Project Lead Community Liaisons (LCL) will lay the foundation for sustainability beyond the life of the grant. Project LCLs will establish resource networks that will provide on-going access to CalOptima services within the 57 Wellness Centers. Project LCLs will provide professional development to the FACE Wellness Center Staff that will support sustainable linkages with resources, local clinics, and community resources and family resource practices well beyond the life of the grant.

Population Served	
Number of CalOptima Members Currently Served: *How many CalOptima members do you currently provide services to annually?*	90,000
Number of Additional CalOptima Members Served: *How many additional CalOptima members do you expect to provide services to over the course of your project? (Grant awardees must track and report this number quarterly.)*	50,000
Number of Additional CalOptima Members Served / Number of CalOptima Members Currently Served (%):	56%
Total Grant Amount Requested / Number of Additional CalOptima Members Served ($):	$28

Number of Additional CalOptima Members Served Estimate and Tracking Methodology Narrative:
Explain how this number/estimate was derived and how CalOptima members will be identified, tracked and reported. (300 word limit)

Santa Ana's young, vast, and underserved population consists of 10% of Orange County's population. This is a vastly underserved community which qualifies for the resources CalOptima offers. Given our K-12 student population of close to 50,000; we estimate Santa Ana accounts for at least 140,000 members. If actual numbers are lower, our FACE Wellness Centers will actively recruit and build awareness to connect eligible students, families, and the community to CalOptima resources and programs. As part of the intake sheet used to align resources to families, there will be a question addressing medical insurance coverage. Based on the responses staff will coordinate and connect all qualifying individuals with the resources needed. All staff will track services provided to the District and information will be shared across sites and with CalOptima.

Age Group Served:
Please select all that apply.

All Ages

Ethnicity/Language Served:
Please select all that apply.

All Ethnicities

If you selected *Other*, please specify ethnicity:

CalOptima Threshold Language Served:
Please select all that apply.

English Spanish Vietnamese

If you selected *Other*, please specify language:

Geographic Area Served:
Please select all Cities and/or Census-Designated Places (CDP) that apply. There are a total of 34 cities and 6 CDPs in Orange County.

Santa Ana

C. Project Staffing Plan

Project Staffing Plan Narrative:
Please explain how you will identify, track, and report how staffing will be allocated to the project/program. (800 word limit)

SAUSD will establish 4 grant funded Lead Community Liaison Positions with one position also acting as the project coordinator. These positions will enable the District to fulfill the goals of the grant and support the development and growth of the practice of family and community engagement at the Wellness Centers. Four separate personnel requisitions tied to each of these grant funded positions will be created, approved, with funding allocated, prior to recruitment. The Director of Community Relations will work with the Human Resources Department to advertise the positions via edjoin.com, screen candidates, and conduct interviews and background checks in order to select the most highly qualified individuals for each position. Interviews will include at least four-panel members, including the Director of Community Relations and the Coordinator of Family and Community Engagement. Once hired, onboarding will include an orientation and professional development activities tailored to the Project goals, objectives, structure and need. These new staff members will strengthen their understanding of the practice at SAUSD and identify strategic goals in the development, sustainability and growth of this practice. These strategic goals will be created in collaboration with the research analyst, also included in this proposal. As the practice of family and community engagement is developing into a structure, there is a need to bring in qualified individuals to support in the development of strategic goals through the implementation phase of this practice.

The four project staff members will be under the direct supervision of the Director of Community Relations and will receive guidance and oversight from the Coordinator of Family and Community Engagement. The 4 Project staff will each be assigned14-15 Wellness Centers and will provide oversight, leadership and support to the Community Liaisons/Workers at their assigned centers. Project staff and the Community Liaisons/Workers are required to report on their duties and metrics of success on a monthly basis. The current reporting tool will be updated to better reflect interactions and points of contact with families, community members, referrals, both with internal and external departments, and intakes required in the Project. In addition to the data from the monthly reports, and individual staff calendars, the Coordinator of Family and Community Engagement and the Director of Community Relations will check in with staff each month in order better assess the completion of strategic goals, redirect if needed, and provide support to staff in this process.

The Director of Community Relations and the Coordinator of Family and Community Engagement currently provide monthly updates to the Board of Education which include staffing, operational & community provider updates. This update will also include data regarding this Project with regards to staff accomplishments and the development, growth and sustainability of the practice of family and community engagement at the Wellness Centers.

Subcontractor(s) Information:
Identify subcontractor(s) by company name, address, contact person, email and telephone number; describe experience working with each subcontractor. If this field is not applicable, please type N/A. (300 word limit)

NA - Not subcontractors will be compensated with Project Funds.

D. Project Budget Plan

Project Budget Plan Narrative:
Please provide a description for each proposed line item in your Project Budget. (800 word limit)

Project FACE Wellness Centers – 3 Year Budget

Salaries and benefits are based on our negotiated salary scale with statutory and retirement benefits @ 26% for certificated and 38% for classified staff members. An additional $4,666 annually has been included for health and welfare costs.

Project Funded Salary Total: $900,000

-1 Lead Community Liaison Middle School/Proj. Coord. @ $105,000/year x 3 years = $315,000

-2 Lead Community Liaison/Elementary @$ 65,000 x 3 years = $195,000 each = $390,000

-1 Lead Community Liaison High School @ $65,000 x 3 years = $195,000

Project Funded Benefits – Total: $360,200:

-1 Certificated FTE @ 26% of 105,000 per year = $27,300 x 3 years = 81,900

$4,666 health and welfare x 3 years = $14,000

-3 Classified FTE @ 38% of 65,000 = $24,700 x 3 = $74,100 x 3 = $222,300

$4,666 health and welfare x 3 = $14,000 x 3 years = $42,000

Salary and benefits – In-Kind Support – Total: $5,244,585

-Susie Guerra-Lopez, Ed.D, Director, Community Relations $150,000 plus $43,666 @ 15% = $87,150

-Marth Rivera, Coordinator, Parent, Family and Community $105,000 plus $31,966 x 3 years @ 15% = $61,635

-36 Wellness Center FTEs @ $65,000 plus $42,000 x 3 years @ 50% = $5,095,800

Project Funded Contracted Services Total $9,000

-$3,000 annually is earmarked to hire various professional development consultants to provide a total of 3 days of training @ $1,000 per day.

Supplies – In-Kind Support – Total: $85,500

-$500 x 57 Centers x 3 years for site-based annual community events

Printing, Copying, and Postage – In-Kind Support – Total $30,000

-$5,000 annually provided by SAUSD's internal publications department for recruitment materials

-$5,000 annually provided by SAUSD for xerox paper for Centers to make copies and evaluation measures

Evaluation – In-Kind Support – Total: $42,465

-Research Analyst @ $65,000 plus $42,000 x 3 years @ 15% = $42,465

Outreach and Education – In-Kind Support – Total: $171,000

-10 hours of community partner presentations @ $100 per hour x 57 Wellness Centers = $57,000 x 3 years $171,000

Project Funded Other – On-Site Child Care Providers – Total: $10,000

-$175.44 for 10 child care hours per 57 Wellness Centers

Project Funded Indirect Costs – Total: $98,997

-7.62% annually = $32,999 x 3 years

E. Workplan Information

Please list the objectives of your proposed project, the activities that will take place to reach the objectives, and how these activities will be evaluated and assessed. Please include SMART (specific, measurable, achievable, realistic and time-bound) goals and objectives. Grantees will be required to submit quarterly and annual progress reports, as well as a final report, to appraise the progress toward identified objectives in the workplan.

SMART Objectives:

- **Specific:** Who? (target population and persons doing the activity) and What? (action/activity)
- **Measurable:** How much change is expected?
- **Achievable:** Can be realistically accomplished given current resources and constraints
- **Realistic:** Addresses the scope of the project and proposes reasonable programmatic steps
- **Time-bound:** Provides a time frame indicating when the objective will be met

Your measurable objectives must include a numeric (quantitative) value to determine the success of your project. For example, “Our goal is to increase access to dental care for 250 school children per month,” or “This project will result in a 50 percent increase in children receiving fluoride treatments by December 31, 2018.”

***A minimum of three (3) objectives are required for one-year grants. Five (5) objectives are strongly preferred for two- or three-year grants. ***

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1. OBJECTIVE			
Start Date:	10/1/2019	**End Date:**	9/30/2022

Measurable Objective:
What will you accomplish? (300 word limit)

Increase access to health care and enroll at least 5,000 individuals per year

Key Activities:
What specific tasks/activities will be implemented to achieve the objective? (300 word limit)

Revise FACE intake form to include an additional question asking directly whether the individual has insurance.

Using the FACE intake sheet, staff will connect individuals to resources.

FACE outreach materials including fliers, brochures, website, and social media presence will be developed and disseminated throughout the community.

Each SAUSD Wellness Centers will engage in outreach efforts to support students, staff, families, and the community with the resources they need to thrive.

Evaluation Indicators:
How will you measure? (300 word limit)

Numbers of enrollees based on completed enrollment forms and confidential database to quantify the number of people enrolled.

Referral logs maintained by Project Staff, FACE Wellness Center staff, and service providers including referral, intake, and follow up data including local agencies and services provided.

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2. OBJECTIVE			
Start Date:	10/1/2019	**End Date:**	9/30/2022

Measurable Objective:
What will you accomplish? (300 word limit)

Provide Healthcare education for at least 100 persons at each Wellness Center totaling 5,700

Key Activities:
What specific tasks/activities will be implemented to achieve the objective? (300 word limit)

Each center will create a health education calendar with at least one health care education presentation each quarter at each site.

New and existing partners will be asked to provide health care education presentations at a minimum of 10 FACE Wellness Center each year.

Each SAUSD Wellness Centers will engage in outreach efforts to support students, staff, families, and the community with the resources they need to thrive.

Evaluation Indicators:
How will you measure? (300 word limit)

FACE Lead Community Liaisons will collect the following documentation from their assigned FACE Wellness Centers: Agenda, sign in sheets by school/date, and participant evaluation forms

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3. OBJECTIVE

Start Date:	2/1/2020	**End Date:**	9/30/2022

Measurable Objective:
What will you accomplish? (300 word limit)

Connect a minimum of 75 participants (4,275 total) within each local school community to Cal Optima health care services

Key Activities:
What specific tasks/activities will be implemented to achieve the objective? (300 word limit)

This grant will result in the creation of a healthcare asset map for the entire city of Santa Ana which will be used as a guide for staff at all SAUSD FACE Wellness Centers.

FACE staff paid by the grant will act as direct liaisons between SAUSD and local clinics to ensure students, families, staff, and community members have access to the resources they need.

Each FACE Lead Community Liaison will be the "regional" lead/expert providing additional support to the other sites.

Each SAUSD Wellness Center will engage in outreach efforts to support students, staff, families, and the community with the resources they need to thrive.

Evaluation Indicators:
How will you measure? (300 word limit)

Referral logs maintained by Project Staff, FACE Wellness Center staff, and service providers including referral, intake, and follow up data including local agencies and services provided.

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4. OBJECTIVE

Start Date:	11/1/2019	**End Date:**	9/30/2022

Measurable Objective:
What will you accomplish? (300 word limit)

Each wellness center will provide a minimum of 1 community awareness event at the center.

Key Activities:
What specific tasks/activities will be implemented to achieve the objective? (300 word limit)

In collaboration with local agencies, each center will host a community awareness event and invite students, families, staff, and the community. Events will be staggered dates based on individual Wellness Center site calendars in response to local community interests, needs, and availability.

Evaluation Indicators:
How will you measure? (300 word limit)

FACE Lead Community Liaisons will collect the following documentation from their assigned FACE Wellness Centers: Agenda, sign in sheets by school/date, and participant evaluation forms.

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5. OBJECTIVE			
Start Date:	10/1/2019	**End Date:**	9/30/2022

Measurable Objective:
What will you accomplish? (300 word limit)

Each school site will provide a minimum of 2 trainings per year for their site staff.

Key Activities:
What specific tasks/activities will be implemented to achieve the objective? (300 word limit)

Through the new and existing partnerships, each FACE Wellness Center will provide healthcare education workshops for at least. These workshops will be reflective of the needs noted on the intake sheet and will be conducted in collaboration with local and regional experts in the area.

FACE staff will provide professional development regarding healthcare services and locations around each school and provide information regarding trends.

Evaluation Indicators:
How will you measure? (300 word limit)

FACE Lead Community Liaisons will collect the following documentation from their assigned FACE Wellness Centers: agendas, quantified by the sign in sheets by school/date and participant evaluation forms.

Note: Budget information is project specific and not for the overall organization.

CalOptima
A Public Agency
Better. Together.

Budget Plan
Insert Organization Name
Insert Project Lead Name

	YEAR 1				YEAR 2 (optional)				YEAR 3 (optional)			
Expenses	**CalOptima Grant Funds (Requested)**	**In-Kind Support**	**Other Funds**	**Year 1 Total**	**CalOptima Grant Funds (Requested)**	**In-Kind Support**	**Other Funds**	**Year 2 Total**	**CalOptima Grant Funds (Requested)**	**In-Kind Support**	**Other Funds**	**Year 3 Total**
Salary and Benefits	$ 420,066	$ 1,748,195		$ 2,168,261	$ 420,067	$ 1,748,195		$ 2,168,262	$ 420,067	$ 1,748,195		$ 2,168,262
Contract Services (consulting, professional)	$ 3,000			$ 3,000	$ 3,000			$ 3,000	$ 3,000			$ 3,000
Equipment (specify)	$ -	$ -		$ -		$ -		$ -		$ -		$ -
Supplies	$ -	$ -	$ 28,500	$ 28,500	$ -	$ -	$ 28,500	$ 28,500	$ -	$ -	$ 28,500	$ 28,500
Printing, Copying and Postage			$ 10,000	$ 10,000			$ 10,000	$ 10,000			$ 10,000	$ 10,000
Evaluation		$ 14,155		$ 14,155		$ 14,155		$ 14,155		$ 14,155		$ 14,155
Outreach and Education		$ 57,000		$ 57,000		$ 57,000		$ 57,000		$ 57,000		$ 57,000
***Other On-Site Child Care Providers**	$ 10,000			$ 10,000	$ 10,000			$ 10,000	$ 10,000			$ 10,000
***Other** _____				$ -				$ -				$ -
Indirect Expenses (no more than 10%)	$ 32,999			$ 32,999	$ 32,999			$ 32,999	$ 32,999			$ 32,999
TOTAL EXPENSES	$ 466,065	$ 1,819,350	$ 38,500	$ 2,323,915	$ 466,066	$ 1,819,350	$ 38,500	$ 2,323,916	$ 466,066	$ 1,819,350	$ 38,500	$ 2,323,916

	GRAND TOTAL				For Final Report Only		
Expenses	**CalOptima Grant Funds (Requested)**	**In-Kind Support**	**Other Funds**	**Total**	**Actual Expenditures**	**Variance (Budget less Actual)**	**Variance Explanation (if applicable)**
Salary and Benefits	$ 1,260,200	$ 5,244,585	$ -	$ 6,504,785		$ 6,504,785	
Contract Services (consulting, professional)	$ 9,000	$ -	$ -	$ 9,000		$ 9,000	
Equipment (specify)	$ -	$ -	$ -	$ -		$ -	
Supplies	$ -	$ -	$ 85,500	$ 85,500		$ 85,500	
Printing, Copying and Postage	$ -	$ -	$ 30,000	$ 30,000		$ 30,000	
Evaluation	$ -	$ 42,465	$ -	$ 42,465		$ 42,465	
Outreach and Education	$ -	$ 171,000	$ -	$ 171,000		$ 171,000	
***Other** _____	$ 30,000	$ -	$ -	$ 30,000		$ 30,000	
***Other** _____	$ -	$ -	$ -	$ -		$ -	
Indirect Expenses (no more than 10%)	$ 98,997	$ -	$ -	$ 98,997		$ 98,997	
TOTAL EXPENSES	$ 1,398,197	$ 5,458,050	$ 115,500	$ 6,971,747		$ 6,971,747	

Staffing Plan
Santa Ana Unified School District
Dr. Susie Guerra-Lopez

Staff Name	New Position? (Yes or No)	Job Title	Role on Project	Total Salary	Cost of Benefits and Taxes	% Time on Project	Total Cost of Staff (Salary + Benefits)	Description of Responsibilities/Duties and Qualifications
To Be Hired - Salaries represent 3 years @ $105,167 annually	Yes	Lead Community Liaison Middle School/Project Coordinator	Project Management, Facilitation and Monitoring; Referrals, Recruitment, and Enrollment	$ 315,000.00	$ 95,900.00	100.00 %	$ 410,900.00	Project Management, Service Facilitation and Monitoring; Service Facilitation and Monitoring of Services, Referrals, Recruitment, and Enrollment; Liaise with research analyst to gather outcome data related to project indicators; Collaborate with service providers to maximize and tailor services provided at Wellness Centers; Liaise with and monitor FACE

								Wellness Center staff to ensure program implemetation and successful outcome attainment.
To Be Hired - Salaries represent 3 years @ $65,000 annually	Yes	Lead Community Liaison/Elementary	Recruitment, Facilitation, Programming Development	$ 195,000.00	$ 88,100.00	100.00 %	$ 283,100.00	Facilitation and Monitoring of Services, Referrals, Recruitment, and Enrollment; Liaise with research analyst to gather outcome data related to project indicators; Collaborate with service providers to maximize and tailor services provided at Wellness Centers; Liaise with and monitor FACE Wellness Center staff to ensure program implemetation and successful outcome attainment.
To Be Hired - Salaries represent 3 years @ $65,000 annually	Yes	Lead Community Liaison Elementary	Recruitment, Facilitation, Programming Development	$ 195,000.00	$ 88,100.00	100.00 %	$ 283,100.00	Facilitation and Monitoring of Services, Referrals, Recruitment, and Enrollment; Liaise with research analyst to gather outcome data related to project

								indicators; Collaborate with service providers to maximize and tailor services provided at Wellness Centers; Liaise with and monitor FACE Wellness Center staff to ensure program implemetation and successful outcome attainment.
To Be Hired - Salaries represent 3 years @ $65,000 annually	Yes	Lead Community Liaison High School	Recruitment, Facilitation, Programming Development	$ 195,000.00	$ 88,100.00	100.00 %	$ 283,100.00	Facilitation and Monitoring of Services, Referrals, Recruitment, and Enrollment; Liaise with research analyst to gather outcome data related to project indicators; Collaborate with service providers to maximize and tailor services provided at Wellness Centers; Liaise with and monitor FACE Wellness Center staff to ensure program implemetation and successful outcome attainment.

Susie Guerra-Lopez, Ed.D.	No	Director, Community Relations	Project Director, Cabinet Liaison	$ 450,000.00	$ 131,000.00	15.00 %	$ 87,150.00	In-Kind Support - Oversee and Evaluate Project Staff; Liaise with Cabinet to ensure on-going support for project goals and objectives; articulate expectations for Welleness Center functions with regards to the project including evaluation measures and procedures; coordinate fiscal management requirements with District's Business Services to meet all fiduciary responsibilities
Martha Rivera	No	Coordinator. Parent Family Community	Program facilitation and Oversight	$ 315,000.00	$ 95,900.00	15.00 %	$ 61,635.00	In-Kind Support - Communicate with Project Staff and facilitate professional development to ensure strong capacity of the Wellness Centers to implement the project activities necesseary to achieve project

								goals and objectives; Liaise with project staff and FACE Wellness Center Liaisons/Workers to ensure access to required resources, training, and services providers to meet project goals and objectives; facility MAA reporting and documentation requirements
36 Wellness Center FTEs	No	FACE Welllnes Community Liaisons/Workers	Program Implementation	$7,020,000.00	$3,171,600.00	50.00 %	$5,095,800.00	In-Kind Support - Faciliate and provide project training; create schedules and calendar of center events; implement required data collection for evaluation; recruit and maintain partherships with service providers
Research Analyst - TBD	No	Research Analyst	Evaluation Support	$ 195,000.00	$ 88,100.00	15.00 %	$ 42,465.00	In-Kind Support - Provide guidance to Director of Community Relations, Coordinator of Parent, Family and Community, and FACE staff in order implement all

								evaluation procedures and gather required data measures as outlined in the grant application.
Total				$8,880,000.00	$3,846,800.00		$6,547,250.00	

ATTACHMENT B

GRANT PAYMENT

CalOptima has made a Grant Award to Grantee in the amount of one million and four hundred thousand dollars ($1,400,000.00), which shall be the maximum amount payable for the Grant Project, and which shall be paid following execution of the Agreement in the time and manner set forth below.

Payments: Payments under this Agreement shall be made in three (3) installments. The first payment shall be made upon execution of this Agreement, with subsequent payments made at the end of each project year.

All payments following the initial grant payment are contingent upon CalOptima's receipt and approval of Quarterly Progress Reports, Annual Progress Reports and/or Final Report which are due as condition of that payment. Such reports must be acceptable to CalOptima and demonstrate progress toward Grant Activities over the project timeline, as provided in Section 4.2 and 4.3 of the Agreement. CalOptima may delay or withhold grant payments at its sole discretion if such reports are not submitted timely or as otherwise required or CalOptima is not satisfied with any submitted reports or Grantee's progress on project objectives.

Retention: Fifteen percent (15%) of the last year's project budget shall be withheld from all grant payments, to ensure complete performance under the Agreement. Grantee agrees to submit reports, detailing project activities completed, along with any supporting materials to CalOptima or it's delegate, in such format provided by CalOptima. Payment shall be released within thirty (30) calendar days after the final report and audit are complete. No retention funds under this Agreement shall be released except upon receipt of a properly submitted final report accompanied by all applicable supporting materials.

Payment Schedule:

- Payment #1: $466,666.00 *(conditional upon receipt of signed Grant Contract)*
- Payment #2: $466,667.00 (c*onditional upon acceptable annual progress report)*
- Payment #3: $396,667.00 (c*onditional upon acceptable annual progress report)*
- Retention (15% withhold of payment #3): $70,000.00 *(conditional upon acceptable final report and attestation)*

Return Funds: Grantee shall refund to CalOptima any funds that are found to not have been utilized in accordance with the requirements of this Agreement. CalOptima shall have the right to audit, or to have audited by an independent third party, all Grant Project expenses. Grantee shall fully cooperate with CalOptima or its auditor and shall refund to CalOptima any amounts found to have been improperly expended from the Grant Award within thirty (30) days of the notice of such improper expenditures.

ATTACHMENT C

GRANT QUARTERLY, ANNUAL AND FINAL PROGRESS REPORT SCHEDULE

Purpose of Grant Reports

In an effort to help ensure successful grant outcomes, CalOptima actively monitors and evaluates grant progress and requires that grantees submit quarterly and annual progress reports as well as a final report. These reports are intended to help both CalOptima and grantee appraise progress toward funding objectives.

Grant Report Requirements

All grant recipients must complete the Grant Report Form provided through CalOptima's grant management system. Please note that successful completion of reports are a condition of grant funding and incomplete reports will delay the disbursement of future grant payments. **Reports that are not submitted via CalOptima's online grant report form will not be accepted.**

Report Submission Schedule

This grant requires the submission of twelve (12) reports over the duration of the project timeframe (i.e. October 1, 2019 to September 30, 2022) as follows:

- **Quarterly Progress Reports**, submitted via CalOptima's grant management system, will be due within thirty (30) calendar days after the end of each project quarter.
    - Specific due dates and Reporting Periods Covered:
        - Quarterly Progress Report #1: due by January 30, 2020 for Reporting Period October 1, 2019 to December 31, 2019
        - Quarterly Progress Report #2: due by April 30, 2020 for Reporting Period January 1, 2020 to March 31, 2020
        - Quarterly Progress Report #3: due by July 30, 2020 for Reporting Period April 1, 2020 to June 30, 2020
        - Quarterly Progress Report #4: due by January 30, 2021 for Reporting Period October 1, 2020 to December 31, 2020
        - Quarterly Progress Report #5: due by April 30, 2021 for Reporting Period January 1, 2021 to March 31, 2021
        - Quarterly Progress Report #6: due by July 30, 2021 for Reporting Period April 1, 2021 to June 30, 2021
        - Quarterly Progress Report #7: due by January 30, 2022 for Reporting Period October 1, 2021 to December 31, 2021

        - Quarterly Progress Report #8: due by April 30, 2022 for Reporting Period January 1, 2022 to March 31, 2022
        - Quarterly Progress Report #9: due by July 30, 2022 for Reporting Period April 1, 2022 to June 30, 2022

- **Annual Progress Reports,** submitted via CalOptima's grant management system, will be due within thirty (30) calendar days after the end of the reporting period.
    - Specific due date and Reporting Period Covered:
        - Annual Progress Report #1: due by October 30, 2020 for Reporting Period October 1, 2019 to September 30, 2020
        - Annual Progress Report #2: due by October 30, 2021 for Reporting Period October 1, 2020 to September 30, 2021

- **Final Report,** submitted via CalOptima's grant management system, will be due within thirty (30) calendar days after the end of this Grant Agreement.
    - Specific due date and Reporting Period Covered:
        - Final Report due by October 30, 2022 for Reporting Period October 1, 2019 to September 30, 2022

ANAHEIM POLICE DEPARTMENT

June 11, 2019

Anastasia Smith, Chief of Police
Santa Ana Unified School District
1601 East Chestnut Ave.
Santa Ana, CA 92701

SUBJECT: **Notification of Sub-Recipient Award**
Fiscal Year 2016 Program to Prepare Communities for Complex Coordinated Terrorist Attacks
DHS-16-NPD-133-00-01; CFDA# 97.133
Sub-Recipient Performance Period: March 19, 2019 to June 30, 2020

Jurisdiction: Santa Ana Unified School District
DUNS No. 07-6061712

Total Award: $1,000

Dear Chief Smith,

This letter serves to inform you that the Santa Ana Unified School District has been approved for grant funding in the amount of $1,000 under the Fiscal Year 2016 Program to Prepare Communities for Complex Coordinated Terrorist Attacks (CCTA). The grant program provides funding to local, state, tribal, and territorial jurisdictions of different types, sizes, and capabilities to improve their ability to prepare for, prevent, and respond to complex coordinated terrorist attacks in collaboration with the whole community. The FY16 CCTA Program focuses on developing regional partnerships intended to strengthen the jurisdiction's capacity for building and sustaining capabilities specific to identifying gaps, planning, training, and exercising associated with preparing for, preventing, and responding to a complex coordinated terrorist attack.

Each agency within Orange County has been allocated funding in support of CCTA training and exercise activities. Reimbursement of overtime and backfill expenses for participation in these approved activities is eligible under the CCTA program. Each discipline (Law, Fire and Emergency Management) has been allocated a predetermined number of seats for the approved CCTA training course based on the size of your agency in respect to the operational area. Funds being provided for CCTA exercise participation are based on the proposed location of the joint exercise between Los Angeles County and Orange County, and the participating agencies that will be identified in the planning

425 S. Harbor Blvd
Anaheim, CA 92805

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F: (714) 765-1690

www.anaheimpd.org

process. The funding allocation provided is for your City's respective internal budgetary needs only and do not reflect a direct allocation. Additional funds may be awarded at a later time depending on your agency's participation and available dollars.

It is critical that all Santa Ana Unified School District employees that are involved in the FY16 CCTA Grant Program become familiar with the Transfer Agreement between the City of Anaheim and the Santa Ana Unified School District regarding the FY16 CCTA Grant Program as well as the FY16 CCTA Program Notice of Funding Opportunity. Training Reimbursement Requests shall be submitted to the City of Anaheim on a monthly basis. Final training reimbursement requests will be due no later than **September 30, 2019.** Final reimbursement requests for Exercise participation activities will be due no later than **June 30, 2020.**

This grant is subject to all provisions of 2 CFR Part 200 Subpart F – Audit Requirements. Sub-recipients are required to submit copies of completed Single Audit Reports to the City of Anaheim, Emergency Management Bureau, along with any Corrective Action Plans as a result of program compliance findings.

A dated signature from you, or your authorized designee, is required below. Please sign and return the original to the City of Anaheim, and retain a copy for your files. If you have any questions regarding this letter, please feel free to contact Grant Coordinator Kerrstyn Vega at (714) 765-3632 or kvega@anaheim.net.

Sincerely,

RICHARD LAROCHELLE, JR.
Lieutenant

CC: AUTHORIZED AGENT

_____

Name of Signatory:
Santa Ana Unified School District
Manoj Roychowdhury, Assistant Supt., Business Svcs.

_____

Date

SUBAWARD AGREEMENT

Subrecipient: SANTA ANA UNIFIED SCHOOL DISTRICT

Title: FY 2016 Program to Prepare Communities for Complex Coordinated Terrorist Attacks (CCTA) Grant

City Contract Number _____

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EXHIBITS

Exhibit A	DHS Agreement Articles
Exhibit B	FY 2016 Program to Prepare Communities for Complex Coordinated Terrorist Attacks (CCTA) Notice of Funding Opportunity
Exhibit B	Modification Request and Reimbursement Request Forms

AGREEMENT NUMBER _____ OF CITY CONTRACTS
BETWEEN
THE CITY OF ANAHEIM
AND THE SANTA ANA UNIFIED SCHOOL DISTRICT

THIS SUBAWARD AGREEMENT ("Agreement" or "Contract") is made and entered into by and between the City of Anaheim, a municipal corporation (the "City"), and the <<SubRecipient name>>, a municipal corporation (the "Subrecipient"). In consideration of the mutual covenants set forth herein and the mutual benefits to be derived therefrom, the City and Subrecipient (each a "Party" and collectively, the "Parties") agree as follows:

I. GENERAL INFORMATION

§1.1 Federal Award Information

The "Federal award" (as such term is defined in the Code of Federal Regulations ("CFR"), 2 CFR §200.38, and used in this Agreement) is the Fiscal Year (FY) 2016 Program to Prepare Communities for Complex Coordinated Terrorist Attacks (CCTA), FAIN # DHS-16-NPD-133-00-01, CFDA #97.133, Federal Award Date September 1, 2017.

The "Federal awarding agency" (as such term is defined in 2 CFR §200.36 and used in this Agreement) is the United States Department of Homeland Security("DHS") Federal Emergency Management Agency ("FEMA").

The City of Los Angleles was the successful applicant for the Federal award, and the City of Anaheim received a percentage of the Federal award as a subrecipient of Los Angeles. Anaheim is, in turn, subawarding the funds it received to Subrecipient under the terms sef forth herein, and is acting as the pass-through entity for this subaward of the Federal award to Subrecipient.

§1.2 Subaward Information and Period of Performance

Subrecipient hereby accepts the following subaward ("Subaward") of the Federal award upon the terms and conditions set forth in this Agreement:

Subaward amount:	**$1,000**
Subaward Period of Performance ("Term"):	**March 19, 2019 to June 30, 2020**
Match Requirement:	**None**

The term of this Agreement shall be the "Term" as set forth in this Section 1.2.

§1.3 Parties and Notice

The Parties to this Agreement, and their respective representatives who are authorized to administer this Agreement and to whom formal notices, demands and communications shall be given are as follows:

Party:	City of Anaheim
Authorized Representative:	Richard LaRochelle, Jr
Authorized Department:	Anaheim Police Department
Address, Phone, Fax, E-mail:	425 S. Harbor Blvd Anaheim, CA 92805 Phone: (714) 765-3833 Email: rlarochelle@anaheim.net

Party:	SANTA ANA UNIFIED SCHOOL DISTRICT
Authorized Representative:	_____
Authorized Department:	_____
Address, Phone, E-mail:	_____ _____ _____ _____

Formal notices, demands and communications to be given hereunder by either Party shall be made in writing and may be effected by personal delivery or by registered or certified mail, postage prepaid, return receipt requested and shall be deemed communicated as of the date of mailing. If the name of the person designated to receive the notices, demands or communications or the address of such person is changed, written notice shall be given, in accordance with this section, within five business days of said change.

§1.4 Authorities

The Anaheim City Council has accepted the subaward of the Federal award from the City of Los Angleles, and has authorized the City to execute this Agreement.

Subrecipient warrants that it has obtained written authorization from its governing board or authorized body to execute this Agreement and accept and use the Subaward. Subrecipient further warrants that such written authorization specifies that Subrecipient, governing board or authorized body agree:

a. To provide all matching funds required under the Subaward and that any cash match will be appropriated as required.
b. That any liability arising out of the performance of this Agreement shall be the responsibility of Subrecipient, governing board or authorized body.

c. That Subaward funds shall not be used to supplant expenditures controlled by governing board or authorized body.
d. That the official executing this Agreement is, in fact, authorized to do so.

Subrecipient shall maintain this proof of authority on file and make it readily available upon demand.

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II. SUBAWARD TERMS AND CONDITIONS

§2.1 Summary of Requirements

By executing this Agreement, Subrecipient hereby agrees that it shall comply with all terms and conditions set forth in this Agreement, which includes all guidance, regulations and requirements (collectively, "Requirements") of the Federal awarding agency that are applicable to a recipient and/or subrecipient of a Federal award or grant. Such Requirements are set forth in the following documents and incorporated herein by this reference: (1) Department of Homeland Security FY 2016 Program to Prepare Communities for Complex Coordinated Terrorist Attacks (CCTA) Notice of Funding Opportunity ("DHS NOFO"), (2) FY 2016 DHS Agreement Articles ("DHS Agreement Articles"), (3) FEMA Information Bulletins ("IB"), and (4) the cost principles, uniform administrative requirements and audit requirements for federal grant programs as housed in Title 2, Part 200 of the Code of Federal Regulations ("CFR") and in updates issued by the Office of Management and Budget ("OMB") on http:///www.whitehouse.gov/omb/.

Subrecipient hereby certifies that it has the legal authority to execute this Agreement, accept the Subaward given through this Agreement, and has the institutional, managerial and financial capability to ensure proper planning, management and completion of its projects being funded by the Subaward.

Subrecipient hereby acknowledges that it is responsible for reviewing and adhering to all Requirements referenced above. For reference and without limitations, certain of the Requirements are set forth in more detail in the sections below.

§2.2 City Administrative Requirements

A. Subrecipient acknowledges and agrees that the City is acting as a "pass-through entity" (as such term is defined in 2 CFR §200.74 and used in this Agreement) for this Subaward and that the City shall have the rights and obligations relating to this Subaward and its administration as set forth in this Agreement and in 2 CFR Part 200.

B. Subrecipient shall be remitted funds for projects funded under the Subaward pursuant to a formula developed by the City based on agency size and training needs. Subrecipient shall use the Subaward funds strictly in accordance with the purposes of the Federal award, and any expenditures not so made shall be deemed disallowed under this Subaward.

C. Any "equipment" (as such term is defined in 2 CFR §200.33 and used in this Agreement) acquired or obtained with Subaward funds: (1) shall be made available pursuant to applicable terms of the California Disaster and Civil Defense Master Mutual Aid Agreement in consultation with representatives of the various fire, emergency medical, hazardous materials response services, and law enforcement agencies within the

jurisdiction of the LA/LBUA, and deployed with personnel trained in the use of such equipment in a manner consistent with the California Law Enforcement Mutual Aid Plan or the California Fire Services and Rescue Mutual Aid Plan; (2) shall be consistent with needs as identified in the State Homeland Security Strategy and will be deployed in conformance with that Strategy; and (3) shall have an LA/LBUA identification decal affixed to it, and, when practical, shall be affixed where it is readily visible and prominently marked as follows: "*Purchased with funds provided by the U.S. Department of Homeland Security*."

Subrecipient shall take a physical inventory of all equipment acquired or obtained with Subaward funds and reconcile the results with equipment records at least once every year.

D. This Subaward is not a "fixed amount award" as such term is defined in 2 CFR §200.45. Subrecipient agrees that disbursment of this Subaward to Subrecipient shall be made on a reimbursement method. In the event Subrecipient requests advance payment of Subaward funds, Subrecipient shall comply with, and provide evidence to the City of compliance with, the criteria and obligations related to the use of advance payments as set forth in 2 CFR §200.305 as well as satisfying any other City requirements for advance payments.

In requesting reimbursement from Subaward funds, Subrecipient shall prepare, maintain and provide to the City a completed Reimbursement Request Form (attached hereto as Exhibit C) along with invoices, purchase orders, proof of delivery, proof of payment and payroll records, timesheets, receipts and any other supporting documentation necessary to fully and accurately describe the expenditure of funds for which reimbursement from the Subaward is requested (collectively, the "Reimbursement Request"). All such supporting documentation for the Reimbursement Request shall satisfy applicable Federal, State and City audit and review standards and requirements. Such documentation shall be prepared at the sole expense and responsibility of Subrecipient, and the City and the Subaward will not reimburse the Subrecipient for any costs incurred for such preparation. The City may request, in writing, changes to the content and format of such documentation at any time, and the City reserves the right to request additional supporting documentation to substantiate costs incurred at any time. Inaccurate and/or incomplete Reimbursement Requests shall be returned to Subrecipient for revision and shall be accepted by the City when Reimbursement Requests are accurate and complete.

Reimbursment Requests must be submitted to the City on a monthly basis. The City shall issue payment to Subrecipient within thirty (30) days of approval of a reimbursement request..

Final Reimbursement Requests for this Subaward must be received by the City no later than sixty (60) days prior to the end of the Term to allow the City sufficient time to complete close-out activities for this Subaward (the "Reimbursement Deadline"). Any Reimbursement Request submitted after the Reimbursement Deadline shall be rejected unless, prior to the the submission of such request, the City, in its sole discretion, has approved in writing the submission of such request after the Reimbursement Deadline. After the Reimbursement Deadline, any unexpended Subaward funds may be re-directed to other needs across the ASAUA region. The City will notify Subrecipient, in writing, when unexpended Subaward funds may be re-directed.

E. Subrecipient acknowledges that the City makes no commitment to disburse Subaward funds beyond the terms set forth herein and that funding for all periods during the Subaward Term is subject to the continuing availability to the City of federal funds for this Subaward from the Federal awarding agency. This Agreement may be terminated immediately upon written notice to Subrecipient of such loss or reduction of Subaward funds.

§2.3 <u>DHS Requirements</u>

Subrecipient shall comply with all Requirements promulgated by DHS (which is the Federal awarding agency for this Subaward) that are applicable to this particular Subaward. These include the Requirements for recipients and subrecipients set forth in the DHS NOFO and the DHS Agreement Articles, attached hereto as Exhibit A and B and incorporated herein. Some of these DHS Requirements are set forth below in this Section 2.3.

A. Subrecipient will not use Subaward funds to supplant (replace) funds that have been budgeted for the same purpose through non-federal sources. Upon request by the City or the Federal awarding agency, Subrecipient shall be required to demonstrate and document that a reduction in non-Federal resources occurred for reasons other than the receipt or expected receipt of Subaward funds. Subrecipient shall not charge any costs allocable under this Subaward to any other Federal award to overcome fund deficiencies, to avoid restrictions imposed by Federal statutues, regulations, or terms and conditions of Federal awards, or for other reasons. Subrecipient shall not be delinquent in the repayment of any Federal debt. Subrecipient must request instruction from the City for proper disposition of any original or replacement equipment acquired with Subaward funds.

B. Subrecipient shall comply with the requirement of 31 U.S.C. Section 3729-3733, which sets forth that no subgrantee, recipient or subrecipient of federal funds or payments shall submit a false claim for payment,

reimbursement or advance. Subrecipient agrees to be subject to the administrative remedies as found in 38 U.S.C. Section 3801-3812 for violations of this requirement.

C. Subrecipient shall comply with the provisions of *DHS Specific Acknowledgements and Assurances* section set forth in the DHS Agreement Articles.

D. As required by Executive Orders (EO) 12549 and 12689, and 2 CFR §200.212 and codified in 2 CFR Part 180, Subrecipient shall provide protection against waste, fraud and abuse by debarring or suspending those persons deemed irresponsible in their dealings with the Federal government. Subrecipient hereby certifies that it and its principals:

a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
b. Have not within a three-year period preceding this Agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph 2.3.G.c. above; and
d. Have not within a three-year period preceding this Agreement had one or more public transactions (Federal, State, or local) terminated for cause or default.

E. Subrecipient shall comply with the Drug-Free Workplace Act of 1988 (41 U.S.C. §701 et seq.) which is adopted at 2 CFR Part 3001. In connection thereto, Subrecipient hereby certifies that it will or will continue to provide a drug-free workplace and a drug-free awareness program as outlined in such Act.

F. Subrecipient shall comply with all Federal statutes relating to non-discrimination. Subrecipient hereby certifies that it will comply with the Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.,* and its implementing regulations (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Pub. L. 110-325 and all subsequent amendments, Section 504 of the Rehabilitation Act of 1973 (Rehab. Act), as amended, 29 U.S.C. 794 and 24 CFR Parts 8 and 9, the Uniform Federal Accessibility Standards (UFAS), 24 CFR, Part 40, and the Fair

Housing Act, 42 U.S.C. 3601, *et seq.*; 24 CFR Parts 100, 103, and 104 (FHA) and all implementing regulations. Subrecipient will provide reasonable accommodations to allow qualified individuals with disabilities to have access to and to participate in its programs, services and activities in accordance with the provisions of the ADA, the ADAAA, the Rehab. Act, the UFAS and the FHA and all subsequent amendments. Subrecipient will not discriminate against persons with disabilities or against persons due to their relationship to or association with a person with a disability. Any contract entered into by Subrecipient (or any subcontract thereof), relating to this Agreement, to the extent allowed hereunder, shall be subject to the provisions of this paragraph.

G. Subrecipient shall comply with and be subject to the provisions set forth in the *Patents and Intellectual Property Rights* section of the DHS Agreement Articles.

H. If the total value of Subrecipient's currently active grants, cooperative agreements, and procurement contracts from all Federal assistance office exceeds $10,000,000.00 for any period of time during the period of performance of this Subaward, Subrecipient shall comply with the provisions set forth in the *Reporting of Matters Related to Recipient Integrity and Performance* section of the DHS Agreement Articles.

I. Subrecipient shall comply with the SAFECOM Guidance for Emergency Communication Grants when using Subaward funds in connection with emergency communication equipment, including provisions on technical standards that ensure and enhance interoperable communications.

J. Subrecipient shall establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of personal or organizational conflict of interest or personal gain. Subrecipient shall comply with all Federal and State conflict of interest laws and regulations.

K. Subrecipient shall comply with California Vehicle Code sections 23123 and 23123.5.

L. Subrecipient must ensure that any project activities carried on outside the United States are coordinated as necessary with appropriate government authorities and that appropriate licenses, permits, or approvals are obtained.

M. Subrecipient shall comply with the provisions set forth in the following sections of the DHS Agreement Articles: *(1) Energy Policy and Conservation Act, (2) Hotel and Motel Fire Safety Act of 1990, (3) Terrorist*

Financing, (4) USA Patriot Act of 2001, (5) Fly America Act of 1974, and (6) Whistleblower Protections and *Whistleblower Protection Act.*

§2.4 Uniform Requirements for Federal Awards

Subrecipient acknowledges that this Subaward is a "Federal award" as such term is defined in 2 CFR §200.38 and that Subrecipient's use of this Subaward is subject to the uniform administrative requirements, cost principles, and audit requirements for Federal awards which are codified in 2 CFR Part 200 (the "Uniform Requirements"). Subrecipient agrees that it is considered a "non-Federal entity" and a "subrecipient" as such terms are defined in 2 CFR §§200.69 and 200.93, respectively. Thus, Subrecipient hereby agrees to comply with, and be subject to, all provisions, regulations and requirements applicable to a "subrecipient" and a "non-Federal entity" as set forth in the Uniform Requirements. Further, Subrecipient agrees that the City is a "pass-through entity" as such term is defined in 2 CFR §200.74 and that each of them shall have the rights and remedies of a "pass-through entity" in relation to this Subaward and Subrecipient as set forth in the Uniform Requirements. Without limitation, some of these Uniform Requirements are set forth below in this Section 2.4.

A. Subrecipient shall disclose to the City any potential conflict of interest in connection to this Subaward and its use in accordance with 2 CFR §200.112.

B. Subrecipient shall comply with the mandatory disclosure requirements for violations of Federal criminal law involving fraud, bribery, or gratutity as set forth in 2 CFR §200.113.

C. Subrecipient acknowledges that the City may impose additional specific conditions to this Subaward in accordance with 2 CFR §200.207, and Subrecipient shall comply with such conditions. Subrecipient shall also submit any annual certifications and representations deemed required by the City in accordance with 2 CFR §200.208.

D. Financial Management and Internal Controls

Subrecipient shall comply with the requirements for a non-Federal entity regarding financial management and the establishment of a financial management system, all as more fully set forth in 2 CFR §200.302. Further, Subrecipient shall comply with the requirements set forth in 2 CFR §200.303, which relate to certain obligations required of Subrecipient to maintain internal controls over the use of this Subaward.

E. In the event this Subaward requires cost sharing or matching of funds from Subrecipient, Subrecipient shall comply with the cost sharing and matching requirements set forth in 2 CFR §200.306.

F. Subrecipient shall comply with the requirements relating to program

income as more fully set forth in 2 CFR §200.307.

G. Property Standards

When property (real, tangible or intangible) is, in whole or in part, improved, developed, purchased or otherwise acquired with Subaward funds, Subrecipient shall comply with the regulations set forth in 2 CFR §§200.310 through 200.316 ("Property Regulations"). These Property Regulations include, without limitation, provisions related to the following:

1. Requirements for insurance coverage for real property and equipment.
2. Requirements for title, use, disposition and transfer of title of "real property" (as defined in 2 CFR §200.85).
3. Regulations involving Federally-owned and exempt property.
4. Requirements for title, use, management (including recordkeeping, inventory, control systems and maintenance procedures), and disposition of "equipment" (as defined in 2 CFR §200.33).
5. Requirements for title, use and disposition of "supplies" (as defined in 2 CFR §200.94).
6. Requirements for title, rights, use and disposition of "intangible property" (as defined in 2 CFR §200.59). Such requirements include, without limitation, (a) a reservation of rights by the Federal awarding agency to a royalty-free, non-exclusive and irrevocable right to use certain copyrighted work or work subject to copyright, (b) the rights of the Federal government to data produced under the Subaward, (c) the applicability of the Freedom of Information Act to certain research data produced or acquired under the Subaward, and (d) Subrecipient's compliance with applicable regulations governing patents and inventions, including government wide regulations codified at 37 CFR Part 401.

Subrecipient agrees that it shall hold in trust all real property, equipment and intangible property acquired, developed or improved with Subaward funds in accordance with the provisions set forth in 2 CFR §200.316.

H. Procurement and Contracting Regulations

When procuring and/or contracting for property and/or services that are to be paid or reimbursed by any amount of Subaward funds, Subrecipient shall comply with all regulations applying to "non-Federal entities" as set forth in 2 CFR §§200.318 through 200.326 (the "Procurement Regulations"). These Procurement Regulations include, without limitation, provisions requiring the following:

1. Documentation and use of procurement procedures in compliance with Procurement Regulations.

2. Contracting oversight and maintenance of written standards of conduct covering conflicts of interest.
3. Compliance with federal standards regarding procurement and award of contracts, competition, and procurement methods.
4. Affirmative steps required to encourage contracting with small and minority businesses, women's business enterprises, and labor surplus area firms.
5. Compliance with Section 6002 of the Solid Waste Disposal Act in the procurement of recovered materials.
6. Requirement to perform a cost or price analysis in connection with procurements.
7. Bonding requirements.
8. Requirement to make procurement documentation available for review by the City, and the Federal awarding agency.

In addition, Subrecipent must include in all of its contracts paid or reimbursed in whole or in part with Subaward funds the provisions set forth in Appendix II to 2 CFR Part 200 (Contract Provisions for non-Federal Entity Contracts under Federal Awards) as required by 2 CFR §200.326.

I. Financial and Performance Monitoring and Reporting

Subrecipient shall comply with the monitoring requirements for a non-Federal entity as set forth in 2 CFR §200.328, which requires the Subrecipient to oversee the operations of its activities supported by the Grant and monitor such activities to assure compliance with applicable Federal requirements and performance expectations are being achieved. Further, Subrecipient shall comply with the financial and performance reporting requirements for a non-Federal entity as set forth in 2 CFR §§200.327 to 200.329 and any other reporting requirements that may be promulgated by the Federal awarding agency or the City in accordance with such regulations. Such reporting requirements include, without limitation, the provision of any information required for the assessment or evaluation of any activities funded by the Subaward and the reporting of information related to real property in which the Federal government retains an interest.

Subrecipient acknowledges that the City, as a "pass-through entity," may make various findings, determinations, evaluations and reports regarding Subrecipient and its use of Subaward funds, as set forth in 2 CFR §§200.330 to 200.332. In accordance with such regulations, Subrecipient shall comply with, and timely grant to the City and its auditors, any monitoring requests, requests for on-site access to facilities, equipment and personnel, and requests for any other information as may be authorized under such regulations. Subrecipient shall also timely grant to

the City and its auditors access to Subrecipient's records and financial statements as required under 2 CFR §200.331(a)(5). In addition, Subrecipient shall comply with any conditions that may be placed upon Subrecipient as part of the City's risk evaluation of Subrecipient under 2 CFR §200.331(b).

J. Record Retention and Access

Subrecipient shall comply with all records retention, maintenance, storage, transmission, and collection requirements applicable to a non-Federal entity as set forth in 2 CFR §§200.333 to 200.335. Such regulations require, without limitation, that Subrecipient retain financial records, supporting documents, statistical records, and all other records of Subrecipient that are related and/or pertinent to Subrecipient's use of Subaward funds in a manner and for a duration of time as prescribed in such regulations and that Subrecipient collect, transmit and store Subaward-related information in a manner as set forth in 2 CFR §200.335.

In accordance with the provisions set forth in 2 CFR §200.336, Subrecipient hereby grants the Federal awarding agency, the Inspectors General, the Comptroller General of the United States, and the City, or any of their authorized representatives, the right of access to any documents, papers, or other records of Subrecipient which are pertinent to the Subaward, in order to make audits, examinations, excerpts, and transcripts. This right also includes timely and reasonable access to Subrecipient's personnel for the purpose of interview and discussion related to such documents. These access rights shall not be limited to any required record retention period but last as long as the records are retained, and access shall not otherwise be limited unless as specifically permitted under 2 CFR §§200.336 to 200.337.

Subrecipient shall require any of its subrecipients, contractors, successors, transferees and assignees to acknowledge and agree to comply with the provisions of this Section.

K. Cost Principles

Subrecipient shall comply with the cost principles for federal awards as set forth in 2 CFR Part 200 Subpart E ("Cost Principles"). Subrecipient acknowledges and agrees that any costs incurred by Subrecipient may only be charged to or reimbursed by Subaward funds if it is incurred in compliance with all Requirements for the Subaward and is also deemed allowable and allocable under the Subaward in accordance with the provisions set forth in the Cost Principles.

L. Audit Requirements

By virtue of using Subaward funds, Subrecipient acknowledges and agrees that it is subject to the provisions set forth in 2 CFR Part 200 Subpart F ("Audit Requirements"). Subrecipient shall comply with all provisions applicable to a non-Federal entity and an "auditee" (as defined in 2 CFR §200.6) as set forth in such Audit Requirements, including the requirement to conduct a single audit if applicable.

M. Closeout and Post Closeout

Subrecipient shall comply with the obligations applicable to a non-Federal entity as it pertains to the closeout of this Subaward as set forth in 2 CFR §200.343. Subrecipient acknowledges and agrees that it shall continue to comply with the post closeout obligations set forth in 2 CFR §200.344 after closeout of the Subaward and expiration of the Term of this Agreement.

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III. STANDARD PROVISIONS

§3.1 Independent Party

Subrecipient is acting hereunder as an independent party, and not as an agent or employee of the City. No employee of Subrecipient is, or shall be, an employee of the City by virtue of this Agreement, and Subrecipient shall so inform each employee organization and each employee who is hired or retained under this Agreement. Subrecipient shall not represent or otherwise hold out itself or any of its directors, officers, partners, employees, or agents to be an agent or employee of the City by virtue of this Agreement.

§3.2 Construction of Provisions and Titles Herein

All titles, subtitles, or headings in this Agreement have been inserted for convenience and shall not be deemed to affect the meaning or construction of any of the terms or provisions hereof. The language of this Agreement shall be construed according to its fair meaning and not strictly for or against either party. The word "Subrecipient" herein and in any amendments hereto includes the party or parties identified in this Agreement. The singular shall include the plural. If there is more than one Subrecipient as identified herein, unless expressly stated otherwise, their obligations and liabilities hereunder shall be joint and several. Use of the feminine, masculine, or neuter genders shall be deemed to include the genders not used.

§3.3 Applicable Law, Interpretation and Enforcement

Each party's performance hereunder shall comply with all applicable laws of the United States of America, the State of California, the County and City of Anaheim, including but not limited to, laws regarding health and safety, labor and employment, wage and hours and licensing laws which affect employees. This Agreement shall be enforced and interpreted under the laws of the State of California without regard to conflict of law principles. Subrecipient shall comply with new, amended, or revised laws, regulations, and/or procedures that apply to the performance of this Agreement.

In any action arising out of this Agreement, Subrecipient consents to personal jurisdiction, and agrees to bring all such actions, exclusively in state and federal courts located in Orange County, California.

If any part, term or provision of this Agreement shall be held void, illegal, unenforceable, or in conflict with any law of a federal, state or local government having jurisdiction over this Agreement, the validity of the remaining parts, terms or provisions of this Agreement shall not be affected thereby.

§3.4 Integrated Agreement

This Agreement sets forth all of the rights and duties of the parties with respect to the subject matter hereof, and replaces any and all previous agreements or understandings, whether written or oral, relating thereto. This Agreement may be amended only as provided for herein.

§3.5 Excusable Delays

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault and negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy; insurrection; acts of the Federal Government or any unit of State or Local Government in either sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes, freight embargoes or delays in transportation; to the extent that they are not caused by the party's willful or negligent acts or omissions and to the extent that they are beyond the party's reasonable control.

§3.6 Breach

Except for excusable delays as described in §3.5 herein, if any party fails to perform, in whole or in part, any promise, covenant, or agreement set forth herein, or should any representation made by it be untrue, any aggrieved party may avail itself of all rights and remedies, at law or equity, in the courts of law. Said rights and remedies are cumulative of those provided for herein except that in no event shall any party recover more than once, suffer a penalty or forfeiture, or be unjustly compensated.

§3.7 Prohibition Against Assignment or Delegation

Subrecipient may not, unless it has first obtained the written permission of the City:

A. Assign or otherwise alienate any of its rights hereunder, including the right to payment; or

B. Delegate, subcontract, or otherwise transfer any of its duties hereunder.

§3.8 Indemnification

Each of the parties to this Agreement is a public entity. In contemplation of the provisions of Section 895.2 of the Government Code of the State of California imposing certain tort liability jointly upon public entities, solely by reason of such entities being parties to an Agreement as defined by Section 895 of said Code, the parties hereto, as between themselves, pursuant to the authorization contained in Sections 895.4 and 895.6 of said Code, will each assume the full liability imposed upon it or upon any of its officers, agents, or employees by law, for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement, to the same extent that such liability would be imposed in the absence of Section 895.2 of said Code. To achieve the above-stated purpose, each party indemnifies and holds harmless the other party solely by virtue of said Section 895.2. The provision of Section 2778 of the California Civil Code is made a part hereto as if fully set forth herein. Subrecipient certifies that it has adequate self insured retention of funds to meet any obligation arising from this Agreement.

A. Pursuant to Government Code Sections 895.4 and 895.6, the parties shall each assume the full liability imposed upon it, or any of its officers, agents or employees, by law for injury caused by any negligent or wrongful act or omission occurring in the performance of this Agreement.

B. Each party indemnifies and holds harmless the other party for any loss, costs, or expenses that may be imposed upon such other party by virtue of Government Code section 895.2, which imposes joint civil liability upon public entities solely by reason of such entities being parties to an agreement, as defined by Government Code section 895.

C. In the event of third-party loss caused by negligence, wrongful act or omission by both Parties, each party shall bear financial responsibility in proportion to its percentage of fault as may be mutually agreed or judicially determined. The provisions of Civil Code Section 2778 regarding interpretation of indemnity agreements are hereby incorporated.

§3.9 Subcontractor Assurances

Subrecipient shall contractually obligate all of its contractors, subcontractors and vendors funded by Subaward funds as may be required to ensure that Subrecipient can comply with all of the Requirements and other provisions of this Agreement.

§3.10 Remedies for Noncompliance

Subrecipient acknowledges and agrees that, in the event Subrecipient fails to comply with the terms and conditions of this Agreement or with any Requirements referenced in Section 2.1 above, the Federal awarding agency or the City shall have the right to take one or more of the actions set forth in 2 CFR §200.338. Such actions may include, without limitation, the withholding of cash payments, suspension and/or termination of the Subaward, and the disallowing of certain costs incurred under the Subaward. Any costs incurred by Subrecipient during a suspension or after termination of the Subaward shall not be considered allowable under the Subaward unless allowed under 2 CFR §200.342. Subrecipient shall be liable to the Federal awarding agency and the City for any Subaward funds the Federal awarding agency determines that Subrecipient used in violation of any Requirements reference in Section 2.1 above, and Subrecipient shall indemnify and hold harmless the City for any sums the Federal awarding agency determines Subrecipient used in violation of such Requirements.

Subrecipient shall be granted the opportunity to object to and challenge the taking of any remedial action by the Federal awarding agency or the City in accordance with the provisions set forth in 2 CFR §200.341.

§3.11 Termination

Subrecipient acknowledges and agrees that the Subaward, and any obligation to disburse to or reimburse Subrecipient in connection thereto, may be terminated

in whole or in part by the Federal awarding agency or the City as set forth in 2 CFR §200.339. Subrecipient shall have the right to terminate the Subaward only as set forth in 2 CFR §200.339. In the event the Subaward is terminated, all obligations and requirements of this Agreement and the Grant shall survive and continue in full force and effect in connection with any portion of the Subaward remaining prior to such termination, including, without limitation, the closeout and post closeout requirements set forth in this Agreement.

§3.12 Amendments

Any change in the terms of this Agreement, including the performance period of the Subaward and any increase or decrease in the amount of the Subaward, which are agreed to by the City and Subrecipient shall be incorporated into this Agreement by a written amendment properly executed and signed by the person authorized to bind the parties thereto.

§3.13 Complete Agreement

This Agreement sets forth all of the rights and duties of the parties with respect to the subject matter hereof, and replaces any and all previous agreements or understandings, whether written or oral, relating thereto. This Agreement may be amended only as provided for herein and neither verbal agreement nor conversation with any officer or employee of either party shall affect or modify any of the terms and conditions of this Agreement. This Agreement is executed in two duplicate originals, each of which is deemed to be an original. This Agreement includes eighteen (18) pages and five Exhibits which constitute the entire understanding and agreement of the parties.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the City and Subrecipient have caused this Subaward Agreement to be executed by their duly authorized representatives.

APPROVED AS TO FORM: ROBERT FABELA, City Attorney By _____ Sr. Assistant City Attorney Date _____	For: THE CITY OF ANAHEIM JORGE CISNEROS, CHIEF OF POLICE By _____ Jorge Cisneros, Chief of Police Anaheim Police Department Date _____
ATTEST: THERESA BASS, City Clerk By _____ City Clerk Date _____	
APPROVED AS TO FORM: By _____ Date _____	For: SANTA ANA UNIFIED SCHOOL DISTRICT DUNS #07-6061712 By _____ Date _____
ATTEST: By _____ Date _____	

City Business License Number: _____
Internal Revenue Service ID Number: _____
Council File/OARS File Number: C.F. #18-0151 Date of Approval _____
City Contract Number: _____

THE CALIFORNIA
Wellness
FOUNDATION

promoting equity, advocacy and access

October 14, 2019

Mr. Daniel Allen
Assistant Superintendent
Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

RE: Grant # 19-24740

Dear Mr. Allen:

Congratulations! The California Wellness Foundation is pleased to award Santa Ana Unified School District a grant in the amount of $15,000 for the grant purpose: "For core operating support for Middle College High School's educational supplemental programs for underserved youth in Santa Ana."

This one-time grant was made at the request of Cal Wellness board member Isabel Becerra. If you would like to send an acknowledgement of this grant, please do so via IBecerra@calwellness.org.

By accepting the enclosed grant payment, your organization certifies that: 1) Grantee is both exempt from tax under Internal Revenue Code Section 501(c)(3) and recognized by the Internal Revenue Service as a public charity described in Sections 509(a)(1)-(3) (other than a Type III, non-functionally integrated supporting organization); 2) this grant my not be used to satisfy the payment of a personal pledge or other personal or corporate financial obligation; 3) no goods or services will be provided to any individuals or entities as a condition of this grant; 4) this grant will not be used to intervene in any election or support or oppose any political party or candidate for public office; and (5) this grant is not in any way earmarked to support or carry on any lobbying or voter registration activities.

On behalf of the Cal Wellness team, let me express how delighted we are to offer this support. Feel free to contact Amber López Gamble, Director of Grants Management, at agamble@calwellness.org if you have any additional questions.

Sincerely,

Judy Belk
President & Chief Executive Officer

Santa Ana Unified School District

Alan Rasmussen, Ed.D.
Richard Tauer
Interim Co-Superintendents of Schools

November 19, 2019

To: Deborah Brooks
Executive Director
The ACME Network

Re: K12 Strong Workforce Program Pathway Improvement Funds

The Partnership Agreement serves as an agreement for the partner organization: The ACME Network. SAUSD Proposal Title K12 Strong Workforce Program Pathway Improvement Funds.

The ACME Network as sub recipient is hereby provided a K12 Strong Workforce Program Pathway Improvement Funds for the 2019-2020 school year in the amount $375,000 and the 2020-2021 in the amount of $100,000. Any unexpended funds from year one can be carryover to the final year two.

Expenditures under this letter are restricted to purposed specified in an approval Budget Expenditure Plan submitted by your district. Please maintain a separate audit trail for year-end claim purposes and submit your budget detail with your invoice for payment processing.

Please prepare your quarterly invoices according to the following dates:

Quarters (Year One):	Due Dates:	Quarters (Year Two):	Due Dates:
1 & 2	January 17, 2020	1	October 16, 2020
3	April 17, 2020	2	January 15, 2021
4	June 19, 2020	3	April 16, 2021
		4	June 18, 2021

If you have any questions regarding this award letter, please contact me at (714) 241-6598.

Approved: _____ Date:_____
Donald Isbell
CTE Director

Approved: _____ Date: _____
Daniel Allen, Ed.D.
Assistant Superintendent, Teaching & Learning

DI/hn

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322 (714) 558-5501

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Santa Ana Unified School District

Alan Rasmussen, Ed.D.
Richard Tauer
Interim Co-Superintendents of Schools

November 19, 2019

To: Nancy Jones, Ed.D.
Dean of CTE/Garden Grove Center
Coastline Community College

Re: K12 Strong Workforce Program Pathway Improvement Funds

The Partnership Agreement serves as an agreement for the partner organization: Coastline Community College. SAUSD Proposal Title K12 Strong Workforce Program Pathway Improvement Funds.

The Coastline Community College as sub recipient is hereby provided a K12 Strong Workforce Program Pathways Improvement Funds for the 2019-2020 school year in the amount $32,500 and the 2020-2021 in the amount of $32,500. Any unexpended funds from year one can be carryover to the final year two.

Expenditures under this letter are restricted to purposed specified in an approval Budget Expenditure Plan submitted by your district. Please maintain a separate audit trail for year-end claim purposes and submit your budget detail with your invoice for payment processing.

Please prepare your quarterly invoices according to the following dates:

Quarters (Year One):	Due Dates:	Quarters (Year Two):	Due Dates:
1 & 2	January 17, 2020	1	October 16, 2020
3	April 17, 2020	2	January 15, 2021
4	June 19, 2020	3	April 16, 2021
		4	June 18, 2021

If you have any questions regarding this award letter, please contact me at (714) 241-6598.

Approved: _____ Date:_____
Donald Isbell
CTE Director

Approved: _____ Date: _____
Daniel Allen, Ed.D.
Assistant Superintendent, Teaching & Learning

DI/hn

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Santa Ana Unified School District

Alan Rasmussen, Ed.D.
Richard Tauer
Interim Co-Superintendents of Schools

November 19, 2019

To: Sarah Santoyo
Fiscal Agent
Rancho Santiago Community College District

Re: K12 Strong Workforce Program Pathway Improvement Funds

The Partnership Agreement serves as an agreement for the partner organization: Santa Ana College. SAUSD Proposal Title K12 Strong Workforce Program Pathway Improvement Funds.

The Santa Ana College (SAC) as sub recipient is hereby provided a K12 Strong Workforce Program Pathway Improvement Funds for the 2019-2020 school year in the amount $32,500 and the 2020-2021 in the amount of $32,500. Any unexpended funds from year one can be carryover to the final year two.

Expenditures under this letter are restricted to purposed specified in an approval Budget Expenditure Plan submitted by your district. Please maintain a separate audit trail for year-end claim purposes and submit your budget detail with your invoice for payment processing.

Please prepare your quarterly invoices according to the following dates:

Quarters (Year One):	Due Dates:	Quarters (Year Two):	Due Dates:
1 & 2	January 17, 2020	1	October 16, 2020
3	April 17, 2020	2	January 15, 2021
4	June 19, 2020	3	April 16, 2021
		4	June 18, 2021

If you have any questions regarding this award letter, please contact me at (714) 241-6598.

Approved: _____ Date:_____
Donald Isbell
CTE Director

Approved: _____ Date: _____
Daniel Allen, Ed.D.
Assistant Superintendent, Teaching & Learning

DI/hn

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322 (714) 558-5501

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10. APPROVAL OF CONSENT CALENDAR

Subject	**10.18 Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2019-20 School Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	Various Funds
Recommended Action	Approve/Ratify the listing of Santa Ana Unified School District public works projects awarded utilizing California Uniform Public Construction Cost Accounting Act for the 2019-20 school year.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07010 Purchasing Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- CUPCCAA construction projects for the 2019-20 school year
- Projects awarded through October 22, 2019

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of listing of Santa Ana Unified School District Public Works projects awarded utilizing California Uniform Public Construction Cost Accounting Act (CUPCCAA) for the 2019-20 school year.

RATIONALE:

The California Uniform Public Construction Cost Accounting Act (CUPCCAA), adopted by the Board on February 12, 2019, is used as an alternative procedure for awarding public works contracts pursuant to California Public Contract Code 22020. The Act establishes a higher bid limit and a more informal bidding process for certain projects. The attached listing provides information on all projects awarded through October 22, 2019.

FUNDING:
Various Funds

RECOMMENDATION:
Approve/Ratify the listing of Santa Ana Unified School District public works projects awarded utilizing California Uniform Public Construction Cost Accounting Act for the 2019-20 school year.

File Attachments
11.19.19 - CUPCCAA Listing..pdf (383 KB)

2019-2020 Listing of CUPPCA Projects

November 19, 2019

CUPPCAA Projects Between $60,000 and $200,000

#	Contractor Name	Site	Summary of Work	Funding Source	Project Amount	Number of Proposals	Start Date	End Date
20.0003	Horizons Construction Company International, Inc.	Garfield Elementary	Renovation and preservation of historic Pacific Electric building for parent Wellness Center.	Fund 25 Redevlopment	$148,000	1	10/21/2019	11/29/2019
				Total:	**$148,000**			

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.19 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of October 9, 2019 through October 22, 2019**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Ratify Purchase Order Summary Report and Detailed Purchase Order Listing of all purchase orders created during the period of October 9, 2019 through October 22, 2019.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07010 Purchasing Services

AGENDA ITEM BACKUP SHEET

TITLE: Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of October 9, 2019 through October 22, 2019

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- Snapshot of purchase orders issued between October 9, 2019 through October 22, 2019
- Board Policy 3300
- Education Code 17604

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Purchase Order Summary Report and Detailed Purchase Order Listing for all purchase orders created during the period of October 9, 2019 through October 22, 2019. **The Board through individual agenda items has previously approved purchase orders for contracts over $25,000.**

RATIONALE:

The Purchase Order Summary Report provides a summary of all purchase orders created during the period of October 9, 2019 through October 22, 2019 by funding source. The Detailed Purchase Order Listing Report lists each individual purchase order created by vendor for the period of October 9, 2019 through October 22, 2019. Board Policy 3300 and Education Code 17604 specifically authorizes the Board to delegate signature authority on behalf of the District to the District Superintendent or designee. Such delegation of signature authority serves to expedite the financial transactions or any other contract.

FUNDING:
No fiscal impact.

RECOMMENDATION:
Ratify Purchase Order Summary Report and Detailed Purchase Order Listing of all purchase orders created during the period of October 9, 2019 through October 22, 2019.

File Attachments
P.O. Summary - FINAL.pdf (623 KB)
P.O. Listing_r.pdf (541 KB)

Santa Ana Unified School District

Alan Rasmussen, Ed.D.
Richard Tauer
Interim Co-Superintendents of Schools

Date: October 22, 2019

To: Alan Rasmussen, Ed.D., Interim Co-Superintendent
Richard V. Tauer, Interim Co-Superintendent

From: Manoj Roychowdhury, Assistant Superintendent, Business Service

Subject: Purchase Order Summary: From 09-Oct-2019 through 22-OCT-2019

Fund 01	010000 Fund 01 General Fund	$	21,863.27
Fund 01	010016 MediCal Administrative Activities (MAA)	$	101,330.00
Fund 01	010030 Unrestricted Discretionary Accounts	$	57,447.99
Fund 01	010031 Unrestricted One-time Funds	$	5,842.21
Fund 01	010045 SC-Recruitment/Retention - Marketing	$	1,500.00
Fund 01	010300 Department Unrestricted Discretionary Accounts	$	40,799.32
Fund 01	010301 Facilities and Government Relations Unrestricted Discretionary Accounts	$	8,419.38
Fund 01	010703 SC-LCFF-Supplemental/Concentration	$	96,945.31
Fund 01	010704 SC-Dept. LCFF-Supplemental/Concentration	$	18,434.06
Fund 01	010719 SC-Saturday Attendance Recovery Program (WIN)	$	275,000.00
Fund 01	010725 SC-Dashboard Support Schools	$	10,000.00
Fund 01	010730 SC-Early Learning (PreK-gr 6)	$	21,704.99
Fund 01	010732 SC-SanArts	$	29,418.95
Fund 01	010789 SC-Summer Enrichment	$	1,421.21
Fund 01	010801 SC-Unrestricted - CalSafe (6091/6092)	$	143.09
Fund 01	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	$	38,241.39
Fund 01	010910 SC-Technology Refresh	$	207,798.37
Fund 01	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$	187,585.87
Fund 01	013315 Special Ed: IDEA Preschool Grants,	$	79.45
Fund 01	013550 Carl D Perkins Section 131 Career and Technical Education act of 1998	$	1,100.00
Fund 01	014035 Title II-Part A Improving Teacher Quality	$	30,525.00
Fund 01	014127 ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants	$	4,775.66
Fund 01	014203 Title III Limited English Proficiency LEP Student Program	$	76,478.91
Fund 01	015210 Head Start	$	1,768.26
Fund 01	015630 Education for Homeless Children and Youth	$	6,148.00
Fund 01	015640 Medi-Cal Billing Option	$	231,258.54
Fund 01	015868 21st Century ASSETS (roll-up 4124)	$	9,346.19
Fund 01	016010 After School Education and Safety (ASES)	$	49,056.41
Fund 01	016300 Lottery: Instructional Materials	$	24,952.35
Fund 01	016387 CTE Incentive Grant Program	$	24,903.61
Fund 01	016500 Special Education	$	4,867,756.76
Fund 01	016512 Special Ed: Mental Health Services	$	81,583.72
Fund 01	016515 Special Ed: Infant Discretionary Fund (frm 3330)	$	305.43
Fund 01	017220 Education Academy [0434] CHS	$	302.70

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Fund 01	017221 Global Business Academy [0190] VHS	$	235.00
Fund 01	017225 E-Business Academy [0473] CHS	$	9,045.86
Fund 01	018150 Ongoing and Major Maintenance Account	$	219,698.63
Fund 01	019125 TIPS (Teaching Induction and Professional Support)	$	10,355.06
Fund 01	019168 Circulos	$	5,669.43
Fund 01	019996 Fundraiser (Non ASB-PTA Deposits)	$	1,471.78
Fund 01	019999 Donations (Miscellaneous)	$	148,041.10
	Grand Total:	**$**	**6,928,753.26**

Fund 09	096010 Fund 09 Before and After School Learning and Safe Neighborhood Partnerships	$	176.85
	Grand Total:	**$**	**176.85**

Fund 12	126052 Prekindergarten and Family Literacy Support	$	118.97
Fund 12	126105 Child Development: CA State Preschool Program	$	11,744.36
	Grand Total:	**$**	**11,863.33**

Fund 13	135310 Child Nutrition: School Programs	$	128,322.99
	Grand Total:	**$**	**128,322.99**

Fund 14	140000 Fund 14 Deferred Maintenance Fund	$	16,141.42
Fund 14	140001 Fund 14 Artificial Turf	$	339,480.11
	Grand Total:	**$**	**355,621.53**

Fund 22	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	$	253,898.88
	Grand Total:	**$**	**253,898.88**

Fund 25	259000 Fund 25 Community Redevelopment Funds	$	40,000.00
	Grand Total:	**$**	**40,000.00**

Fund 35	357710 Fund 35 OPSC School Facilities Bond Projects	$	151,068.00
	Grand Total:	**$**	**151,068.00**

Fund 40	406225 Emergency Repair Program-Williams Case	$	50,000.00
	Grand Total:	**$**	**50,000.00**

Fund 49	499280 QZAB 2005	$	2,098.80
	Grand Total:	**$**	**2,098.80**

Fund 81	810000 Fund 81 Property and Liability	$	4,101.97
	Grand Total:	**$**	**4,101.97**

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
A. DALGGER & COMPANY, INC. dba ETA HAND2MIND	415010	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Washington Elementary	$ 240.83
AAA FLAG & BANNER MANUFACTURING COMPANY, INC.	415448	22-Oct-2019	OFFICE SUPPLIES	010045 SC-Recruitment/Retention - Marketing	Communications Office	$ 1,500.00
ABBY ROZENBERG	415416	21-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 10,000.00
ABRAHAM MATIAS GOMEZ dba KOOLEMBROIDERY	414895	09-Oct-2019	SCREEN PRINTING	010703 SC-LCFF-Supplemental/Concentration	Valley High	$ 2,500.00
ACME DISPLAY FIXTURE CO.	415248	17-Oct-2019	OFFICE SUPPLIES	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 180.99
ACTIVE LEARNING, INC.	415048	10-Oct-2019	CONSULTANT	016010 After School Education and Safety (ASES)	After School Programs	$ 200.00
ACTIVE LEARNING, INC.	414993	10-Oct-2019	CONSULTANT	010031 Unrestricted One-time Funds	Elementary Curriculum & Instruction	$ 2,500.00
ADVANTAGE WEST INVESTMENT ENTERPRISES, INC. dba ADVANTAGE WEST	414930	09-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010301 Facilities and Government Relations Unrestricted Discretionary	Building Sevices	$ 929.28
AGILE SPORTS TECHNOLOGIES/HUDL	415334	18-Oct-2019	ATHLETIC SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Business Services	$ 3,448.01
AIRTEK INDOOR AIR SOLUTIONS, LLC	415144	14-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 4,250.00
ALL AMERICAN TROPHY	414906	09-Oct-2019	STUDENT AWARDS	010703 SC-LCFF-Supplemental/Concentration	Century High	$ 2,500.00
AMAZON CAPITAL SERVICES, INC.	415397	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 208.82
AMAZON CAPITAL SERVICES, INC.	415193	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 3,065.47
AMAZON CAPITAL SERVICES, INC.	414932	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carr Intermediate	$ 3,196.42
AMAZON CAPITAL SERVICES, INC.	414960	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carr Intermediate	$ 250.90
AMAZON CAPITAL SERVICES, INC.	415376	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carr Intermediate	$ 13.59
AMAZON CAPITAL SERVICES, INC.	415437	22-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carr Intermediate	$ 1,085.02
AMAZON CAPITAL SERVICES, INC.	415198	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Century High	$ 135.45

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	415386	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	017220 Education Academy [0434] CHS	Century High	$ 302.70
AMAZON CAPITAL SERVICES, INC.	415421	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Century High	$ 97.83
AMAZON CAPITAL SERVICES, INC.	415032	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Davis Elementary	$ 203.71
AMAZON CAPITAL SERVICES, INC.	415158	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010801 SC-Unrestricted - CalSafe (6091/6092)	Early Childhood Education	$ 143.09
AMAZON CAPITAL SERVICES, INC.	415385	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	015868 21st Century ASSETS (roll-up 4124)	Godinez Fundamental High	$ 941.68
AMAZON CAPITAL SERVICES, INC.	415385	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	015868 21st Century ASSETS (roll-up 4124)	Godinez Fundamental High	$ 4.32
AMAZON CAPITAL SERVICES, INC.	414973	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Greenville Fundamental Elem	$ 835.49
AMAZON CAPITAL SERVICES, INC.	415033	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Heninger Elementary	$ 256.74
AMAZON CAPITAL SERVICES, INC.	415321	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Heroes Elementary	$ 502.81
AMAZON CAPITAL SERVICES, INC.	415374	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Hoover Elementary	$ 211.95
AMAZON CAPITAL SERVICES, INC.	414935	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Jackson Elementary	$ 1,135.68
AMAZON CAPITAL SERVICES, INC.	415189	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Lathrop Intermediate	$ 343.29
AMAZON CAPITAL SERVICES, INC.	415079	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Lincoln Elementary	$ 665.99
AMAZON CAPITAL SERVICES, INC.	415335	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lincoln Elementary	$ 65.09
AMAZON CAPITAL SERVICES, INC.	415342	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lincoln Elementary	$ 26.74
AMAZON CAPITAL SERVICES, INC.	415345	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lincoln Elementary	$ 55.68
AMAZON CAPITAL SERVICES, INC.	415377	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lincoln Elementary	$ 87.38
AMAZON CAPITAL SERVICES, INC.	415272	17-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	019996 Fundraiser (Non ASB-PTA Deposits)	MacArthur Fundamental Interm	$ 147.43

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	415038	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Madison Elementary	$ 26.54
AMAZON CAPITAL SERVICES, INC.	415168	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Madison Elementary	$ 603.06
AMAZON CAPITAL SERVICES, INC.	415182	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Madison Elementary	$ 182.16
AMAZON CAPITAL SERVICES, INC.	415206	16-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 244.15
AMAZON CAPITAL SERVICES, INC.	415208	16-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 572.01
AMAZON CAPITAL SERVICES, INC.	415290	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 229.56
AMAZON CAPITAL SERVICES, INC.	415387	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 31.08
AMAZON CAPITAL SERVICES, INC.	414914	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013315 Special Ed: IDEA Preschool Grants,	Mitchell Child Development	$ 79.45
AMAZON CAPITAL SERVICES, INC.	415186	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Pio Pico Elementary	$ 482.97
AMAZON CAPITAL SERVICES, INC.	415192	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Romero-Cruz Academy	$ 159.87
AMAZON CAPITAL SERVICES, INC.	415161	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Roosevelt Elementary	$ 31.65
AMAZON CAPITAL SERVICES, INC.	415057	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Saddleback High	$ 187.87
AMAZON CAPITAL SERVICES, INC.	415291	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	School Climate	$ 66.11
AMAZON CAPITAL SERVICES, INC.	414937	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Secondary Curriculum & Instruction	$ 327.71
AMAZON CAPITAL SERVICES, INC.	415164	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 185.71
AMAZON CAPITAL SERVICES, INC.	415217	16-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016515 Special Ed: Infant Discretionary Fund (frm 3330)	Taft Elementary	$ 305.43
AMAZON CAPITAL SERVICES, INC.	415246	17-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Taft Elementary	$ 252.04
AMAZON CAPITAL SERVICES, INC.	415375	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Taft Elementary	$ 311.42

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	415391	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Taft Elementary	$ 382.05
AMAZON CAPITAL SERVICES, INC.	415187	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 230.48
AMAZON CAPITAL SERVICES, INC.	415031	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Walker Elementary	$ 107.67
AMAZON CAPITAL SERVICES, INC.	415312	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Walker Elementary	$ 72.00
AMAZON CAPITAL SERVICES, INC.	415036	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Washington Elementary	$ 18.55
AMAZON CAPITAL SERVICES, INC.	415046	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Washington Elementary	$ 70.76
AMAZON CAPITAL SERVICES, INC.	415066	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Washington Elementary	$ 27.99
AMAZON CAPITAL SERVICES, INC.	415072	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Washington Elementary	$ 242.85
AMAZON CAPITAL SERVICES, INC.	415171	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Willard Intermediate	$ 24.01
AMAZON CAPITAL SERVICES, INC.	415273	17-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010031 Unrestricted One-time Funds	Wilson Elementary	$ 25.26
AMAZON.COM	415073	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010301 Facilities and Government Relations Unrestricted Discretionary	Construction	$ 48.92
AMBUTECH	414992	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Special Education	$ 168.65
AMERICAN TIME & SIGNAL CO.	414927	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 4,107.53
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Carr Intermediate	$ 587.50
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Esqueda Elementary	$ 150.00
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lathrop Intermediate	$ 180.00
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	MacArthur Fundamental Interm	$ 242.50
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Mendez Fundamental Interm	$ 735.00

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Romero-Cruz Elementary	$ 300.00
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Sierra Preparatory Academy	$ 330.00
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Villa Fundamental Interm	$ 207.50
ANGELS RBI LEAGUE	415002	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Willard Intermediate	$ 57.50
ANTONIO OROZCO dba DISCIPLINA POSITIVA, INC.	415356	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Esqueda Elementary	$ 4,000.00
APPLE, INC.	415456	22-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Chavez Continuation High	$ 3,763.66
APPLE, INC.	415119	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010910 SC-Technology Refresh	K-12 Teaching and Learning	$ 192,361.35
APPLE, INC.	415131	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Monte Vista Elementary	$ 1,862.72
APPLE, INC.	414928	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Secondary Curriculum & Instruction	$ 42.61
APPLE, INC.	414929	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Secondary Curriculum & Instruction	$ 932.53
APPLE, INC.	415133	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	015640 Medi-Cal Billing Option	Special Education	$ 1,115.53
APPLE, INC.	415136	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	015640 Medi-Cal Billing Option	Speech Department	$ 3,000.00
APPLE, INC.	415458	22-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Taft Elementary	$ 1,533.87
ARBITER SPORTS, LLC.	415424	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Century High	$ 15,527.20
ARELY CHOLULA	415325	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016512 Special Ed: Mental Health Services	Special Education	$ 79,245.00
AREY JONES EDUCATIONAL SOLUTIONS	415135	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Davis Elementary	$ 10,161.29
AREY JONES EDUCATIONAL SOLUTIONS	415368	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Mitchell Child Development	$ 2,903.23
AREY JONES EDUCATIONAL SOLUTIONS	415123	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Roosevelt Elementary	$ 1,395.21

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AREY JONES EDUCATIONAL SOLUTIONS	415127	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	School Climate	$ 2,729.35
AREY JONES EDUCATIONAL SOLUTIONS	415366	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Special Education	$ 477.36
AREY JONES EDUCATIONAL SOLUTIONS	415367	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	015640 Medi-Cal Billing Option	Special Education	$ 1,564.60
AREY JONES EDUCATIONAL SOLUTIONS	415130	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Taft Elementary	$ 1,842.64
AREY JONES EDUCATIONAL SOLUTIONS	415365	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Thorpe Fundamental Elem	$ 282.13
ARTEMAX dba WRISTBAND RESOURCES	415026	10-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Santa Ana High	$ 274.00
ASHA CONVENTION REGISTRATION	415042	10-Oct-2019	CONFERENCE	015640 Medi-Cal Billing Option	Speech Department	$ 455.00
ASSET GENIE, INC. dba AG PARTS WORLDWIDE	415137	14-Oct-2019	COMPUTER PARTS	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Esqueda Elementary	$ 1,992.75
ASSET GENIE, INC. dba AG PARTS WORLDWIDE	415139	14-Oct-2019	COMPUTER PARTS	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Segerstrom High	$ 1,447.50
ATKINSON ANDELSON LOYA RUUD & ROMO	415041	10-Oct-2019	LEGAL SERVICES	010301 Facilities and Government Relations Unrestricted Discretionary	Facilities Planning	$ 195.00
AUDIO RESOURCES GROUP, INC.	415183	15-Oct-2019	A/V SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Pupil Support Services	$ 69.92
AVID CENTER	415261	17-Oct-2019	CONFERENCE	010030 Unrestricted Discretionary Accounts	Romero-Cruz Academy	$ 550.00
AVID CENTER	415262	17-Oct-2019	CONFERENCE	010030 Unrestricted Discretionary Accounts	Romero-Cruz Academy	$ 550.00
B&H PHOTO VIDEO	414897	09-Oct-2019	A/V SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 631.79
B&H PHOTO VIDEO	414987	10-Oct-2019	A/V EQUIPMENT	016387 CTE Incentive Grant Program	Career Technical Education	$ 5,018.95
B&H PHOTO VIDEO	415251	17-Oct-2019	A/V SUPPLIES	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 571.34
B&H PHOTO VIDEO	415277	17-Oct-2019	A/V SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 635.75
B&H PHOTO VIDEO	415275	17-Oct-2019	A/V EQUIPMENT	010300 Department Unrestricted Discretionary Accounts	Instructional Television	$ 2,332.18

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
B&H PHOTO VIDEO	415355	18-Oct-2019	A/V SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Instructional Television	$ 154.78
BEACON DAY SCHOOL, INC.	415104	14-Oct-2019	NON-PUBLIC SCHOOL	016500 Special Education	Special Education	$ 510,000.00
BECKMAN HIGH SCHOOL	414949	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 250.00
BENCHMARK EDUCATION COMPANY	415068	11-Oct-2019	CLASSROOM BOOKS	014203 Title III Limited English Proficiency LEP Student Program	EL Progs and Stud Achievement	$ 44,164.26
BENCHMARK EDUCATION COMPANY	414955	09-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 1,114.35
BENCHMARK EDUCATION COMPANY	414959	09-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 682.81
BENCHMARK EDUCATION COMPANY	414965	09-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 9,308.11
BENCHMARK EDUCATION COMPANY	414967	09-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 1,693.38
BENCHMARK EDUCATION COMPANY	414989	10-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 5,389.33
BENSON CRANE, INC.	414916	09-Oct-2019	CRANE SERVICES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 180.00
BENSON CRANE, INC.	415160	14-Oct-2019	CRANE SERVICES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 180.00
BEST BUY	415357	18-Oct-2019	A/V SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Monroe Elementary	$ 69.90
BEST BUY	415177	15-Oct-2019	A/V SUPPLIES	010732 SC-SanArts	Visual and Performing Arts	$ 382.38
BLICK ART MATERIALS dba DICK BLICK COMPANY	414969	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carver Elementary	$ 104.88
BLICK ART MATERIALS dba DICK BLICK COMPANY	415024	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Santa Ana High	$ 196.14
BLICK ART MATERIALS dba DICK BLICK COMPANY	414970	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 2,228.37
BONNIE STEELE dba MEET THE MASTERS, INC.	415317	18-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carver Elementary	$ 0.01
BONNIE STEELE dba MEET THE MASTERS, INC.	415323	18-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Monroe Elementary	$ 1,408.24

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
BRAIN LEARNING PSYCHOLOGICAL CORPORATION	415337	18-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 10,000.00
BRYAN ZAMUDIO	415348	18-Oct-2019	CONSULTANT	010732 SC-SanArts	Visual and Performing Arts	$ 10,000.00
BSN SPORTS	415173	15-Oct-2019	ATHLETIC SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Segerstrom High	$ 4,754.56
BSN SPORTS	415174	15-Oct-2019	ATHLETIC SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Segerstrom High	$ 5,677.18
BSN SPORTS	414901	09-Oct-2019	ATHLETIC SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Valley High	$ 5,000.00
BUSWEST, LLC	394637	27-Jun-2019	PURCHASE AND SERVICES RELATED TO SANTA ANA HS BUS, CHECK # 268816 PER HEMET PIGGYBACK BID # 14/15-22814	019999 Donations (Miscellaneous)	Santa Ana High	$ 143,206.55
BUREAU OF EDUCATION & RESEARCH	415202	15-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 2,295.00
BUTLER CHEMICALS, INC.	414893	09-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Valley High	$ 450.00
CALIFORNIA ART EDUCATION ASSOC.	415301	18-Oct-2019	CONFERENCE	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 3,800.00
CALIFORNIA ASSOCIATION OF LEADERS OF CAREER PREPARATION dba CALCP CAROCP CTE CONFERENCE	415001	10-Oct-2019	CONFERENCE	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	Career Technical Education	$ 1,090.00
CALIFORNIA COALITION OF EARLY & MIDDLE COLLEGES	414986	10-Oct-2019	CONFERENCE	010030 Unrestricted Discretionary Accounts	Middle College High	$ 350.00
CALIFORNIA EDUCATIONAL THEATER ASSOCIATION	415297	18-Oct-2019	CONFERENCE	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 1,500.00
CALIFORNIA PRO SPORTS	414912	09-Oct-2019	ATHLETIC SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Segerstrom High	$ 650.00
CALIFORNIA SCIENCE CENTER FOUNDATION	415404	21-Oct-2019	FIELD TRIP	017221 Global Business Academy [0190] VHS	Valley High	$ 235.00
CALIFORNIA WEEKLY EXPLORER, INC.	415353	18-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Muir Fundamental Elem	$ 1,730.00
CALIFORNIA WEEKLY EXPLORER, INC.	415320	18-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Roosevelt Elementary	$ 395.00
CANNON SPORTS, INC.	415449	22-Oct-2019	ATHLETIC SUPPLIES	010030 Unrestricted Discretionary Accounts	Mendez Fundamental Interm	$ 226.02

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
CANON	414894	09-Oct-2019	COPIER LEASE FEES	010300 Department Unrestricted Discretionary Accounts	Publications	$ 5,000.00
CAPISTRANO VALLEY HIGH SCHOOL	414946	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 275.00
CARAHSOFT TECHNOLOGY CORPORATION	415446	22-Oct-2019	SOFTWARE MAINTENANCE	010300 Department Unrestricted Discretionary Accounts	District-wide	$ 2,556.58
CASBO	415434	22-Oct-2019	CONFERENCE	010300 Department Unrestricted Discretionary Accounts	Budget	$ 715.00
CASBO	414996	10-Oct-2019	CONFERENCE	010300 Department Unrestricted Discretionary Accounts	Business Services	$ 715.00
CASE & SONS CONSTRUCTION, INC.	415163	14-Oct-2019	SHADE STRUCTURE VILLA	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 14,879.85
CASH WORKSHOPS	415009	10-Oct-2019	CONFERENCE	010301 Facilities and Government Relations Unrestricted Discretionary	Facilities Planning	$ 646.00
CDW GOVERNMENT INC	414952	09-Oct-2019	COMPUTER SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Greenville Fundamental Elem	$ 1,673.75
CDW GOVERNMENT INC	414953	09-Oct-2019	COMPUTER SUPPLIES	010030 Unrestricted Discretionary Accounts	Greenville Fundamental Elem	$ 149.32
CDW GOVERNMENT INC	415451	22-Oct-2019	COMPUTER SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Instructional Television	$ 2,293.16
CDW GOVERNMENT INC	414924	09-Oct-2019	COMPUTER SUPPLIES	010030 Unrestricted Discretionary Accounts	Lowell Elementary	$ 369.86
CDW GOVERNMENT INC	414985	10-Oct-2019	COMPUTER SUPPLIES	010000 Fund 01 General Fund	Publications	$ 2,656.88
CDW GOVERNMENT INC	415111	14-Oct-2019	COMPUTER SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Roosevelt Elementary	$ 670.18
CDW GOVERNMENT INC	415457	22-Oct-2019	COMPUTER SUPPLIES	015640 Medi-Cal Billing Option	Special Education	$ 516.51
CDW GOVERNMENT INC	415244	17-Oct-2019	COMPUTER SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Technology Innovation Services	$ 2,321.57
CDW GOVERNMENT INC	415125	14-Oct-2019	COMPUTER SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Walker Elementary	$ 298.91
CDW GOVERNMENT INC	415454	22-Oct-2019	COMPUTER SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Walker Elementary	$ 341.79
CHEFS' TOYS	415081	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 2,226.13

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Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
CHEFS' TOYS	415350	18-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 6,678.95
CJT ENTERPRISES, INC.	415430	22-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 4,600.00
CLAREMONT GRADUATE UNIVERSITY	415331	18-Oct-2019	CONFERENCE	010704 SC-Dept. LCFF-Supplemental/Concentration	Research and Evaluation	$ 1,634.27
CM SCHOOL SUPPLY	415381	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Lincoln Elementary	$ 245.07
COLLEGE BOARD	415427	22-Oct-2019	TESTING FEE	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 8.74
CONCORDIA UNIVERSITY	415260	17-Oct-2019	CONFERENCE	017225 E-Business Academy [0473] CHS	Century High	$ 3,900.00
CONSORTIUM ON REACHING EXCELLENCE IN EDUCATION, INC. dba CORE	415436	22-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Staff Development	$ 12,320.00
CONSTITUTIONAL RIGHTS FOUNDATION OF ORANGE COUNTY	415045	10-Oct-2019	PARTICIPATION FEE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Segerstrom High	$ 1,100.00
CONSTITUTIONAL RIGHTS FOUNDATION OF ORANGE COUNTY	415241	17-Oct-2019	PARTICIPATION FEE	013550 Carl D Perkins Section 131 Career and Technical Education act	Vocational Education	$ 1,100.00
CONSTRUCTIVE PLAYTHINGS	415185	15-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	019999 Donations (Miscellaneous)	Lincoln Elementary	$ 92.68
CORE INNOVATE, INC.	415435	22-Oct-2019	CONSULTANT	014035 Title II-Part A Improving Teacher Quality	Staff Development	$ 21,600.00
COSTA MESA HIGH SCHOOL	414943	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 290.00
COSTCO WHOLESALE	415099	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016512 Special Ed: Mental Health Services	Adams Elementary	$ 281.67
COSTCO WHOLESALE	415460	22-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Community Relations	$ 161.76
COSTCO WHOLESALE	415096	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Godinez Fundamental High	$ 144.45
COSTCO WHOLESALE	415097	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016512 Special Ed: Mental Health Services	Godinez Fundamental High	$ 626.90
COSTCO WHOLESALE	415102	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Lathrop Intermediate	$ 96.12
COSTCO WHOLESALE	415098	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016512 Special Ed: Mental Health Services	McFadden Intermediate	$ 330.15

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COSTCO WHOLESALE	415100	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Saddleback High	$ 377.75
COSTCO WHOLESALE	415299	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	School Climate	$ 203.94
COSTCO WHOLESALE	415101	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Special Projects/Wellness	$ 165.72
COSTCO WHOLESALE	415286	17-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	019125 TIPS (Teaching Induction and Professional Support)	Staff Development	$ 355.06
COSTCO WHOLESALE	415200	15-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 306.10
CPITECH, LLC	414988	10-Oct-2019	VAPA SUPPLIES	010030 Unrestricted Discretionary Accounts	Saddleback High	$ 275.62
CPITECH, LLC	414990	10-Oct-2019	VAPA SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Saddleback High	$ 1,391.18
CPITECH, LLC	414991	10-Oct-2019	VAPA SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Saddleback High	$ 725.66
CULVER NEWLIN, INC.	414911	09-Oct-2019	OFFICE FURNITURE	010300 Department Unrestricted Discretionary Accounts	District-wide	$ 1,386.93
DAYLE MC INTOSH CENTER FOR THE DISABLED dba DMC	414941	09-Oct-2019	CONSULTANT	010030 Unrestricted Discretionary Accounts	Greenville Fundamental Elem	$ 128.00
DEMCO	415249	17-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Franklin Elementary	$ 68.50
DEMCO	415003	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Santiago Elementary	$ 97.18
DEMCO	415247	17-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 76.81
DENISE ECKMAN dba CREATIVE BEHAVIOR INTERVENTIONS	415340	18-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 15,000.00
DEVEREUX GEORGIA	415106	14-Oct-2019	NON-PUBLIC SCHOOL	016500 Special Education	Special Education	$ 190,000.00
DR ROBIN MORRIS dba RBY5 PSYCHOLOGICAL SERVICES	414994	10-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 4,500.00
EASY TURF, INC.	415146	14-Oct-2019	PLAYGROUND SURFACING FRANKLIN	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 46,613.65
EDUCATIONAL CONSULTING SERVICES, INC	415364	18-Oct-2019	CONSULTANT	010719 SC-Saturday Attendance Recovery Program (WIN)	School Climate	$ 275,000.00

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EMPIRE LEAGUE	415302	18-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Segerstrom High	$ 300.00
ESCHENBACH OPTIK OF AMERICA	414983	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Special Education	$ 120.07
ESTANCIA HIGH SCHOOL	414950	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 475.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	415319	18-Oct-2019	CONSULTANT	016010 After School Education and Safety (ASES)	After School Programs	$ 40,250.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	415319	18-Oct-2019	CONSULTANT	015868 21st Century ASSETS (roll-up 4124)	Century High	$ 1,500.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	415319	18-Oct-2019	CONSULTANT	015868 21st Century ASSETS (roll-up 4124)	Godinez Fundamental High	$ 1,500.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	415319	18-Oct-2019	CONSULTANT	015868 21st Century ASSETS (roll-up 4124)	Saddleback High	$ 1,500.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	415319	18-Oct-2019	CONSULTANT	015868 21st Century ASSETS (roll-up 4124)	Santa Ana High	$ 1,500.00
EXTENDED LEARNING, INC. dba EDUCATIONAL RESOURCE CONSULTANTS	415319	18-Oct-2019	CONSULTANT	015868 21st Century ASSETS (roll-up 4124)	Valley High	$ 1,500.00
FEDERAL TECHNOLOGY SOLUTIONS, INC.	415444	22-Oct-2019	NETWORK INFRASTRUCTURE INSTALLATION	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 13,066.86
FINNAMEX, INC. dba FINNAMEX LANDSCAPE	415445	22-Oct-2019	GROUNDS EQUIPMENT	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 16,853.50
FIVESTAR RUBBER STAMP ETC., INC.	415005	10-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Accounting	$ 118.31
FIVESTAR RUBBER STAMP ETC., INC.	415181	15-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Payroll	$ 301.22
FIVESTAR RUBBER STAMP ETC., INC.	415056	11-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Purchasing	$ 26.22
FIVESTAR RUBBER STAMP ETC., INC.	414964	09-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Romero-Cruz Academy	$ 83.68
FIVESTAR RUBBER STAMP ETC., INC.	414964	09-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Romero-Cruz Academy	$ 5.46
FIVESTAR RUBBER STAMP ETC., INC.	415389	21-Oct-2019	OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	School Police Services	$ 21.74
FIVESTAR RUBBER STAMP ETC., INC.	414966	09-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 44.58

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FIVESTAR RUBBER STAMP ETC., INC.	414966	09-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 5.46
FLINN SCIENTIFIC, INC.	415019	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Middle College High	$ 168.06
FLINN SCIENTIFIC, INC.	414902	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Santa Ana High	$ 14.97
FOLLETT SCHOOL SOLUTIONS, INC.	415204	16-Oct-2019	TEXTBOOKS	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 981.61
FOLLETT SCHOOL SOLUTIONS, INC.	415028	10-Oct-2019	TEXTBOOKS	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Walker Elementary	$ 230.55
FOOTHILL HIGH SCHOOL	414951	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 500.00
FOTO FIESTA FINISHING, INC. dba SUNSET SCHOOL PORTRAITS	415443	22-Oct-2019	SCHOOL PICTURES	019999 Donations (Miscellaneous)	Santiago Elementary	$ 4,500.00
FOUNTAIN VALLEY HIGH SCHOOL	415419	21-Oct-2019	TOURNAMENT FEE	017225 E-Business Academy [0473] CHS	Century High	$ 100.00
FOUNTAIN VALLEY HIGH SCHOOL	414942	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 475.00
FREEDOM SCIENTIFIC LSG NASA AMES MOFFETT COMPL	414982	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Special Education	$ 38.24
FRYS ELECTRONICS	414909	09-Oct-2019	COMPUTER SUPPLIES	010030 Unrestricted Discretionary Accounts	McFadden Intermediate	$ 1,000.00
GARY GREENE	415351	18-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 3,500.00
GOLNAZ AGAHI dba SOCIALWISE CONSULTING, LLC.	415298	18-Oct-2019	CONSULTANT	015630 Education for Homeless Children and Youth	Pupil Support Services	$ 6,148.00
GOLNAZ AGAHI dba SOCIALWISE CONSULTING, LLC.	415298	18-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Thorpe Fundamental Elem	$ 6,148.00
GOODWILL SERVING THE PEOPLE OF SOUTHERN LOS ANGELES COUNTY dba LINKS SIGN LANGUAGE & INTERPRETING SERVICES	415371	18-Oct-2019	CONSULTANT	019125 TIPS (Teaching Induction and Professional Support)	Staff Development	$ 5,000.00
GOVCONNECTION, INC. dba CONNECTION	415452	22-Oct-2019	COMPUTER SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carr Intermediate	$ 421.41
GOVCONNECTION, INC. dba CONNECTION	415062	11-Oct-2019	COMPUTER SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Purchasing	$ 385.94
GOVCONNECTION, INC. dba CONNECTION	415134	14-Oct-2019	COMPUTER SUPPLIES	016500 Special Education	Special Education	$ 54.08

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GRAHAM COMPANY A DIVISON OF NA SYSTEMS INC	415165	14-Oct-2019	ELECTICAL SYSTEM REPAIRS JEFFERSON	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 15,882.77
GRAINGER	415067	11-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 1,203.79
GRAY STEP SOFTWARE, INC.	415442	22-Oct-2019	SOFTWARE MAINTENANCE	010703 SC-LCFF-Supplemental/Concentration	Saddleback High	$ 740.00
GRAY STEP SOFTWARE, INC.	415447	22-Oct-2019	SOFTWARE MAINTENANCE	010030 Unrestricted Discretionary Accounts	Valley High	$ 370.00
GROSH SCENIC RENTALS INC	415049	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010789 SC-Summer Enrichment	Santa Ana High	$ 559.13
GUARANTY CHEVROLET MOTORS, INC.	415239	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 12,891.50
HADASA'S D SIGNS & T-SHIRTS	415037	10-Oct-2019	SCREEN PRINTING	010030 Unrestricted Discretionary Accounts	Lincoln Elementary	$ 1,098.38
HADASA'S D SIGNS & T-SHIRTS	414898	09-Oct-2019	SCREEN PRINTING	014127 ESEA (ESSA) Title IV, Part A, Student Support and Academic	Monroe Elementary	$ 1,500.00
HEART ZONES, INC.	415278	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	019168 Circulos	K-12 Teaching and Learning	$ 5,294.42
HEAT TRANSFER SOLUTIONS, INC.	414938	09-Oct-2019	HVAC SYSTEM REPAIRS MULTIPLE SITES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 13,373.50
HENRY SCHEIN, INC.	415270	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010000 Fund 01 General Fund	Fairview Warehouse	$ 1,385.29
HERITAGE MUSEUM OF ORANGE COUNTY	415051	10-Oct-2019	FIELD TRIP	010789 SC-Summer Enrichment	Godinez Fundamental High	$ 700.00
HERITAGE MUSEUM OF ORANGE COUNTY	415004	10-Oct-2019	FIELD TRIP	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Monroe Elementary	$ 457.60
HOME DEPOT CREDIT SERVICES	414956	09-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010030 Unrestricted Discretionary Accounts	Hoover Elementary	$ 102.50
HOME DEPOT CREDIT SERVICES	415070	11-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010030 Unrestricted Discretionary Accounts	Pio Pico Elementary	$ 928.11
HOME DEPOT CREDIT SERVICES	415281	17-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	016500 Special Education	Taft Elementary	$ 93.83
HOME DEPOT CREDIT SERVICES	415061	11-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Washington Elementary	$ 2,221.95
HOONUIT I, LLC	414963	09-Oct-2019	CONFERENCE	010704 SC-Dept. LCFF-Supplemental/Concentration	Research and Evaluation	$ 150.00

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HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY dba HMH SCHOOL PUBLISHERS; HOLT MCDOUGAL;PTRADE; HMH SUPPLEMENTAL; LLC;CHANNEL ONE NEWS	414962	09-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 1,424.13
HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY dba HMH SCHOOL PUBLISHERS; HOLT MCDOUGAL;PTRADE; HMH SUPPLEMENTAL; LLC;CHANNEL ONE NEWS	414981	10-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 3,040.42
HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY dba HMH SCHOOL PUBLISHERS; HOLT MCDOUGAL;PTRADE; HMH SUPPLEMENTAL; LLC;CHANNEL ONE NEWS	415441	22-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 121.98
IMAGINATION STATION, INC. dba ISTATION	415243	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Pio Pico Elementary	$ 9,625.00
IMPACT IMAGES INC dba IMPACT CANOPIES USA	415274	17-Oct-2019	SCREEN PRINTING	010300 Department Unrestricted Discretionary Accounts	College and Career Readiness	$ 1,281.54
IMPACT IMAGES INC dba IMPACT CANOPIES USA	414922	09-Oct-2019	SCREEN PRINTING	010030 Unrestricted Discretionary Accounts	Santiago Elementary	$ 1,655.88
IST CAMPUS TOURS, INC.	415069	11-Oct-2019	FIELD TRIP	010703 SC-LCFF-Supplemental/Concentration	Saddleback High	$ 15,372.00
IVY HOUSE, LLC dba BALANCE & GRACE PILATES	415333	18-Oct-2019	CONSULTANT	010732 SC-SanArts	Visual and Performing Arts	$ 15,000.00
IXL LEARNING, INC.	415113	14-Oct-2019	ON-LINE PROGRAM LICENSE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Godinez Fundamental High	$ 11,258.00
IXL LEARNING, INC.	415209	16-Oct-2019	ON-LINE PROGRAM LICENSE	010030 Unrestricted Discretionary Accounts	Godinez Fundamental High	$ 150.00
J.W. PEPPER & SONS, INC.	415227	16-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Godinez Fundamental High	$ 2,000.00
J.W. PEPPER & SONS, INC.	415027	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 243.89
J.W. PEPPER & SONS, INC.	415401	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Willard Intermediate	$ 1,000.00
JAMF HOLDINGS, INC. & SUBSIDIARIES dba JAMF SOFTWARE, LLC.	415122	14-Oct-2019	ON-LINE PROGRAM LICENSE	010910 SC-Technology Refresh	K-12 Teaching and Learning	$ 4,332.60
JIM'S MUSIC CENTER, INC.	415043	10-Oct-2019	VAPA SUPPLIES	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 247.29
JOSTENS/ JACK NICHOLSON	415013	10-Oct-2019	GRADUATION SUPPLIES	010030 Unrestricted Discretionary Accounts	Chavez Continuation High	$ 1,748.80

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JUAN LUIS TORRES MARTINEZ	415332	18-Oct-2019	CONSULTANT	010732 SC-SanArts	Visual and Performing Arts	$ 3,000.00
JUSTIN BUCHMAN dba THE LEARNING CENTER FOR THE DEAF, INC.	415108	14-Oct-2019	NON-PUBLIC SCHOOL	016500 Special Education	Special Education	$ 364,800.00
KAPLAN EARLY LEARNING COMPANY	415228	16-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010031 Unrestricted One-time Funds	Taft Elementary	$ 920.45
LAKESHORE LEARNING MATERIALS	414975	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Adams Elementary	$ 106.86
LAKESHORE LEARNING MATERIALS	415155	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	015210 Head Start	Adams Elementary	$ 549.87
LAKESHORE LEARNING MATERIALS	414976	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Davis Elementary	$ 183.62
LAKESHORE LEARNING MATERIALS	414974	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	014203 Title III Limited English Proficiency LEP Student Program	EL Progs and Stud Achievement	$ 32,314.65
LAKESHORE LEARNING MATERIALS	415018	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Greenville Fundamental Elem	$ 714.40
LAKESHORE LEARNING MATERIALS	415383	18-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016010 After School Education and Safety (ASES)	Kennedy Elementary	$ 310.32
LAKESHORE LEARNING MATERIALS	414999	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Lincoln Elementary	$ 1,088.92
LAKESHORE LEARNING MATERIALS	415000	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Madison Elementary	$ 10.37
LAKESHORE LEARNING MATERIALS	415154	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Madison Elementary	$ 83.01
LAKESHORE LEARNING MATERIALS	415252	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 543.81
LAKESHORE LEARNING MATERIALS	415253	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 298.08
LAKESHORE LEARNING MATERIALS	415254	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 682.68
LAKESHORE LEARNING MATERIALS	415256	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 849.23
LAKESHORE LEARNING MATERIALS	415396	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 705.15
LAKESHORE LEARNING MATERIALS	415402	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 476.28

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LAKESHORE LEARNING MATERIALS	415405	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 849.96
LAKESHORE LEARNING MATERIALS	415407	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 546.82
LAKESHORE LEARNING MATERIALS	415407	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Martin Elementary	$ 323.72
LAKESHORE LEARNING MATERIALS	415409	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 773.12
LAKESHORE LEARNING MATERIALS	415410	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 508.46
LAKESHORE LEARNING MATERIALS	415412	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 841.66
LAKESHORE LEARNING MATERIALS	415413	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 792.16
LAKESHORE LEARNING MATERIALS	415395	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016010 After School Education and Safety (ASES)	Monroe Elementary	$ 82.11
LAKESHORE LEARNING MATERIALS	414971	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010031 Unrestricted One-time Funds	Roosevelt Elementary	$ 299.84
LAKESHORE LEARNING MATERIALS	415255	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Special Education	$ 1,228.69
LAKESHORE LEARNING MATERIALS	415257	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Special Education	$ 909.91
LAKESHORE LEARNING MATERIALS	415015	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	015640 Medi-Cal Billing Option	Speech Department	$ 155.64
LAKESHORE LEARNING MATERIALS	415017	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	015640 Medi-Cal Billing Option	Speech Department	$ 390.95
LAKESHORE LEARNING MATERIALS	415150	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 77.75
LAKESHORE LEARNING MATERIALS	415151	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010031 Unrestricted One-time Funds	Taft Elementary	$ 990.57
LAKESHORE LEARNING MATERIALS	415153	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010031 Unrestricted One-time Funds	Taft Elementary	$ 906.51
LAKESHORE LEARNING MATERIALS	415250	17-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Taft Elementary	$ 35.64
LAKESHORE LEARNING MATERIALS	415148	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016010 After School Education and Safety (ASES)	Thorpe Fundamental Elem	$ 68.34

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LAKESHORE LEARNING MATERIALS	415400	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016010 After School Education and Safety (ASES)	Thorpe Fundamental Elem	$ 345.92
LAKESHORE LEARNING MATERIALS	414972	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016500 Special Education	Valley High	$ 43.69
LAZEL, INC. dba EXPLORELEARNING, LLC	415118	14-Oct-2019	ON-LINE PROGRAM LICENSE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Esqueda Elementary	$ 2,966.50
LIFESIGNS NOW dba LIFESIGNS, INC.	415336	18-Oct-2019	CONSULTANT	019125 TIPS (Teaching Induction and Professional Support)	Staff Development	$ 5,000.00
LIFTGATE SERVICE	414933	09-Oct-2019	EQUIPMENT MAINTENANCE	010301 Facilities and Government Relations Unrestricted Discretionary	Building Sevices	$ 6,440.30
LINTOR MAKE-A-BOOK, INC.	415205	16-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 342.61
LISA FAWN BARSAMIAN dba OFFICE SEATING OUTLET	415207	16-Oct-2019	OFFICE FURNITURE	010030 Unrestricted Discretionary Accounts	Mendez Fundamental Interm	$ 2,015.66
MARDAN CENTER OF EDUCATION THERAPY	415103	14-Oct-2019	NON-PUBLIC SCHOOL	016500 Special Education	Special Education	$ 90,000.00
MAYFLOWER DISTRIBUTION COMPANY	415029	10-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Santa Ana High	$ 617.26
MB PAINTING	414931	09-Oct-2019	CLASSROOM PAINTING DIAMOND	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 4,400.00
MB PAINTING	415083	14-Oct-2019	CLASSROOM PAINTING SIERRA	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 1,700.00
MEDCO SUPPLY COMPANY, INC.	415429	22-Oct-2019	ATHLETIC SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Godinez Fundamental High	$ 500.00
MESA ENERGY SYSTEMS, INC dba EMCOR SERVICES MESA ENERGY	415082	14-Oct-2019	HVAC MAINTENANCE MENDEZ	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 1,460.00
MIND RESEARCH INSTITUTE	414899	09-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Adams Elementary	$ 947.33
MIND RESEARCH INSTITUTE	415184	15-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Romero-Cruz Academy	$ 206.66
MONROVIA HIGH SCHOOL	414913	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 325.00
MULTI HEALTH SYSTEMS, INC.	415023	10-Oct-2019	STUDENT SUPPORT SUPPLIES	016500 Special Education	Psychological Services/APE	$ 1,408.24
MULTI HEALTH SYSTEMS, INC.	415293	18-Oct-2019	STUDENT SUPPORT SUPPLIES	016500 Special Education	Psychological Services/APE	$ 450.91

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MULTI HEALTH SYSTEMS, INC.	415294	18-Oct-2019	STUDENT SUPPORT SUPPLIES	016500 Special Education	Psychological Services/APE	$ 450.91
MYSTERY SCIENCE, INC.	414961	09-Oct-2019	ON-LINE PROGRAM LICENSE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Thorpe Fundamental Elem	$ 999.00
NASCO MODESTO dba A DIVISION OF THE ARISTOTLE CORPORATION	415020	10-Oct-2019	VAPA SUPPLIES	010030 Unrestricted Discretionary Accounts	Godinez Fundamental High	$ 4,763.78
NEW HORIZONS CONTRACTING, INC.	415233	16-Oct-2019	MOLD REMEDIATION MACARTHUR	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 24,625.00
NEW HORIZONS CONTRACTING, INC.	415234	16-Oct-2019	MOLD REMEDIATION SEGERSTROM	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 11,400.00
NEWSELA, INC.	415114	14-Oct-2019	ON-LINE PROGRAM LICENSE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Godinez Fundamental High	$ 10,000.00
NHS/NASC/NASSP	415263	17-Oct-2019	CONFERENCE	010030 Unrestricted Discretionary Accounts	Saddleback High	$ 385.00
OCC GATE	415238	17-Oct-2019	CONFERENCE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Thorpe Fundamental Elem	$ 270.00
OCC GATE	415235	17-Oct-2019	CONFERENCE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 1,260.00
OCCUPATIONAL HEALTH CENTERS OF CALIFORNIA, A MEDICAL CORPORATION dba CONCENTRA MEDICAL CENTERS	415282	17-Oct-2019	MEDICAL PROGRAM STUDENT SCREENING AND TESTING	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	Career Technical Education	$ 4,000.00
OFFICE DEPOT	415016	10-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Accounting	$ 839.53
OFFICE DEPOT	415129	14-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Accounting	$ 61.31
OFFICE DEPOT	415220	16-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Alternative Education	$ 206.47
OFFICE DEPOT	415382	18-Oct-2019	OFFICE SUPPLIES	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 164.71
OFFICE DEPOT	415224	16-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Business Services	$ 44.67
OFFICE DEPOT	415304	18-Oct-2019	OFFICE SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 193.84
OFFICE DEPOT	415314	18-Oct-2019	OFFICE SUPPLIES	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 28.19
OFFICE DEPOT	415065	11-Oct-2019	OFFICE SUPPLIES	016500 Special Education	Carr Intermediate	$ 168.94

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OFFICE DEPOT	415126	14-Oct-2019	OFFICE SUPPLIES	016500 Special Education	Carr Intermediate	$ 25.23
OFFICE DEPOT	415266	17-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carr Intermediate	$ 163.60
OFFICE DEPOT	415190	15-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Century High	$ 134.02
OFFICE DEPOT	415212	16-Oct-2019	OFFICE SUPPLIES	017225 E-Business Academy [0473] CHS	Century High	$ 45.86
OFFICE DEPOT	415223	16-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Century High	$ 181.67
OFFICE DEPOT	415265	17-Oct-2019	OFFICE SUPPLIES	015210 Head Start	Child Development	$ 70.39
OFFICE DEPOT	415268	17-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Edison Elementary	$ 232.79
OFFICE DEPOT	415169	14-Oct-2019	OFFICE SUPPLIES	010301 Facilities and Government Relations Unrestricted Discretionary	Facilities/Governmtl Relations	$ 159.88
OFFICE DEPOT	415116	14-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Fremont Elementary	$ 577.17
OFFICE DEPOT	415316	18-Oct-2019	OFFICE SUPPLIES	015868 21st Century ASSETS (roll-up 4124)	Godinez Fundamental High	$ 506.90
OFFICE DEPOT	415370	18-Oct-2019	OFFICE SUPPLIES	015868 21st Century ASSETS (roll-up 4124)	Godinez Fundamental High	$ 393.29
OFFICE DEPOT	414979	09-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Greenville Fundamental Elem	$ 153.69
OFFICE DEPOT	415300	18-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Heninger Elementary	$ 14.15
OFFICE DEPOT	415077	11-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Heroes Elementary	$ 905.96
OFFICE DEPOT	415322	18-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Heroes Elementary	$ 316.36
OFFICE DEPOT	415059	11-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Hoover Elementary	$ 355.56
OFFICE DEPOT	415347	18-Oct-2019	OFFICE SUPPLIES	019168 Circulos	K-12 Teaching and Learning	$ 140.01
OFFICE DEPOT	415373	18-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	King Elementary	$ 415.14

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OFFICE DEPOT	415315	18-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lathrop Intermediate	$ 54.39
OFFICE DEPOT	415156	14-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Lincoln Elementary	$ 1,099.34
OFFICE DEPOT	415218	16-Oct-2019	OFFICE SUPPLIES	019999 Donations (Miscellaneous)	Lincoln Elementary	$ 81.34
OFFICE DEPOT	415012	10-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Madison Elementary	$ 764.20
OFFICE DEPOT	415213	16-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Madison Elementary	$ 821.74
OFFICE DEPOT	415172	15-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Middle College High	$ 476.09
OFFICE DEPOT	415157	14-Oct-2019	OFFICE SUPPLIES	016500 Special Education	Mitchell Child Development	$ 2,744.20
OFFICE DEPOT	415210	16-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Monroe Elementary	$ 1,420.80
OFFICE DEPOT	415284	17-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Monte Vista Elementary	$ 370.88
OFFICE DEPOT	414978	09-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Muir Fundamental Elem	$ 64.52
OFFICE DEPOT	415064	11-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Muir Fundamental Elem	$ 23.86
OFFICE DEPOT	415313	18-Oct-2019	OFFICE SUPPLIES	016010 After School Education and Safety (ASES)	Pio Pico Elementary	$ 407.95
OFFICE DEPOT	415339	18-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Pupil Support Services	$ 417.50
OFFICE DEPOT	415295	18-Oct-2019	OFFICE SUPPLIES	010300 Department Unrestricted Discretionary Accounts	Purchasing	$ 315.21
OFFICE DEPOT	415267	17-Oct-2019	OFFICE SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Saddleback High	$ 59.79
OFFICE DEPOT	415222	16-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Santa Ana High	$ 426.06
OFFICE DEPOT	415162	14-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 1,231.89
OFFICE DEPOT	415214	16-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Segerstrom High	$ 520.83

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OFFICE DEPOT	415232	16-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Segerstrom High	$ 779.56
OFFICE DEPOT	415219	16-Oct-2019	OFFICE SUPPLIES	016500 Special Education	Special Education	$ 548.93
OFFICE DEPOT	415121	14-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 55.66
OFFICE DEPOT	415221	16-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 108.47
OFFICE DEPOT	415309	18-Oct-2019	OFFICE SUPPLIES	016500 Special Education	Taft Elementary	$ 88.00
OFFICE DEPOT	415060	11-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Thorpe Fundamental Elem	$ 366.27
OFFICE DEPOT	415211	16-Oct-2019	OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Thorpe Fundamental Elem	$ 54.61
OFFICE DEPOT	415142	14-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 1,289.65
OFFICE DEPOT	415147	14-Oct-2019	OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 159.60
OFFICE DEPOT	415269	17-Oct-2019	OFFICE SUPPLIES	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 40.16
OLVERITAS INC. dba OLVERITAS VILLAGE	415196	15-Oct-2019	VAPA SUPPLIES	010732 SC-SanArts	Visual and Performing Arts	$ 1,036.57
ORANGE COAST HARDWARE AND LUMBER CO., INC.	415095	14-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 1,268.47
ORANGE COUNTY ASIAN AND PACIFIC ISLANDER COMMUNITY ALLIANCE, INC.	414939	09-Oct-2019	CONSULTANT	010725 SC-Dashboard Support Schools	Lathrop Intermediate	$ 10,000.00
ORANGE COUNTY ASIAN AND PACIFIC ISLANDER COMMUNITY ALLIANCE, INC.	414939	09-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Lathrop Intermediate	$ 50,060.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	415240	17-Oct-2019	CONFERENCE	010030 Unrestricted Discretionary Accounts	Carr Intermediate	$ 700.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	415428	22-Oct-2019	CONFERENCE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Jackson Elementary	$ 585.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	415052	10-Oct-2019	CONFERENCE	010300 Department Unrestricted Discretionary Accounts	K-12 Teaching and Learning	$ 150.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	415109	14-Oct-2019	SERVICE FEES	010016 MediCal Administrative Activities (MAA)	Special Education	$ 2,450.00

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ORANGE COUNTY DEPARTMENT OF EDUCATION	415112	14-Oct-2019	NON-PUBLIC SCHOOL	016500 Special Education	Special Education	$ 3,500,000.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	415025	10-Oct-2019	CONFERENCE	014035 Title II-Part A Improving Teacher Quality	Staff Development	$ 4,500.00
ORANGE COUNTY MONSTER CARTS, INC.	415390	21-Oct-2019	GOLF CART PARTS	010030 Unrestricted Discretionary Accounts	Saddleback High	$ 500.00
ORANGE COUNTY OPERA, INC.	415318	18-Oct-2019	CONSULTANT	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Carver Elementary	$ 925.00
ORANGE COUNTY PUMPING, INC.	414923	09-Oct-2019	WET WELL CLEANOUT MADISON	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 4,550.00
ORIENTAL TRADING COMPANY, INC.	415388	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016010 After School Education and Safety (ASES)	Adams Elementary	$ 184.62
ORIENTAL TRADING COMPANY, INC.	415431	22-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016010 After School Education and Safety (ASES)	Carver Elementary	$ 291.96
ORIENTAL TRADING COMPANY, INC.	415058	11-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Edison Elementary	$ 65.92
ORIENTAL TRADING COMPANY, INC.	415432	22-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	019999 Donations (Miscellaneous)	Lincoln Elementary	$ 83.17
ORIENTAL TRADING COMPANY, INC.	414919	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010031 Unrestricted One-time Funds	Roosevelt Elementary	$ 199.58
ORIENTAL TRADING COMPANY, INC.	415008	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	015640 Medi-Cal Billing Option	Speech Department	$ 109.11
P & R PAPER SUPPLY CO.	415197	15-Oct-2019	PAPER FOR PUBLICATIONS	010000 Fund 01 General Fund	Fairview Warehouse	$ 1,447.56
PADRES UNIDOS	415110	14-Oct-2019	CONSULTANT	010730 SC-Early Learning (PreK-gr 6)	Roosevelt Elementary	$ 11,000.00
PARADIGM HEALTHCARE SERVICES, LLC	415115	14-Oct-2019	CONSULTANT	010016 MediCal Administrative Activities (MAA)	Special Education	$ 98,880.00
PARADIGM HEALTHCARE SERVICES, LLC	415117	14-Oct-2019	CONSULTANT	015640 Medi-Cal Billing Option	Special Education	$ 223,951.20
PATON GROUP	414905	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 1,580.47
PD SPECIAL EVENTS, INC.	415422	21-Oct-2019	DEPOSIT FOR PROM	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 10,000.00
PEARSON ASSESSMENTS	415080	14-Oct-2019	STUDENT SUPPORT SUPPLIES	016500 Special Education	Psychological Services/APE	$ 671.65

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PEARSON ASSESSMENTS	415090	14-Oct-2019	STUDENT SUPPORT SUPPLIES	016500 Special Education	Psychological Services/APE	$ 1,338.42
PEARSON ED, INC.	414980	10-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 1,327.82
PERMA BOUND BOOKS HERTZBERG NEW METHOD, INC.	415105	14-Oct-2019	LIBRARY BOOKS	014127 ESEA (ESSA) Title IV, Part A, Student Support and Academic	Monroe Elementary	$ 3,275.66
PETER T. TURCHYN dba PT PRODUCTIONS	414934	09-Oct-2019	STAFF TRAINING	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 1,638.75
PLAYERS CHOICE	415006	10-Oct-2019	STAFF AWARDS	010300 Department Unrestricted Discretionary Accounts	Human Resources	$ 5.89
PLAYWORKS EDUCATION ENERGIZED	415128	14-Oct-2019	CONSULTANT	010030 Unrestricted Discretionary Accounts	Diamond Elementary	$ 2,500.00
PORTVIEW PREPARATORY,INC.	415107	14-Oct-2019	NON-PUBLIC SCHOOL	016500 Special Education	Special Education	$ 135,000.00
PRB CONSTRUCTION	415092	14-Oct-2019	WALL REMOVAL MENDEZ	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 3,700.00
PROJECT LEAD THE WAY, INC.	415011	10-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	016387 CTE Incentive Grant Program	Career Technical Education	$ 2,400.00
PURE GAME	415398	21-Oct-2019	CONSULTANT	010030 Unrestricted Discretionary Accounts	Adams Elementary	$ 1,000.00
PURE GAME	415054	10-Oct-2019	CONSULTANT	010030 Unrestricted Discretionary Accounts	Villa Fundamental Interm	$ 4,600.00
R.P.P. GROUP INC dba SUBWAY 36125	415308	18-Oct-2019	CATERING	010704 SC-Dept. LCFF-Supplemental/Concentration	Special Projects/Wellness	$ 1,300.00
RAIN FOCUS, LLC dba ADOBE MAX 2019	415380	18-Oct-2019	CONFERENCE	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 1,295.00
RC MASONRY	414917	09-Oct-2019	RETILE GIRLS RESTROOM PIO PICO	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 1,990.00
RC MASONRY	414918	09-Oct-2019	CONCRETE WALL REPAIR SEGERSTROM	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 4,980.00
RC MASONRY	414920	09-Oct-2019	POOL DECK REPAIR SEGERSTROM	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 2,880.00
RC MASONRY	414921	09-Oct-2019	TILE REPAIR LIBRARY MUIR	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 1,900.00
READING IS FUNDAMENTAL, INC.	415180	15-Oct-2019	PARTICIPATION FEE	010730 SC-Early Learning (PreK-gr 6)	Monroe Elementary	$ 1,484.71

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
REALLY GOOD STUFF, INC.	415296	18-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 196.38
REALLY GOOD STUFF, INC.	415415	21-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 357.56
REGION 9 HEAD START ASSOCIATION	415226	16-Oct-2019	PARTICIPATION FEE	015210 Head Start	Child Development	$ 500.00
RELAMPAGO DEL CIELO, INC.	415292	18-Oct-2019	CONSULTANT	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	$ 2,500.00
S & S WORLDWIDE, INC.	415288	18-Oct-2019	RECESS SUPPLIES	016010 After School Education and Safety (ASES)	Kennedy Elementary	$ 91.76
S & S WORLDWIDE, INC.	415199	15-Oct-2019	RECESS SUPPLIES	010789 SC-Summer Enrichment	Thorpe Fundamental Elem	$ 162.08
SANTA ANA UNIFIED SCHOOL DISTRICT	415305	18-Oct-2019	ATHLETIC EVENT WORKER PAYMENTS	010703 SC-LCFF-Supplemental/Concentration	Saddleback High	$ 10,200.00
SANTA ANA UNIFIED SCHOOL DISTRICT	415303	18-Oct-2019	ATHLETIC EVENT WORKER PAYMENTS	010703 SC-LCFF-Supplemental/Concentration	Valley High	$ 17,694.25
SAVANNA HIGH SCHOOL	415022	10-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Valley High	$ 1,750.00
SCHNEIDER ELECTRIC IT USA, INC.	415354	18-Oct-2019	EQUIPMENT MAINTENANCE	010300 Department Unrestricted Discretionary Accounts	Technology Innovation Services	$ 11,279.00
SCHOLASTIC BOOK CLUBS, INC.	415438	22-Oct-2019	CLASSROOM BOOKS	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Martin Elementary	$ 532.59
SCHOLASTIC CLASSROOM MAGAZINES	415259	17-Oct-2019	CLASSROOM BOOKS	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Edison Elementary	$ 1,138.50
SCHOLASTIC INC.	415258	17-Oct-2019	CLASSROOM BOOKS	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 417.56
SCHOLASTIC MAGAZINES	415014	10-Oct-2019	CLASSROOM BOOKS	010030 Unrestricted Discretionary Accounts	Godinez Fundamental High	$ 435.12
SCHOLASTIC MAGAZINES	415021	10-Oct-2019	CLASSROOM BOOKS	016500 Special Education	Mendez Fundamental Interm	$ 170.78
SCHOLASTIC MAGAZINES	415039	10-Oct-2019	CLASSROOM BOOKS	016500 Special Education	Saddleback High	$ 114.88
SCHOOL LIFE, A DIVISION OF IMAGESTUFF.COM, INC.	415423	21-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Heninger Elementary	$ 146.11
SCHOOL NURSE SUPPLY, INC	414968	09-Oct-2019	NURSE SUPPLIES	010030 Unrestricted Discretionary Accounts	Jefferson Elementary	$ 55.85

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
SCHOOL OUTFITTERS, LLC	415195	15-Oct-2019	CLASSROOM FURNITURE	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 406.18
SCHOOL OUTFITTERS, LLC	414954	09-Oct-2019	CLASSROOM FURNITURE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Washington Elementary	$ 1,803.72
SCHOOL SPECIALTY/CLASSROOM DIRECT	414915	09-Oct-2019	OFFICE SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Washington Elementary	$ 54.08
SCHOOLSIN	414995	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Monroe Elementary	$ 342.57
SERVITE WRESTLING	414947	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 450.00
SIMS ORANGE WELDING SUPPLY	415044	10-Oct-2019	AUTO SHOP SUPPLIES	018150 Ongoing and Major Maintenance Account	Transportation	$ 40.55
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415170	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Adams Elementary	$ 105.87
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415310	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 323.06
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415433	22-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Century High	$ 211.71
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415329	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Godinez Fundamental High	$ 88.49
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415359	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Heninger Elementary	$ 203.97
SOUTHWEST SCHOOL AND OFFICE SUPPLY	414958	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Lincoln Elementary	$ 330.77
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415216	16-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	019999 Donations (Miscellaneous)	Lincoln Elementary	$ 77.36
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415328	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Madison Elementary	$ 275.64
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415166	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 341.31
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415215	16-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Segerstrom High	$ 312.58
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415055	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Taft Elementary	$ 53.10
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415143	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 83.41

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415152	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Villa Fundamental Interm	$ 275.01
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415035	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Washington Elementary	$ 108.16
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415040	10-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Washington Elementary	$ 15.21
SPICERS PAPER, INC.	415289	18-Oct-2019	PAPER FOR PUBLICATIONS	010000 Fund 01 General Fund	Publications	$ 870.18
SPIRAL BINDING LLC	415034	10-Oct-2019	PRINT SHOP SUPPLIES	010000 Fund 01 General Fund	Publications	$ 5,000.00
SPORTS PAGE SOCCER WAREHOUSE	414904	09-Oct-2019	ATHLETIC SUPPLIES	010703 SC-LCFF-Supplemental/Concentration	Valley High	$ 5,000.00
STAPLES BUSINESS ADVANTAGE	415372	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010808 SC-Unrestricted - Regional Occupational Center Prog (ROC/P	Career Technical Education	$ 688.27
STAPLES BUSINESS ADVANTAGE	415141	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Greenville Fundamental Elem	$ 181.68
STAPLES BUSINESS ADVANTAGE	414977	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	Muir Fundamental Elem	$ 67.37
STAPLES BUSINESS ADVANTAGE	415132	14-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 693.15
STAPLES BUSINESS ADVANTAGE	415063	11-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	016500 Special Education	Valley High	$ 145.13
STEPPING STONES THERAPY, INC.	415338	18-Oct-2019	CONSULTANT	016500 Special Education	Special Education	$ 7,200.00
TANAKA FARMS	415225	16-Oct-2019	FIELD TRIP	015210 Head Start	Child Development	$ 648.00
TBP PRODUCTIONS, LLP dba SNO SITES	415047	10-Oct-2019	ON-LINE PROGRAM LICENSE	010030 Unrestricted Discretionary Accounts	Segerstrom High	$ 650.00
TESORO HIGH SCHOOL	414944	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Godinez Fundamental High	$ 350.00
TEXTBOOK WAREHOUSE, LLC	415264	17-Oct-2019	TEXTBOOKS	016300 Lottery: Instructional Materials	State Textbooks	$ 850.02
THE BANK OF NEW YORK MELLON TRUST COMPANY N.A.	415306	18-Oct-2019	DEBT SERVICE FEE	010300 Department Unrestricted Discretionary Accounts	District-wide	$ 2,332.00
THE COLLEGE BOARD REGIONAL - WRO	415245	17-Oct-2019	CONFERENCE	019168 Circulos	K-12 Teaching and Learning	$ 235.00

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
THE PROPHET CORORATION dba GOPHER SPORT, PLAY WITH A PURPOSE, GOPHER PERFORMANCE AND MOVING MINDS	415176	15-Oct-2019	ATHLETIC SUPPLIES	010030 Unrestricted Discretionary Accounts	Century High	$ 1,456.05
THE PROPHET CORORATION dba GOPHER SPORT, PLAY WITH A PURPOSE, GOPHER PERFORMANCE AND MOVING MINDS	414984	10-Oct-2019	RECESS SUPPLIES	010030 Unrestricted Discretionary Accounts	Heninger Elementary	$ 1,300.06
THE PROPHET CORORATION dba GOPHER SPORT, PLAY WITH A PURPOSE, GOPHER PERFORMANCE AND MOVING MINDS	415280	17-Oct-2019	ATHLETIC SUPPLIES	019996 Fundraiser (Non ASB-PTA Deposits)	MacArthur Fundamental Interm	$ 1,324.35
THE PROPHET CORORATION dba GOPHER SPORT, PLAY WITH A PURPOSE, GOPHER PERFORMANCE AND MOVING MINDS	415363	18-Oct-2019	RECESS SUPPLIES	010730 SC-Early Learning (PreK-gr 6)	Madison Elementary	$ 2,219.95
THE PROPHET CORORATION dba GOPHER SPORT, PLAY WITH A PURPOSE, GOPHER PERFORMANCE AND MOVING MINDS	415053	10-Oct-2019	RECESS SUPPLIES	010030 Unrestricted Discretionary Accounts	Santiago Elementary	$ 284.05
THINKWRITE TECHNOLOGIES, LLC	415120	14-Oct-2019	COMPUTER SUPPLIES	010910 SC-Technology Refresh	K-12 Teaching and Learning	$ 11,104.42
THOMSON INC dba THOMSON AC	415167	14-Oct-2019	HVAC REPLACEMENT ALAEC	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 17,590.00
TOLEDO PHYSICAL EDUCATION SUPPLY COMPANY	415287	18-Oct-2019	ATHLETIC SUPPLIES	010030 Unrestricted Discretionary Accounts	Century High	$ 467.39
UC REGENTS	415283	17-Oct-2019	CONFERENCE	016500 Special Education	Psychological Services/APE	$ 3,000.00
ULINE SHIPPING SUPPLIES	414957	09-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010030 Unrestricted Discretionary Accounts	Santiago Elementary	$ 109.88
ULINE SHIPPING SUPPLIES	415078	11-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	010030 Unrestricted Discretionary Accounts	Santiago Elementary	$ 109.88
ULINE SHIPPING SUPPLIES	415276	17-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	016500 Special Education	Taft Elementary	$ 111.57
UNITED STATES POSTAL SERVICE	414936	09-Oct-2019	POSTAGE	010300 Department Unrestricted Discretionary Accounts	District-wide	$ 945.00
UNIVERSITY OF MARYLAND BALTIMORE	415285	17-Oct-2019	CONFERENCE	016512 Special Ed: Mental Health Services	Special Education	$ 1,100.00
UNIVERSITY OF OREGON	414940	09-Oct-2019	ON-LINE PROGRAM LICENSE	010704 SC-Dept. LCFF-Supplemental/Concentration	School Climate	$ 170.56
UNIVERSITY OF OREGON	414940	09-Oct-2019	ON-LINE PROGRAM LICENSE	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	School Climate	$ 16,885.44

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
US GAMES	415178	15-Oct-2019	ATHLETIC SUPPLIES	010030 Unrestricted Discretionary Accounts	Saddleback High	$ 992.25
VERITIV OPERATING COMPANY	415271	17-Oct-2019	PAPER FOR PUBLICATIONS	010000 Fund 01 General Fund	Publications	$ 10,503.36
VETERAN AIR	415159	14-Oct-2019	NEW HVAC DUCTING KENNEDY	018150 Ongoing and Major Maintenance Account	Building Sevices	$ 23,850.00
VEX ROBOTICS, INC.	414903	09-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	010030 Unrestricted Discretionary Accounts	Mendez Fundamental Interm	$ 1,312.09
VILLA PARK HIGH SCHOOL	414948	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 300.00
VIRTUAL ENTERPRISES INTERNATIONAL, INC.	415417	21-Oct-2019	ON-LINE PROGRAM LICENSE	017225 E-Business Academy [0473] CHS	Century High	$ 5,000.00
WESTERN PSYCHOLOGICAL SERVICES	415030	10-Oct-2019	STUDENT SUPPORT SUPPLIES	016500 Special Education	Psychological Services/APE	$ 1,258.96
WESTMINSTER HIGH SCHOOL	414945	09-Oct-2019	TOURNAMENT FEE	010703 SC-LCFF-Supplemental/Concentration	Santa Ana High	$ 375.00
WHETSTONE EDUCATION, INC.	415341	18-Oct-2019	NON-PUBLIC SCHOOL	014035 Title II-Part A Improving Teacher Quality	Nonpublic Schools	$ 4,425.00
WILLIAM V. MACGILL & CO. dba MACGILL & CO.	415175	15-Oct-2019	NURSE SUPPLIES	010030 Unrestricted Discretionary Accounts	Jefferson Elementary	$ 29.88
WILLIAM V. MACGILL & CO. dba MACGILL & CO.	415145	14-Oct-2019	NURSE SUPPLIES	010030 Unrestricted Discretionary Accounts	Saddleback High	$ 221.04
WILLIAM V. MACGILL & CO. dba MACGILL & CO.	414900	09-Oct-2019	NURSE SUPPLIES	010030 Unrestricted Discretionary Accounts	Santiago Elementary	$ 42.88
ZAAPPAAZ, LLC dba WRIST-BAND.COM; CUSTOMLANYARD.NET; WRISTBANDTODAY; WB PROMOTION	414896	09-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Greenville Fundamental Elem	$ 103.79
ZAAPPAAZ, LLC dba WRIST-BAND.COM; CUSTOMLANYARD.NET; WRISTBANDTODAY; WB PROMOTION	415392	21-Oct-2019	STUDENT INCENTIVES	010030 Unrestricted Discretionary Accounts	Lincoln Elementary	$ 124.55
					Grand Total:	**$6,928,753.26**

Fund 09

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
OFFICE DEPOT	415124	14-Oct-2019	OFFICE SUPPLIES	096010 Fund 09 Before and After School Learning and Safe Neighborhood Partnerships	Advanced Learning Academy	$ 176.85
					Grand Total:	**$ 176.85**

Fund 12

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	414926	09-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 69.61
AMAZON CAPITAL SERVICES, INC.	415394	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	126052 Prekindergarten and Family LIteracy Support	Early Childhood Education	$ 118.97
AMAZON CAPITAL SERVICES, INC.	415440	22-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 38.00
AMAZON CAPITAL SERVICES, INC.	415311	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Pio Pico Elementary	$ 103.78
EVERYCHILD CALIFORNIA	415050	10-Oct-2019	CONFERENCE	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 289.00
LAKESHORE LEARNING MATERIALS	415384	18-Oct-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	126105 Child Development: CA State Preschool Prog	Lincoln Elementary	$ 348.20
OFFICE DEPOT	415414	21-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Carver Elementary	$ 85.33
OFFICE DEPOT	415188	15-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 72.90
OFFICE DEPOT	415179	15-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Heroes Elementary	$ 30.08
OFFICE DEPOT	415344	18-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Jefferson Elementary	$ 205.82
OFFICE DEPOT	415330	18-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Lincoln Elementary	$ 57.09
OFFICE DEPOT	415346	18-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Madison Elementary	$ 50.07
OFFICE DEPOT	415408	21-Oct-2019	OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Madison Elementary	$ 103.84
PAUL SALAZAR dba EARLY LEARNING CAREERS	415411	21-Oct-2019	CONSULTANT	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 10,000.00
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415418	21-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Jefferson Elementary	$ 61.47
SOUTHWEST SCHOOL AND OFFICE SUPPLY	415349	18-Oct-2019	CLASSROOM AND OFFICE SUPPLIES	126105 Child Development: CA State Preschool Prog	Madison Elementary	$ 73.37
ULINE SHIPPING SUPPLIES	415076	11-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 77.90
ULINE SHIPPING SUPPLIES	415393	21-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	126105 Child Development: CA State Preschool Prog	Early Childhood Education	$ 77.90
					Grand Total:	**$ 11,863.33**

Fund 13

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	415071	11-Oct-2019	OFFICE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 196.49
AMAZON CAPITAL SERVICES, INC.	415378	18-Oct-2019	OFFICE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 223.99
ARROW RESTAURANT EQUIPMENT	415450	22-Oct-2019	KITCHEN EQUIPMENT	135310 Child Nutrition: School Programs	Nutrition Services	$ 61,721.34
CALIFORNIA DEPARTMENT OF EDUCATION	415362	18-Oct-2019	ADMINISTRATION FEES	135310 Child Nutrition: School Programs	Nutrition Services	$ 1,535.25
CDW GOVERNMENT INC	415089	14-Oct-2019	COMPUTER SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 338.49
COUNTY OF ORANGE AUDITOR-CONTROLLER	415399	21-Oct-2019	TAX PAYMENT	135310 Child Nutrition: School Programs	Nutrition Services	$ 5,134.32
CROWN LIFT TRUCKS	415358	18-Oct-2019	EQUIPMENT MAINTENANCE	135310 Child Nutrition: School Programs	Nutrition Services	$ 5,000.00
EMS LINQ, INC.	415086	14-Oct-2019	SOFTWARE MAINTENANCE	135310 Child Nutrition: School Programs	Nutrition Services	$ 11,000.00
G A SYSTEMS	415087	14-Oct-2019	KITCHEN SMALLWARES	135310 Child Nutrition: School Programs	Nutrition Services	$ 110.85
GOLD STAR FOODS	415088	14-Oct-2019	PROGRAM FEES	135310 Child Nutrition: School Programs	Nutrition Services	$ 3,500.00
GRAINGER	415455	22-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 223.47
JC FOODSERVICE, INC. dba ACTION SALES	415093	14-Oct-2019	KITCHEN EQUIPMENT	135310 Child Nutrition: School Programs	Nutrition Services	$ 6,229.44
NIKI INVESTMENTS, INC. dba DOMINO'S	415361	18-Oct-2019	CATERING	135310 Child Nutrition: School Programs	Nutrition Services	$ 12,000.00
OFFICE DEPOT	415191	15-Oct-2019	OFFICE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 65.54
OFFICE DEPOT	415236	17-Oct-2019	OFFICE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 1,820.22
OFFICE DEPOT	415369	18-Oct-2019	OFFICE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 402.95
OFFICE DEPOT	415439	22-Oct-2019	OFFICE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 198.43
SCHWAN'S FOOD SERVICE, INC.	415360	18-Oct-2019	CATERING	135310 Child Nutrition: School Programs	Nutrition Services	$ 10,000.00

Fund 13

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
SCSNA	415007	10-Oct-2019	MEMBERSHIP	135310 Child Nutrition: School Programs	Nutrition Services	$ 150.00
THE PLATINUM PACKAGING GROUP	415094	14-Oct-2019	KITCHEN SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 7,660.00
ULINE SHIPPING SUPPLIES	415091	14-Oct-2019	FACILITIES MAINTENANCE SUPPLIES	135310 Child Nutrition: School Programs	Nutrition Services	$ 812.21
					Grand Total:	**$ 128,322.99**

Fund 14

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
DUSTIN ELAM dba MIKE ELAM CONSTRUCTION	415230	16-Oct-2019	DOOR REPAIRS DO	140000 Fund 14 Deferred Maintenance Fund	Building Sevices	$ 2,982.53
DUSTIN ELAM dba MIKE ELAM CONSTRUCTION	415231	16-Oct-2019	DOOR REPAIRS DO	140000 Fund 14 Deferred Maintenance Fund	Building Sevices	$ 3,154.65
EASY TURF, INC.	415074	11-Oct-2019	HEROES MULTIUSE FIELDS TURF PROJECT	140001 Fund 14 Artificial Turf	Heroes Elementary	$ 55,734.64
EASY TURF, INC.	415075	11-Oct-2019	HEROES MULTIUSE FIELDS TURF PROJECT	140001 Fund 14 Artificial Turf	Heroes Elementary	$ 283,745.47
SOUTHERN CALIFORNIA EDISON	415379	18-Oct-2019	ELECTRICAL UPGRADES AT SADDLEBACK	140000 Fund 14 Deferred Maintenance Fund	Saddleback High	$ 10,004.24
					Grand Total:	**$ 355,621.53**

Fund 22

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
BAKER NOWICKI DESIGN STUDIO, LLP	415324	18-Oct-2019	ARCHITECHTURAL FEES	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Villa Fundamental Interm	$ 42,500.00
DIVISION OF STATE ARCHITECT	415237	17-Oct-2019	DSA FEES	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Garfield Elementary	$ 4,945.00
DUSTIN ELAM dba MIKE ELAM CONSTRUCTION	415229	16-Oct-2019	LOCK REKEY SAHS	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Santa Ana High	$ 1,476.00
J B BOSTICK COMPANY INC	414998	10-Oct-2019	ADA ACCESS RAMPS AT DAVIS	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Davis Elementary	$ 47,000.00
LIONAKIS	415327	18-Oct-2019	ARCHITECHTURAL FEES	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Jackson Elementary	$ 140,775.00
PRIEST CONSTRUCTION SERVICES, INC.	415085	14-Oct-2019	INSPECTION SERVICES	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Davis Elementary	$ 6,000.00
TWINING CONSULTING, INC.	414997	10-Oct-2019	CONSTRUCTION MANAGEMENT	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Davis Elementary	$ 5,004.48

Fund 22

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
TWINING CONSULTING, INC.	414997	10-Oct-2019	CONSTRUCTION MANAGEMENT	229059 Fund 22 Measure I Series A 2018 GO Bond, Series A	Davis Elementary	$ 6,198.40
					Grand Total:	**$ 253,898.88**

Fund 25

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
LORRIE LOUISE RUIZ dba CORINNE LOSKOT CONSULTING, INC.	415352	18-Oct-2019	CONSULTANT	259000 Fund 25 Community Redevelopment Funds	Facilities/Governmtl Relations	$ 40,000.00
					Grand Total:	**$ 40,000.00**

Fund 35

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
ALL AMERICAN INSPECTION, INC.	415149	14-Oct-2019	INSPECTION SERVICES	357710 Fund 35 OPSC School Facilities Bond Projects	Muir Fundamental Elem	$ 60,000.00
NINYO & MOORE GEOTECHNICAL & ENVIROMENTAL SCIENCES CONSULTANTS	415084	14-Oct-2019	GEOTECHNICAL SERVICES	357710 Fund 35 OPSC School Facilities Bond Projects	Muir Fundamental Elem	$ 90,626.00
STATE WATER RESOURCE CONTROL BOARD	414925	09-Oct-2019	PERMIT FEE MUIR P2P	357710 Fund 35 OPSC School Facilities Bond Projects	Muir Fundamental Elem	$ 442.00
					Grand Total:	**$ 151,068.00**

Fund 40

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
BAKER NOWICKI DESIGN STUDIO, LLP	415326	18-Oct-2019	ARCHITECHTURAL FEES	406225 Emergency Repair Prgm-Williams Case	Facilities/Governmtl Relations	$ 50,000.00
					Grand Total:	**$ 50,000.00**

Fund 49

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
THE BANK OF NEW YORK MELLON TRUST COMPANY N.A.	415307	18-Oct-2019	DEBIT SERVICE FEE	499280 QZAB 2005	District-wide	$ 2,098.80
					Grand Total:	**$ 2,098.80**

Fund 81

Supplier:	PO Number:	Date PO Created:	Item Description	Resource Description:	Site:	Amount:
AMERICAN RED CROSS	415279	17-Oct-2019	SAFETY SUPPLIES	810000 Fund 81 Property and Liability	Risk Management	$ 2,000.00
COMMLINE, INC.	415453	22-Oct-2019	SAFETY SUPPLIES	810000 Fund 81 Property and Liability	Risk Management	$ 2,101.97
					Grand Total:	**$ 4,101.97**

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.20 Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of October 9, 2019 through October 22, 2019**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Ratify Expenditure Summary Report and Detailed Warrant Listing Report of all payments over $25,000 for the period of October 9, 2019 through October 22, 2019.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07003 Accounting Services

AGENDA ITEM BACKUP SHEET

TITLE: Ratification of Expenditure Summary and Warrants Issued Over $25,000 for the Period of October 9, 2019 through October 22, 2019

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Kelli Levanger, Director, Accounting, Payroll and Student Attendance

ITEM SUMMARY:

- Snapshot of all warrants issued for period of October 9, 2019 through October 22, 2019
- All expenditures were previously approved through prior Board action
- Board Policy 3300
- Required by Education Code 17604

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Expenditure Summary Report and Detailed Warrant Listing Report of all payments over $25,000. Warrants are payments of expenditures previously approved through Board action.

RATIONALE:

The Expenditure Summary Report provides a summary of all warrants created during the period of October 9, 2019 through October 22, 2019 by funding source. The Detailed Warrant Listing Report of expenditures $25,000 and over lists each individual warrant created by vendor for the period of October 9, 2019 through October 22, 2019. Expenditures contained in these reports have been Board approved through prior Purchase Order agenda approval submissions. The warrants listed reflect payments against these Purchase Orders.

FUNDING:
No fiscal impact.

RECOMMENDATION:
Ratify Expenditure Summary Report and Detailed Warrant Listing Report of all payments over $25,000 for the period of October 9, 2019 through October 22, 2019.

File Attachments
Expenditures Summary Report.pdf (184 KB)
Warrant Listing.pdf (175 KB)

Santa Ana Unified School District

Alan Rasmussen, Ed.D.
Richard Tauer
Interim Co-Superintendents of Schools

Date: October 22, 2019

To: Alan Rasmussen, Ed.D., Interim Co-Superintendent
Richard V. Tauer, Interim Co-Superintendent

From: Manoj Roychowdhury, Assistant Superintendent, Business Services

Subject: Expenditures Summary: From 09-Oct-2019 through 22-OCT-2019

010000	Fund 01 General Fund	$6,399,766.51
090000	Fund 09 Charter School Fund	$30,264.30
120000	Fund 12 Child Development	$5,227.34
130000	Fund 13 Cafeteria Fund	$1,250,420.27
140000	Fund 14 Deferred Maintenance Fund	$14,796.24
220000	Fund 22 SAUSD GO Bond	$27,125.00
250000	Fund 25 Capital Facilities Fund	$579,651.54
350000	Fund 35 County School Facilities Fund	$2,586,255.62
400000	Fund 40 Special Reserve Fund for Capital Outlay	$108,977.29
490000	Fund 49 Capital Project Fund for Blended Co	$3,858.27
680000	Fund 68 Workers' Compensation	$1,694.61
810000	Fund 81 Property and Liability	$9,425.82
	Total Expenditures:	$11,017,462.81

Prepared by: Accounting Department
Expenditures summary report includes all District payments.

1601 E. Chestnut Ave., Santa Ana, CA 92701, (714) 558-5501

BOARD OF EDUCATION
Valerie Amezcua, President • Rigo Rodriguez, Ph.D., Vice President
Alfonso Alvarez, Ed.D., Clerk • John Palacio, Member

SAUSD Board of Education Warrant Listing

October 09, 2019*

Check #	*Vendor*	*Location*	*Amount*
010000 Fund 01 General Fund			
84272006	**JFK TRANSPORTATION**		**$32,354.62**
	010006 SC-NJROTC	Santa Ana High	
	010030 Unrestricted Discretionary Accounts	Carr Intermediate	
		Esqueda Elementary	
		Godinez Fundamental High	
		Mendez Fundamental Intermediate	
		Sierra Preparatory Academy	
		Villa Fundamental Intermediate	
		Willard Intermediate	
	010044 SC-Communication Studies (Speech and Debate)	K-12 Teaching and Learning	
	010703 SC-LCFF-Supplemental/Concentration	Century High	
		Godinez Fundamental High	
		Saddleback High	
		Santa Ana High	
		Segerstrom High	
		Valley High	
	010704 SC-Dept. LCFF-Supplemental/Concentration	Special Projects/Wellness	
	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	EL Programs and Stud Achievement	
		Heroes Elementary	
		Jackson Elementary	
		Kennedy Elementary	
		Villa Fundamental Intermediate	
		Washington Elementary	
84272000	**AREY JONES EDUCATIONAL SOLUTIONS**		**$607,283.88**
	010300 Department Unrestricted Discretionary Accounts	Superintendent's Office	
	010910 SC-Technology Refresh	K-12 Teaching and Learning	

SAUSD Board of Education Warrant Listing

October 09, 2019

Check #	Vendor	Location	Amount
84271996	**ADVANTAGE WEST INVESTMENT ENTERPRISES, INC. dba ADVANTAGE WEST**		**$82,467.44**
	010301 Facilities and Government Relations Unrestricted Discretionary Accounts	Building Services	
84271979	**OC TRANSIT, INC.**		**$39,717.60**
	010722 SpEd Pupil Transportation	Transportation	
84271974	**JFK TRANSPORTATION**		**$140,397.44**
	010722 SpEd Pupil Transportation	Transportation	
	010723 SC-Pupil Transportation (7230/7240)	Transportation	
	010808 SC-Unrestricted - Regional Occupational Center Program (ROC/P 6350)	Career Technical Education	
	016010 After School Education and Safety (ASES)	Hoover Elementary	
84271973	**DURHAM SCHOOL SERVICES, L.P.**		**$876,726.00**
	010722 SpEd Pupil Transportation	Transportation	
84271966	**BERTRAND'S MUSIC ENTERPRISES**		**$37,638.81**
	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	

SAUSD Board of Education Warrant Listing

October 09, 2019

Check #	Vendor	Location	Amount
130000 Fund 13 Cafeteria Fund			
84272049	**NEWPORT FARMS**		**$37,109.33**
	135310 Child Nutrition: School Programs	Century High	
		Lorin Griset Academy	
		Nutrition Services	
		Saddleback High	
		Valley High	
84272045	**LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE COMPANY**		**$26,160.93**
	135310 Child Nutrition: School Programs	Nutrition Services	
		Santa Ana High	
84272044	**LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE COMPANY**		**$61,289.33**
	135310 Child Nutrition: School Programs	Godinez Fundamental High	
		McFadden Intermediate	
		Nutrition Services	
		Saddleback High	
84272021	**GOLD STAR FOODS**		**$73,099.08**
	135310 Child Nutrition: School Programs	Nutrition Services	
350000 Fund 35 County School Facilities Fund			
84272055	**SILVER CREEK INDUSTRIES, INC.**		**$1,853,619.85**
	357710 Fund 35 OPSC School Facilities Bond Projects	Muir Fundamental Elem	

Grand Total: ***$3,867,864.31***

****Warrant listing report includes payments for $25,000 and over.***

SAUSD Board of Education Warrant Listing

October 14, 2019*

Check #	Vendor	Location	Amount
010000 Fund 01 General Fund			
84272161	**EDWARD B. COLE, SR. ACADEMY**		**$66,882.00**
	010000 Fund 01 General Fund	Cash Account	
84272063	**CENTER FOR THE COLLABORATIVE CLASSROOM**		**$121,267.50**
	014203 Title III Limited English Proficiency LEP Student Program	EL Programs and Stud Achievement	
84272087	**AT&T**		**$29,405.18**
	010300 Department Unrestricted Discretionary Accounts	District-wide	
84272102	**AREY JONES EDUCATIONAL SOLUTIONS**		**$543,416.87**
	010030 Unrestricted Discretionary Accounts	Romero-Cruz Academy	
		Sepulveda Elementary	
	010300 Department Unrestricted Discretionary Accounts	Secondary Curriculum & Instruction	
	010910 SC-Technology Refresh	K-12 Teaching and Learning	
	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	Saddleback High	
		Wilson Elementary	
	015640 Medi-Cal Billing Option	Health/Home-Hospital Instruction	
		Speech Department	
84272135	**KYA SERVICES, LLC**		**$46,323.35**
	018150 Ongoing and Major Maintenance Account	Building Services	
84272155	**CITRUS SPRINGS CHARTER SCHOOL, INC.**		**$57,467.00**
	010000 Fund 01 General Fund	Cash Account	
84272058	**AMERICAN LOGISTICS COMPANY, LLC**		**$25,404.00**
	010722 SpEd Pupil Transportation	Transportation	
84272160	**EDNOVATE, INC.**		**$68,326.00**
	010000 Fund 01 General Fund	Cash Account	
84272162	**EL SOL SCIENCE AND ARTS ACADEMY**		**$198,131.00**
	010000 Fund 01 General Fund	Cash Account	

SAUSD Board of Education Warrant Listing

October 14, 2019

Check #	*Vendor*	*Location*	*Amount*
84272170	**MAGNOLIA EDUCATIONAL RESEARCH FOUNDATION dba MAGNOLIA SCIENCE ACADEMY-SANTA ANA**		**$149,284.00**
	010000 Fund 01 General Fund	Cash Account	
84272173	**NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL**		**$90,384.00**
	010000 Fund 01 General Fund	Cash Account	
84272174	**ORANGE COUNTY EDUCATIONAL ARTS ACADEMY**		**$135,368.00**
	010000 Fund 01 General Fund	Cash Account	
84272175	**ORANGE COUNTY SCHOOL OF THE ARTS**		**$471,514.00**
	010000 Fund 01 General Fund	Cash Account	
84272181	**SOUTHERN CALIFORNIA EDISON**		**$26,344.74**
	010300 Department Unrestricted Discretionary Accounts	District-wide	
84272183	**VISTA CHARTER PUBLIC SCHOOLS**		**$89,787.00**
	010000 Fund 01 General Fund	Cash Account	
84272157	**CITY OF SANTA ANA**		**$87,697.00**
	010300 Department Unrestricted Discretionary Accounts	District-wide	

090000 Fund 09 Charter School Fund

84272186	**CULVER NEWLIN, INC.**		**$27,328.78**
	090720 Fund 09 One-Time Discretionary Funds	Advanced Learning Academy	

130000 Fund 13 Cafeteria Fund

84272150	**GOLD STAR FOODS**		**$102,616.15**
	135310 Child Nutrition: School Programs	Nutrition Services	
84272148	**GOLD STAR FOODS**		**$93,888.44**
	135310 Child Nutrition: School Programs	Nutrition Services	

Grand Total: ***$2,430,835.01***

****Warrant listing report includes payments for $25,000 and over.***

SAUSD Board of Education Warrant Listing

October 16, 2019*

Check #	Vendor	Location	Amount
010000 Fund 01 General Fund			
84272302	**JFK TRANSPORTATION**		**$25,603.38**
	010030 Unrestricted Discretionary Accounts	Godinez Fundamental High	
		Saddleback High	
		Valley High	
		Walker Elementary	
		Willard Intermediate	
	010038 SC-Valley HS Academies	Valley High	
	010703 SC-LCFF-Supplemental/Concentration	Century High	
		Godinez Fundamental High	
		Saddleback High	
		Santa Ana High	
		Segerstrom High	
		Valley High	
	010704 SC-Dept. LCFF-Supplemental/Concentration	Visual and Performing Arts	
	010725 SC-Dashboard Support Schools	Lathrop Intermediate	
	010808 SC-Unrestricted - Regional Occupational Center Program (ROC/P 6350)	Career Technical Education	
	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	Century High	
		Kennedy Elementary	
		King Elementary	
		Monroe Elementary	
		Sierra Preparatory Academy	
		Villa Fundamental Intermediate	
		Washington Elementary	
	017225 E-Business Academy [0473] CHS	Century High	
	019168 Circulos	K-12 Teaching and Learning	

SAUSD Board of Education Warrant Listing

October 16, 2019

Check #	*Vendor*	*Location*	*Amount*
84272220	**PORTVIEW PREPARATORY, INC.**		**$28,915.00**
	016500 Special Education	Special Education	
84272241	**JFK TRANSPORTATION**		**$140,360.80**
	010722 SpEd Pupil Transportation	Transportation	
	010723 SC-Pupil Transportation (7230/7240)	Transportation	
	010808 SC-Unrestricted - Regional Occupational Center Program (ROC/P 6350)	Career Technical Education	
	016010 After School Education and Safety (ASES)	Hoover Elementary	
84272249	**OC TRANSIT, INC.**		**$39,386.62**
	010722 SpEd Pupil Transportation	Transportation	
84272251	**ORANGE COUNTY DEPARTMENT OF EDUCATION**		**$411,402.50**
	016500 Special Education	Special Education	
84272270	**VISION STAR MEDIA, LLC**		**$27,500.00**
	019100 ASCIP Loss Control Grant	Risk Management	
84272272	**VOYAGER SOPRIS LEARNING, INC.**		**$67,020.27**
	014203 Title III Limited English Proficiency LEP Student Program	EL Programs and Stud Achievement	
84272201	**BEACON DAY SCHOOL, INC.**		**$99,413.45**
	016500 Special Education	Special Education	

SAUSD Board of Education Warrant Listing

October 16, 2019

Check #	Vendor	Location	Amount
130000 Fund 13 Cafeteria Fund			
84272279	**GOLD STAR FOODS**		**$209,844.66**
	135310 Child Nutrition: School Programs	Nutrition Services	
84272339	**LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE COMPANY**		**$35,854.52**
	135310 Child Nutrition: School Programs	Lorin Griset Academy	
		Nutrition Services	
		Valley High	
		Villa Fundamental Intermediate	
84272344	**P & R PAPER SUPPLY, CO.**		**$28,326.45**
	135310 Child Nutrition: School Programs	Nutrition Services	
84272277	**GOLD STAR FOODS**		**$136,477.58**
	135310 Child Nutrition: School Programs	Nutrition Services	
250000 Fund 25 Capital Facilities Fund			
84272358	**CULVER NEWLIN, INC.**		**$89,306.05**
	259157 Fund 25 City Santa Ana Redevelopment	Santa Ana High	
84272360	**GILBERT & STEARNS, INC.**		**$86,075.00**
	259157 Fund 25 City Santa Ana Redevelopment	K-12 Sch Performance & Culture	
84272364	**WESTGROUP DESIGNS, INC.**		**$214,402.81**
	250000 Fund 25 Capital Facilities Fund	INDA (Campus Drive)	
350000 Fund 35 County School Facilities Fund			
84272365	**ALL AMERICAN INSPECTION, INC.**		**$42,000.00**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	
400000 Fund 40 Special Reserve Fund for Capital Outlay Projects			
84272371	**BAKER NOWICKI DESIGN STUDIO, LLP**		**$93,612.07**
	406225 Emergency Repair Program-Williams Case	Villa Fundamental Intermediate	

Grand Total: ***$1,775,501.16***

****Warrant listing report includes payments for $25,000 and over.***

SAUSD Board of Education Warrant Listing

October 21, 2019*

Check #	Vendor	Location	Amount
010000 Fund 01 General Fund			
84272460	**DEVEREUX GEORGIA**		**$42,360.14**
	016500 Special Education	Special Education	
84272393	**LAKESHORE LEARNING MATERIALS**		**$60,133.61**
	010030 Unrestricted Discretionary Accounts	Lincoln Elementary	
		Madison Elementary	
	010031 Unrestricted One-time Funds	Adams Elementary	
		Davis Elementary	
		Elementary Curriculum & Instruction	
		Garfield Elementary	
		Harvey Elementary	
		Lincoln Elementary	
		Martin Elementary	
		Muir Fundamental Elem	
		Wilson Elementary	
	010730 SC-Early Learning (PreK-gr 6)	Madison Elementary	
	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	Carver Elementary	
	014203 Title III Limited English Proficiency LEP Student Program	EL Programs and Student Achievement	
	016010 After School Education and Safety (ASES)	Heroes Elementary	
		Martin Elementary	
	016500 Special Education	Esqueda Elementary	
	016515 Special Ed: Infant Discretionary Fund (frm 3330)	Taft Elementary	

SAUSD Board of Education Warrant Listing

October 21, 2019

Check #	*Vendor*	*Location*	*Amount*
84272410	**CHARITABLE VENTURES OF ORANGE COUNTY**		**$54,859.09**
	010703 SC-LCFF-Supplemental/Concentration	Reach Academy	
	010704 SC-Dept. LCFF-Supplemental/Concentration	K-12 Sch Performance & Culture	
	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	Century High	
		Heninger Elementary	
		Heroes Elementary	
		Saddleback High	
		Santa Ana High	
		Valley High	
	013182 ESSA: CSI LEA funding	Willard Intermediate	
84272411	**HERNANDEZ MARIACHI HERITAGE SOCIETY dba JOSE HERNANDEZ MARIACHI ACADEMY**		**$27,750.00**
	016010 After School Education and Safety (ASES)	After School Programs	
84272412	**RODOLFO CAZALES dba TOYAMA KARATE-DO ORGANIZATION**		**$25,129.60**
	016010 After School Education and Safety (ASES)	After School Programs	
84272417	**ATKINSON ANDELSON LOYA RUUD & ROMO**		**$59,281.71**
	010300 Department Unrestricted Discretionary Accounts	Human Resources	
		K-12 Sch Performance & Culture	
		Pupil Support Services	
	010704 SC-Dept. LCFF-Supplemental/Concentration	School Climate	
84272418	**BOYS AND GIRLS CLUB OF SANTA ANA**		**$50,140.16**
	016010 After School Education and Safety (ASES)	After School Programs	

SAUSD Board of Education Warrant Listing

October 21, 2019

Check #	Vendor	Location	Amount
84272420	**CHARITABLE VENTURES OF ORANGE COUNTY**		**$54,859.09**
	010703 SC-LCFF-Supplemental/Concentration	Reach Academy	
	010704 SC-Dept. LCFF-Supplemental/Concentration	K-12 Sch Performance & Culture	
	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	Century High	
		Heninger Elementary	
		Heroes Elementary	
		Saddleback High	
		Santa Ana High	
		Valley High	
	013182 ESSA: CSI LEA funding	Willard Intermediate	
84272440	**JUSTIN BUCHMAN dba THE LEARNING CENTER FOR THE DEAF, INC.**		**$90,687.16**
	016500 Special Education	Special Education	
84272383	**AREY JONES EDUCATIONAL SOLUTIONS**		**$187,699.58**
	010910 SC-Technology Refresh	K-12 Teaching and Learning	
84272459	**DEL SOL SCHOOL, INC.**		**$30,183.20**
	016500 Special Education	Special Education	
84272441	**LAKEMARY CENTER, INC.**		**$93,770.00**
	016500 Special Education	Special Education	

130000 Fund 13 Cafeteria Fund

84272466	**GOLD STAR FOODS**		**$25,721.12**
	135310 Child Nutrition: School Programs	Nutrition Services	
84272470	**BERNARDS BROS., INC., dba BERNARDS BROTHERS CONSTRUCTION**		**$95,875.00**
	135310 Child Nutrition: School Programs	Saddleback High	

250000 Fund 25 Capital Facilities Fund

84272476	**JRH CONSTRUCTION COMPANY, INC.**		**$130,573.70**
	259000 Fund 25 Community Redevelopment Funds	Romero-Cruz Academy	

SAUSD Board of Education Warrant Listing

October 21, 2019

Check #	Vendor	Location	Amount
350000 Fund 35 County School Facilities Fund			
84272491	**SIERRA LATHING COMPANY, INC.**		**$50,046.47**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	
84272479	**BALFOUR BEATTY CONSTRUCTION**		**$144,947.20**
	357710 Fund 35 OPSC School Facilities Bond Projects	Muir Fundamental Elem	
84272483	**COUTS HEATING & COOLING, INC.**		**$35,005.79**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	
84272484	**DANIEL'S ELECTRICAL CONSTRUCTION CO., INC.**		**$70,125.00**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	
84272485	**INLAND BUILDING CONTRUCTION**		**$40,125.34**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	
84272486	**JRH CONSTRUCTION COMPANY, INC.**		**$204,438.08**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	
84272488	**PACIFIC BUILDERS & ROOFING, INC., dba WSP ROOFING**		**$40,493.75**
	357710 Fund 35 OPSC School Facilities Bond Projects	Carver Elementary	

Grand Total: ***$1,614,204.79***

****Warrant listing report includes payments for $25,000 and over.***

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.21 Approval of Revised Job Description: Instructional Assistant-Deaf and Hard of Hearing**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Recommended Action	Approve the revised job description: Instructional Assistant-Deaf and Hard of Hearing.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.2 - Ensure effective and efficient emergency response and preparedness SERVICES 3.07018 Human Resources Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Revised Job Description: Instructional Assistant-Deaf and Hard of Hearing

ITEM: Consent

SUBMITTED BY: Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources

PREPARED BY: Mayra Helguera, Ed. D., Assistant Superintendent, Special Education/SELPA

ITEM SUMMARY:

- The revised job description updates terminology that less restrictive and discriminatory to possible employees. The language and terms were also updated to be in line with current practices.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the revised job description: Instructional Assistant-Deaf and Hard of Hearing. This position supports students and teachers in our Deaf and Hard of Hearing program. The job description revisions are needed to ensure the District is not participating in discriminatory hiring practices and to also include culturally sensitive terminology to the deaf and hard of hearing community.

RATIONALE:

The Instructional Assistant-Deaf and Hard of Hearing job description has not been updated in many years and included antiquated language that is no longer commonly used or understood. The job description also had several portions that sounded restricted and discriminatory to potential deaf or hard of hearing applicants, which has received a lot of negative attention in the recent past with another posted vacancy. We were able to change portions of the job description that referred to oral, speaking and listening skills to communication skills, which is appropriate for this position. This will level the opportunities for the variety of qualified applicants who may apply, both hearing and deaf. These changes will reflect that the District is informed of the current terminology as it relates to education of the deaf as well as demonstrate the district's values to be inclusive of and consider all well-qualified candidates. No changes were made to job duties and salary schedule.

The revised job description is attached.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the revised job description: Instructional Assistant-Deaf and Hard of Hearing.

HDM: gg

File Attachments
Revised Job Description - Instructional Assistant - Deaf and Hard of Hearing 11-19-19.pdf (150 KB)

SANTA ANA UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL ASSISTANT - DEAF AND HARD OF HEARING

~~BASIC FUNCTION:~~ **JOB SUMMARY:**

Under the direction of a principal **and/or designee**, assist in educational and child development activities in ~~an aurally handicapped~~ **a deaf and hard of hearing program and/or** classroom ~~or special learning center~~.

REPRESENTATIVE DUTIES:

- Assist teachers in ~~an aurally handicapped~~ **a deaf and hard of hearing program and/or** classroom with ~~normal~~ classroom routines and lesson preparation. **E**

- ~~Interpret~~ **Communicate** by **voice or** signing ~~or , finger spelling and silent vocalization all~~ instruction and discussions for **students who are** deaf **and hard of hearing** ~~students~~ when necessary. **E**

- Assist students with teacher's instructional materials program. **E**

- Assist students in practicing **communication skills**. ~~oral, written, lip reading and or sign language skills.~~ **E**

- Assist with learning activities as planned with teachers; instruct and direct student activities to implement follow-up programs set up by teacher. **E**

- Work with **students** ~~the aurally handicapped~~ individually or in small groups by tutoring, reinforcing or following-up on the lessons and assignments. **E**

- Assist in testing, scoring tests and in the evaluation of instruction and student's progress and problems. **E**

- May follow teacher's lesson plans; may assist teacher in preparation of plans or develop own~~s~~ **lesson** plans based on teacher's direction and explanation of the student's need. **E**

- Prepare materials and equipment and operate instructional equipment. **E**

- Perform other clerical duties such as maintaining inventories, maintaining routine records such as attendance, grades and test scores. **E**

- Maintain classroom or learning facility in a clean and organized manner. **E**

- **Assist in determining** ~~Check~~ **functionality** ~~work ability~~ of hearing aids. ~~and listening ability of students~~. **E**

INSTRUCTIONAL ASSISTANT - DEAF AND HARD OF HEARING (CONTINUE)

REPRESENTATIVE DUTIES: (continued)

- Supervise **and support** ~~interpret for~~ students during special activities such as music classes, physical education classes, movies and library time. **E**

- May type or duplicate lessons, texts and other instructional materials.

- May supervise student activities during lunch time or on the school grounds.

- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Educational implication of hearing loss.
- **American Sign Language and/or Total Communication Model/Simultaneous Communication (SimCom)** ~~Signing Exact English signs, and finger spelling (or become skilled within six months of hiring~~.
- English, grammar, spelling and punctuation.
- Oral and/**or signing skills and** written communication skills.
- Basic methods used in instruction.
- Simple clerical and filing methods.

Ability to:

- Learn ~~to understand the process of~~ **best practices in** educating ~~hearing-impaired~~ **students in the deaf and hard of hearing program** ~~students~~.
- Assist ~~hearing-impaired~~ **students in the deaf and hard of hearing program** ~~students~~ in a flexible and understanding manner.
- Supervise students according to school rules and procedures.
- Understand and follow oral and written directions.
- Work cooperatively with others.
- Communicate effectively with others.
- Establish and maintain effective working relationships with others.
- Demonstrate competency in signing. ~~and finger spelling or become skilled within six months of hiring.~~
- Prepare instructional materials for student use.
- Maintain records and files.
- Perform the essential functions of the job.

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to sufficient training and experience to demonstrate the knowledge and abilities required for this position.~~

- **High School Diploma or GED.**

LICENSES AND OTHER REQUIREMENTS:

- **Valid California driver's license or State or Federal identification.**
- **First aid certification desirable.**

WORKING CONDITIONS:

Environment:

- ~~General~~ Classroom environment.
- Constant interruptions.

Physical Abilities:

- Seeing to monitor student work and read a variety of materials.
- Sitting or standing for extended periods of time.
- Dexterity of hands and fingers to operate instructional equipment.
- Bending at the waist, kneeling or crouching to assist students.
- Lifting or moving objects, normally not exceeding thirty (30) pounds.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job~~.~~ **pursuant to the** ~~formal~~ **Interactive Process.**

Board Approved: (12/82 7/91) 5/01

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.22 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Recommended Action	Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

ITEM: Consent

SUBMITTED BY: Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources

ITEM SUMMARY:
Contained within the Personnel Calendar are 50 new hires for SAUSD, including:

- After School Instructional Provider – 15
- Autism Paraprofessional – 1
- Computer Tech I - 2
- Custodian – 3
- District Centrex Operator – 1
- Food Service Field Supervisor – 1
- Instructional Assistant Biliterate - 6
- Instructional Assistant Visually Impaired – 1
- Job Training Assistant Special Education – 1
- Licensed Vocational Nurse - 1
- Nutrition Services Assistant – 7
- Preschool Teacher – 1
- Site Clerk – 1
- Site Coordinator - 1
- Student Support Professional Special Education – 3
- Teacher's Aide - 2
- Teacher - 3

BACKGROUND INFORMATION:
The purpose of this agenda item is to seek Board approval of the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

RATIONALE:
Board approval of the Personnel Calendar is required for all Certificated and Classified personnel reports, non-confidential leaves of absences, and effective dates of resignations and retirements.

FUNDING:
No fiscal impact.

RECOMMENDATION:

Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

HDM:gg

File Attachments
CE Personnel Calendar - November 19, 2019 FINAL.pdf (767 KB)
CL Personnel Calendar - November 19, 2019 FINAL.pdf (648 KB)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATIONS				
Augenstein, Brandi	Program Specialist	College and Career Readiness	October 11, 2019	
Higgins, David	ROTC Teacher	Saddleback	October 8, 2019	
Preston, Gavin	Teacher	Heninger	October 4, 2019	
NEW HIRES/RE-HIRES				
Basham, Margaret	Teacher	Santa Ana	October 8, 2019	New Hire - Temporary 44909
Behymer, Christopher	Teacher	Valley	October 21, 2019	New Hire - Temporary 44909
Hernandez, Deborah	Teacher	Carr	October 4, 2019	New Hire - Temporary 44920
39-MONTH REEMPLOYMENT				
Kruse, Tracy	Teacher	Lincoln	October 4, 2019 - January 4, 2023	
La Voie, Yool	Teacher	Carr	October 16, 2019 - January 16, 2023	
SUMMER SPORTS 2018-19				
Butler, Merlo	Head Coach	Century	June 3, 2019 - July 1, 2019	Out-of-Season Coaching (Soccer Girls)
Cortes, Teodoro	Head Coach	Century	June 3, 2019 - July 1, 2019	Out-of-Season Coaching (Baseball)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SPORTS 2018-19 (Continued)				
Crocker, Randy	Assistant Coach	Century	July 8, 2019 - July 15, 2019	Out-of-Season Coaching (Football)
Cushing-Murray, Christian	Head Coach	Century	July 1, 2019 - July 29, 2019	Out-of-Season Coaching (Cross Country)
Lapic, Andrew	Assistant Coach	Century	June 17, 2019 - July 15, 2019	Out-of-Season Coaching (Football)
Munoz, Liana	Head Coach	Century	June 24, 2019 - July 22, 2019	Out-of-Season Coaching (Volleyball Girls)
Silverman, Steven	Head Coach	Century	June 10, 2019 - July 8, 2019	Out-of-Season Coaching (Soccer Boys)
West, Jeffrey	Head Coach	Century	June 17, 2019 - July 15, 2019	Out-of-Season Coaching (Tennis Girls)
FALL SPORTS 2019-20				
Crocker, Randy	Assistant Coach	Century	2019-20	Football
Cushing-Murray, Christian	Head Coach	Century	2019-20	Cross Country
Lapic, Andrew	Assistant Coach	Century	2019-20	Football
Munoz, Liana	Head Coach	Century	2019-20	Volleyball
West, Jeffrey	Head Coach	Century	2019-20	Tennis
Cortez, Heriberto	Head Coach	Godinez	2019-20	Tennis
Dodge, Scott	Assistant Coach	Godinez	2019-20	Volleyball
Espinoza, Emilio	Assistant Coach	Godinez	2019-20	Football
Fedele, Stephen	Assistant Coach	Godinez	2019-20	Cross Country

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
FALL SPORTS 2019-20 (Continued)				
Mendoza, Ramon	Assistant Coach	Godinez	2019-20	Volleyball
Parga, Regina	Assistant Coach	Godinez	2019-20	Tennis
Pola, Kevin	Assistant Coach	Godinez	2019-20	Football
Rocha Rodriguez, Diego	Head Coach	Godinez	2019-20	Cross Country
Watts, Matthew	Assistant Coach	Godinez	2019-20	Football
Diulio, Nickolas	Head Coach	Saddleback	2019-20	Football
Espineli, Tabitha	Assistant Coach	Saddleback	2019-20	Water Polo
Gregory, Susan	Assistant Coach	Saddleback	2019-20	Volleyball
Lee, Torrence	Head Coach	Saddleback	2019-20	Water Polo
Silva, Meliton	Assistant Coach	Saddleback	2019-20	Cross Country
Terich, Michael Jr.	Assistant Coach	Saddleback	2019-20	Football
Cohen, Jason	Head Coach	Santa Ana	2019-20	Volleyball
Jarjoura, Tony	Assistant Coach	Santa Ana	2019-20	Football
Meza, Diantoine	Assistant Coach	Santa Ana	2019-20	Football
Schoonmaker, Rory	Assistant Coach	Santa Ana	2019-20	Football
TeGantvoort, Charles	Head Coach	Santa Ana	2019-20	Football
Tukia, Inoke	Assistant Coach	Santa Ana	2019-20	Football
Walden-Schulz, Lincoln	Assistant Coach	Santa Ana	2019-20	Football
DeMent, Russell	Assistant Coach	Segerstrom	2019-20	Football
Robertson, Courtney	Assistant Coach	Segerstrom	2019-20	Water Polo
Stevenson, Neil	Assistant Coach	Segerstrom	2019-20	Cross Country
Tagaloa, Joseph	Head Coach	Segerstrom	2019-20	Football

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
FALL SPORTS 2019-20 (Continued)				
Trinh, Jack	Head Coach	Segerstrom	2019-20	Tennis
Vu, Lan	Assistant Coach	Segerstrom	2019-20	Football
Wolfe, Michael	Assistant Coach	Segerstrom	2019-20	Football
Castaneda, Francisco	Assistant Coach	Valley	2019-20	Football
Conover, Matthew	Head Coach	Valley	2019-20	Golf
Corradino, Damian	Head Coach	Valley	2019-20	Volleyball
Cozens, Tara	Head Coach	Valley	2019-20	Cross Country (Girls)
Fonseca Chavez, Dulce	Head Coach	Valley	2019-20	Tennis
Lopez, Adolfo	Assistant Coach	Valley	2019-20	Football
Martinez, Yobany	Assistant Coach	Valley	2019-20	Volleyball
Mohr, Lawrence	Head Coach	Valley	2019-20	Football
Rapley, Eric	Assistant Coach	Valley	2019-20	Football
Sanchez, Rogelio	Head Coach	Valley	2019-20	Cross Country (Boys)
Sanchez, Rudy	Assistant Coach	Valley	2019-20	Football
Shimasaki, Darren	Assistant Coach	Valley	2019-20	Football
Sophabmixay, Peter	Head Coach	Valley	2019-20	Water Polo
Terwilliger, Erik	Assistant Coach	Valley	2019-20	Water Polo
ALTERNATIVE SPORTS 2019-20				
Curtis, Matthew		Middle College	2019-20	Basketball
Ramos, Rafael		Middle College	2019-20	Football

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
INTRAMURAL SPORTS 2019-20				
Gordillo, David		Advanced Learning Academy	2019-20	Volleyball (Girls)
Pena, Giancarlo		Advanced Learning Academy	2019-20	Volleyball (Girls)
Collins, Marlon		Esqueda	2019-20	Cross Country, Basketball (Girls), Basketball (Boys)
Gallardo, Eddie		Esqueda	2019-20	Football, Basketball (Girls), Volleyball (Boys), Basketball (Boys)
Golding, Matthew		Esqueda	2019-20	Football, Soccer (Boys), Hockey, Soccer (Girls)
Lee, Torrence		Esqueda	2019-20	Volleyball (Girls), Hockey
Minko, Jennifer		Esqueda	2019-20	Soccer (Boys), Soccer (Girls)
Reyes Tenopala, Luis		Esqueda	2019-20	Volleyball (Girls), Volleyball (Boys)
Sosa, Griselda		Esqueda	2019-20	Cross Country, Track & Field
Silvas, Alexis		Heninger	2019-20	Cross Country
Alexander, Russell		Lathrop	2019-20	Football
Groothuis, Carol		Lathrop	2019-20	Volleyball
Reyes-Mandujano, Alejandro		Lathrop	2019-20	Cross Country
Warffuel, Mark		Lathrop	2019-20	Cross Country

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
INTRAMURAL SPORTS 2019-20 (Continued)				
Axton, James		MacArthur	2019-20	Cross Country
Evans, Patrick		MacArthur	2019-20	Cross Country
Fredericksen, Timothy		MacArthur	2019-20	Volleyball
Chavez, Jaime		McFadden	2019-20	Football (Flag)
Diaz, Javier		McFadden	2019-20	Football (Flag)
Gassner, Nicole		McFadden	2019-20	Cross Country
Hammond, Jamie		McFadden	2019-20	Volleyball
Holte, Matthew		McFadden	2019-20	Cross Country
Morris, Thomas IV		McFadden	2019-20	Football (Flag)
Nguyen, Han		McFadden	2019-20	Volleyball
De La Vega, Abram		Romero-Cruz	2019-20	Cross Country
Goins, Ashley		Romero-Cruz	2019-20	Volleyball (Girls)
Leonetti, Lindsey		Romero-Cruz	2019-20	Volleyball (Girls) Saturday Tournament Only
Macias, Carlos		Romero-Cruz	2019-20	Cross Country
Polopolus, Alexis		Romero-Cruz	2019-20	Volleyball (Girls)
Smith, Andrew		Romero-Cruz	2019-20	Football
Duong, Hung		Santiago	2019-20	Football, Volleyball, Track & Field
Kramer, Angela		Santiago	2019-20	Cross Country
Peterson, Erik		Santiago	2019-20	Basketball
Rodriguez, Jessica		Santiago	2019-20	Cross Country

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
INTRAMURAL SPORTS 2019-20 (Continued)				
Bahena Ocampo, Jose		Villa	2019-20	Volleyball (Girls)
Bailey, Kristy		Villa	2019-20	Cross Country
Creaghe, Lorena		Villa	2019-20	Cross Country
Mulitsch, Douglas		Villa	2019-20	Volleyball (Girls)
Stewart, Ryan		Villa	2019-20	Football (Flag), Cross Country
Valdez, Jose Jr.		Villa	2019-20	Football (Flag)
Arroyo, Francisco		Willard	2019-20	Football (Flag)
Valdez-Garcia, Arturo		Willard	2019-20	Football (Flag)
SCHOOL ATHLETIC DIRECTOR (INTRAMURAL) 2019-20				
Arroyo, Francisco		Willard	2019-20	
Chapman, Hannah		Saddleback	2019-20	
Duong, Hung		Santiago	2019-20	
Goins, Ashley		Romero-Cruz	2019-20	
Gordillo, David		Advanced Learning Academy	2019-20	
Lee, Torrence		Esqueda	2019-20	
Marinelli, Colleen		Lathrop	2019-20	
Tristan, Laurie		MacArthur	2019-20	

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20				
Alegre, Nomer		Carr	2019-20	Math
Amosa, Dan		Carr	2019-20	Social Studies
Aquino, Mallory		Carr	2019-20	Music
Eduad, Billy		Carr	2019-20	English
Leal-Avalos, Marisol		Carr	2019-20	Special Education
Magruder, Jill		Carr	2019-20	Science
Nobel, Shannon		Carr	2019-20	Social Studies
Rivera, Rudy		Carr	2019-20	P.E.
Urizar, Maricela		Carr	2019-20	ELD/Bilingual
Morris, Jessica		Godinez	2019-20	Social Studies
Golden, Darcee		Romero-Cruz	2019-20	Art
Gregory, Caitlyn		Romero-Cruz	2019-20	Special Education
Holland, Caran		Romero-Cruz	2019-20	Music
Leonetti, Lindsey		Romero-Cruz	2019-20	AVID
Marquez, Juan Carlos		Romero-Cruz	2019-20	English
Reinhart, Veronica		Romero-Cruz	2019-20	Social Studies
Smith, Andrew		Romero-Cruz	2019-20	P.E.
Soberanis Lexin, Maria		Romero-Cruz	2019-20	Science
Weber, Michael		Romero-Cruz	2019-20	Math

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
DEPARTMENT CHAIRS 2019-20 (CORRECTION)				
Fausto, Brenda		Valley	2019-20	Art (sharing)
Maldonado, Rigo		Valley	2019-20	Art (sharing)
STIPENDS 2019-20				
Butler, Merlo		Century	2019-20	AVID
Smith, Kathy		Century	2019-20	GATE
Vazquez, Mireya		Century	2019-20	Lead Counselor
Cardinal, Antoinette		Chavez	2019-20	GATE
Garcia, Laura		Edison	2019-20	GATE (sharing)
Perez, Daniel		Edison	2019-20	GATE (sharing)
Jurado, Rebecca		Garfield	2019-20	Speech and Debate
Jocham, Laurie		Godinez	2019-20	GATE
Boyce, Haley		Lathrop	2019-20	GATE
Gutierrez, Fernando		Lathrop	2019-20	AVID
Magana, Antonio		Martin	2019-20	Speech and Debate (sharing)
Patrick, Mary		Martin	2019-20	Speech and Debate (sharing)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
STIPENDS 2019-20 (Continued)				
Banuelos, Jeanette		McFadden	2019-20	AVID
McDonald-Van Dyke, Jennifer		McFadden	2019-20	GATE
Espinosa, Velina		Middle College	2019-20	AVID
Silverstein, Cassandra		Middle College	2019-20	GATE
Hegardt, Marijose		Romero-Cruz	2019-20	Lead Counselor
Leonetti, Lindsey		Romero-Cruz	2019-20	AVID
Tran, Hien		Romero-Cruz	2019-20	GATE
Rossmann, Erik		Roosevelt	2019-20	Speech and Debate
LaBare, Heather		Saddleback	2019-20	GATE
Whittington, Cheryl		Saddleback	2019-20	AVID
Kleinschmidt, Janet		Santa Ana	2019-20	GATE
Nguyen, Dana		Santa Ana	2019-20	AVID
Frazier, Sheila		Santiago	2019-20	AVID
Giorgio, Janelle		Santiago	2019-20	GATE (sharing)
Seibert, Sarah		Santiago	2019-20	GATE (sharing)
Nagle, Janelle		Willard	2019-20	AVID
O'Neill, Kellie		Willard	2019-20	GATE

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
GRADE LEVEL LEADERS 2019-20				
Chavez, Connie		Edison	2019-20	
Dascanio, Ana		Edison	2019-20	
Henyan, Sharon		Edison	2019-20	
Lea, Diana		Edison	2019-20	
Perez, Maribel		Edison	2019-20	
Watkins, Adriana		Edison	2019-20	
Watson, Lindsy		Edison	2019-20	
Freshour, Deann		Jackson	2019-20	
Hill, Lisa		Jackson	2019-20	
Ray, Laura		Jackson	2019-20	
Sanchez, Maria		Jackson	2019-20	
Sieber, Stacie		Jackson	2019-20	
Wroblewski, Keith		Jackson	2019-20	
Zamarripa, Michelle		Jackson	2019-20	
Germann, Sonya		King	2019-20	
Iasillo, Shirley		King	2019-20	
Mocnik, Cynthia		King	2019-20	
Munoz, Amarilis		King	2019-20	
Munoz, Lizdelia		King	2019-20	
Rendon-Cardenas, Patricia		King	2019-20	
Torres-Leyva, Angelica		King	2019-20	

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
GRADE LEVEL LEADERS 2019-20				
Gomez, Laura		Martin	2019-20	
Jansz-Martinez, Julie		Martin	2019-20	
Mohammadi, Dawn		Martin	2019-20	
Norwood, Tricia		Martin	2019-20	
Pappas, Mercedes		Martin	2019-20	
Su, Katy		Martin	2019-20	
Valencia, Gisela		Martin	2019-20	
Carrillo, Jan		Muir	2019-20	
Dong, Josephine		Muir	2019-20	
Fasheh, Alicia		Muir	2019-20	
Johnson, Edie		Muir	2019-20	
Rodriguez, Maria		Muir	2019-20	
Schurmer, Dawn		Muir	2019-20	
Sessions, Leslie		Muir	2019-20	
Walter, Pamela		Muir	2019-20	
Eshtehardi, Virginia		Romero-Cruz	2019-20	
Esquivel, Aurora		Romero-Cruz	2019-20	
Ramirez, Maria		Romero-Cruz	2019-20	
Barnes, Elizabeth		Thorpe	2019-20	
Cole-Wakefield, Pamela		Thorpe	2019-20	
Herrema, Shelley		Thorpe	2019-20	
Mc Phee, Barry		Thorpe	2019-20	

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
GRADE LEVEL LEADERS 2019-20 (Continued)				
Nunez, Jessica		Thorpe	2019-20	
Trujillo, Gabriela		Thorpe	2019-20	
Barajas, Sonia		Walker	2019-20	
Bello, Keri		Walker	2019-20	
Blankinship, Linda		Walker	2019-20	
Guzman, Tanya		Walker	2019-20	
Ly, Alyssa		Walker	2019-20	
Miller, Linda		Walker	2019-20	
Nelson, Kurt		Walker	2019-20	
Schuell, Carmen		Walker	2019-20	
Deems, Lindsey		Washington	2019-20	
Globus, Timothy		Washington	2019-20	
Hutchins, Pamela		Washington	2019-20	
Oslanker, Rebecca		Washington	2019-20	
Pedraza, Eugenia		Washington	2019-20	
Wardaki, Laila		Washington	2019-20	
Zamarripa, Eva		Washington	2019-20	
ELEMENTARY STUDENT GOVERNMENT/COUNSELOR ADVISOR				
Su, Katy		Martin	2019-20	

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
CO-CURRICULAR 2019-20				
Bojorquez, Linsey		Century	2019-20	Print Yearbook
Bush, Mark		Century	2019-20	Broadcast Journalism, Video Production
Herrera, Phillip		Century	2019-20	Instrumental Music (Band), Instrumental Music (Orchestra), Vocal Music
Oveson, James		Century	2019-20	Peer Court
Parker, Corrine		Century	2019-20	Dance Team
Rodebaugh, Gary		Century	2019-20	Senior Class Advisor
Shepherd, Christine		Century	2019-20	Drama
Sirgy, Michelle		Century	2019-20	Pep Squad (Fall, Winter Spring, Summer)
Yaeger, Jennifer		Century	2019-20	Activities Director
Timmons, Eric		Chavez	2019-20	Activities Director
Elliott, Marissa		Godinez	2019-20	Print Yearbook
Feuerborn, Joyce		Godinez	2019-20	Print Journalism, Broadcast Journalism
Marting, Richard		Godinez	2019-20	Drama
Mc Mahon, Jeanette		Godinez	2019-20	Vocal Music
Montero, Adrian		Godinez	2019-20	Academic Coach (OCAD) 2nd Semester
Santos, Mark		Godinez	2019-20	Instrumental Music (Band)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
CO-CURRICULAR 2019-20 (Continued)				
Siddall, Marie-Claire		Godinez	2019-20	Academic Coach (OCAD) 1st Semester, Academic Coach (Kiwanis Bowl) 1st Semester
Sotelo, Laura		Godinez	2019-20	Dance Team
Statler, Monique		Godinez	2019-20	Academic Coach (Speech and Debate), Academic Coach (Kiwanis Bowl) 2nd Semester
Tena, Daniel		Godinez	2019-20	Senior Class Advisor, Activities Director
Marinelli, Colleen		Lathrop	2019-20	Print Yearbook (sharing), Student Government Advisor (sharing)
Murrieta, Amanda		Lathrop	2019-20	Print Yearbook (sharing)
Phillips, Nicole		Lathrop	2019-20	Student Government Advisor (sharing)
Ramirez, Gerardo		Lathrop	2019-20	Instrumental Music (Band)
Ruiz, Christy		Lathrop	2019-20	Academic Coach (Speech and Debate)
Wiley, Amanda		Lorin Griset	2019-20	Drama, Senior Class Advisor
Silva, Christine		MacArthur	2019-20	Pentathlon

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
CO-CURRICULAR 2019-20 (Continued)				
Boyer, Gregory		McFadden	2019-20	Instrumental Music (Band), Instrumental Music (Orchestra)
Camacho, Graciela		McFadden	2019-20	Print Journalism
Ellis, Gregory		McFadden	2019-20	Vocal Music
Holden, Susanna		McFadden	2019-20	Student Government Advisor
McDonald-Van Dyke, Jennifer		McFadden	2019-20	Print Yearbook
Ochoa Ceja, Maritza		McFadden	2019-20	Pep Squad, Drill Team
Sohner, Kelly		McFadden	2019-20	Speech and Debate
Covey, Michael		Mendez	2019-20	Speech and Debate (sharing)
Hoffmann, Alan		Mendez	2019-20	Speech and Debate (sharing)
Curtis, Matthew		Middle College	2019-20	Speech and Debate
Ramos, Rafael		Middle College	2019-20	Senior Class Advisor, Activities Director
Silverstein, Cassandra		Middle College	2019-20	Drama
Storms, Tamara		Middle College	2019-20	Print Journalism
Valenzuela, Edward		Middle College	2019-20	Print Yearbook
Anguiano-Aguirre, Ricardo		Romero-Cruz	2019-20	Student Government Advisor
Holland, Caran		Romero-Cruz	2019-20	Vocal Music
Reinhart, Veronica		Romero-Cruz	2019-20	Speech and Debate

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
CO-CURRICULAR 2019-20 (Continued)				
Avila, Jannike		Saddleback	2019-20	Dance Team
Barfield, Lindsey		Saddleback	2019-20	Activities Director
Connell, Jennifer		Saddleback	2019-20	Drama, Vocal Music
Dalton, Monica		Saddleback	2019-20	Academic Coach (Model U.N.)
Fields, Jennie		Saddleback	2019-20	Print Yearbook
Knight, Sean		Saddleback	2019-20	Instrumental Music (Band)
Morgan, Juliana		Saddleback	2019-20	Academic Coach (Kiwanis Bowl)
Rivera, Zayra		Saddleback	2019-20	Pep Squad (Fall, Winter, Spring)
Bailey, Kamdon		Santa Ana	2019-20	Print Yearbook, Activities Director
Cobb-Woll, Kathryn		Santa Ana	2019-20	Vocal Music
Cuevas, Sofia		Santa Ana	2019-20	Broadcast Journalism
De Los Santos, Victor		Santa Ana	2019-20	Instrumental Music (Band), Tall Flags
Dukus, Robert		Santa Ana	2019-20	Academic Coach (Kiwanis Bowl - sharing)
Erikson, Tom		Santa Ana	2019-20	Mock Trial (1st Semester), Peer Court
Hinman, Robert		Santa Ana	2019-20	Academic Coach (Kiwanis Bowl - sharing)
Huizar, Ann		Santa Ana	2019-20	Senior Class Advisor

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
CO-CURRICULAR 2019-20 (Continued)				
Kaye, Joseph		Santa Ana	2019-20	Instrumental Music (Orchestra)
Noel, Barbara		Santa Ana	2019-20	Drill Team (Fall, Winter, Spring, Summer), Dance Team
Rear, Lara		Santa Ana	2019-20	Print Journalism
Scherger, Adrian		Santa Ana	2019-20	Video
Schwinge, Terrence		Santa Ana	2019-20	Drama
Serrano, Corin		Santa Ana	2019-20	Academic Coach (Speech and Debate)
Conferti, Sherri		Segerstrom	2019-20	Print Journalism
Gamnig, Michael		Segerstrom	2019-20	Video Production
Garcia, Raul		Segerstrom	2019-20	Instrumental Music (Band), Instrumental Music (Orchestra)
Handley, Stephanie		Segerstrom	2019-20	Print Yearbook
Owens, Sarah		Segerstrom	2019-20	Drama
Shen, Grace		Segerstrom	2019-20	Vocal Music
Stoewsand, Shelby		Segerstrom	2019-20	Senior Class Advisor, Activities Director
Tieu, Ngoc		Segerstrom	2019-20	Academic Coach (OCAD)
Beltran, Ammy		Valley	2019-20	Vocal Music, Tall Flags (sharing)
Dhenin, Maleah		Valley	2019-20	Senior Class Advisor
Fausto, Brenda		Valley	2019-20	Dance Team

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
CO-CURRICULAR 2019-20 (Continued)				
Hernandez, Joaquin		Valley	2019-20	Instrumental Music (Band), Tall Flags (sharing)
Larsen, Jacob		Valley	2019-20	Activities Director
Lutack, Ian		Valley	2019-20	Pep Squad (Fall, Winter, Spring)
Morales, Karina		Valley	2019-20	Print Yearbook
Solares, Elizabeth		Valley	2019-20	Instrumental Music (Orchestra)
Strukoff, Rudolf		Valley	2019-20	Broadcast Journalism
Kanouse, Monique		Willard	2019-20	Pentathlon (sharing)
Marx, Grant		Willard	2019-20	Pentathlon (sharing)
Sobh, Sabah		Willard	2019-20	Pentathlon (sharing)
EXTRA DUTY 2019-20				
Ayon, William	Teacher	Valley	August 26, 2019 - October 22, 2019	Extra Period
Chilton, Jana	Teacher	Segerstrom	September 9, 2019 - May 28, 2020	Extra Period
De Los Santos, Victor	Teacher	Santa Ana	September 19, 2019 - May 28, 2020	Extra Period
Delgado, Gabriel	Teacher	Valley	October 14, 2019 - May 28, 2020	Extra Period
Gabaldon, Robert	Teacher	Valley	August 26, 2019 - May 28, 2020	Extra Period

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
EXTRA DUTY 2019-20 (Continued)				
Golden, Darcee	Teacher	Romero-Cruz	August 12, 2019 - December 20, 2019	Extra Period
Hennemuth, Mark	Teacher	Valley	August 21, 2019 - December 19, 2019	Extra Period
Lopez, Kathy	Teacher	Valley	August 12, 2019 - October 11, 2019	Extra Period
Malagon, Arnulfo	Teacher	Independent Study Program	August 12, 2019 - May 28, 2020	Extra Period
Nava, Esther	Teacher	Romero-Cruz	August 12, 2019 - December 20, 2019	Extra Period
Nguyen, Kim	Teacher	Romero-Cruz	August 12, 2019 - December 20, 2019	Extra Period
Oberreuter, Richard	Teacher	Valley	August 12, 2019 - October 11, 2019	Extra Period
Pena, Maricela	Teacher	Independent Study Program	August 12, 2019 - May 28, 2020	Extra Period
Sanchez, Rogelio	Teacher	Valley	August 26, 2019 - May 28, 2020	Extra Period
Shimasaki, Darren	Teacher	Valley	August 21, 2019 - October 22, 2019	Extra Period
Smith, William	Teacher	Romero-Cruz	August 12, 2019 - December 20, 2019	Extra Period
Tieu, Ngoc	Teacher	Segerstrom	September 9, 2019 - December 19, 2019	Extra Period

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
EXTRA DUTY 2019-20 (Continued)				
Upmeyer, Megan	Teacher	Segerstrom	September 16, 2019 - May 28, 2020	Extra Period
Westing, Judith	Teacher	Santa Ana	January 6, 2020 - May 28, 2020	Extra Period
Woo, Linh	Teacher	Valley	August 26, 2019 - October 22, 2019	Extra Period
Wood, Michael	Teacher	Independent Study Program	August 12, 2019 - May 28, 2020	Extra Period

Title of Activity	Employee Name(s)	Site/Dept	Funding Source	Total Amount Not to Exceed	Total Hours Not to Exceed	Date Service From
ABA Basics: Understanding and Supporting Problem Behavior	Castaneda, Francisco Cervantes, Julissa Delgado, Maria Gamboa, Melinda Garcia, Eneida Guerra, Gustavo Hermocillo, Dana Hoolihan, Kathleen Mata, Lucia Matsuda, Maricela Mckinney, Sheryl Miyashivo, Maria Pelosi, Carol Ramsay, Cindy Rodriguez, Susan Rosillo, Fiorella Rubio, Alejandra Sanchez, Evelyn-Doris Sanchez, Maria Sanchez, Rocio Sleiman, Angela Taculog Espenilla, Maria Menerva Taylor, Jennifer	Special Education	Special Education	$8,211.49		July 31, 2019
Testing Training Instructor 2019-2020	Immanuel, Sylvia	Reach Academy	SC-LCFF-Supplemental/ Concentration	$500.00		August 12, 2019
Instructional Leadership Team	Ball, Rosemary Botch, Karisa Call, Brenda Guzman, Ilian	Walker Elementary School	010030 Unrestricted Discretionary Accounts	$500.00		August 12, 2019

	Guzman, Tanya Kinan, Karen O'Brien, Lisa Osorio, Patricia Pelosi, Carol Schuell, Carmen Irene					
Academic Support Intervention	Almanzar, Pete Arroyo, Francisco Bailey, Kylene Bayon, Leslie Bennett, Lloyd Brito, Jenny Cervantes, Mario De La Cuadra, Jeremy Doane, Courtney Faust, Eric Fernandez, Kim Gaines, Angela Garibay, Oscar Hurtado, Catherine Kanouse, Monique Kilian, Jennifer Lizarraga, Israel Lopez, Shantel Marx, Grant Mattila, Steve McMahon, Patrick Nagle, Janelle O'Neill, Kellie Ortega, Carolina Petrie, Marc Pickels, Susan Pratt, Theodore Randall, Tamara	Willard Intermediate School	010030 Unrestricted Discretionary Accounts	$3,000.00		August 12, 2019

	Rubio, Anita Sandoval, Monique Schubert, Timothy Sobh, Sabah Valdez-Garcia, Arturo Worrell, Don					
Academic Support Intervention & Enrichment	Almanzar, Pete Arroyo, Francisco Bailey, Kylene Bayon, Lelie Bennett, Lloyd Brito, Jenny Cervantes, Mario Crowe-Yrarrazaval, Kelly De LaCuadra, Jeremy Doane, Courtney Faust, Eric Fernandez, Kim Gaines, Angela Garibay, Oscar Hurtado, Catherine Kanouse, Monique Kilian, Jennifer Lizarraga, Israel Lopez, Shantel Marx, Grant Mattila, Steve McMahon, Patrick Nagle, Janelle Norton, Julie O'Neill, Kellie Ortega, Carolina Petrie, Marc Pickels, Susan	Willard Intermediate School	013091 Title I, Targeted Intervention	$52,905.00		August 12, 2019

	Pratt, Theodore Randall, Tamara Rooney, Mojan Rubio, Anita Sandoval, Monique Schubert, Timothy Sobh, Sabah Valdez-Garcia, Arturo Worrell, Don					
Bridge/Jump Start Program	Arroyo, Francisco DelaCuadra, Jeremy Doane, Courtney Nagle, Janele Petrie, Marc Valdez-Garcia, Arturo	Willard Intermediate School	010704 Dept. SC-LCFF-Supplemental/ Concentration	$7,500.00		July 29, 2019
Bridge/Jump Start Program Planning	Arroyo, Francisco DelaCuadra, Jeremy Doane, Courtney Nagle, Janelle Petrie, Marc Valdez-Garcia, Arturo	Willard Intermediate School	010704 Dept. SC-LCFF-Supplemental/ Concentration	$1,500.00		July 29, 2019
PBIS	Ball, Rosemary Guzman, Tanya Schuell, Carmen Irene	Walker Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$1,000.00	15	August 12, 2019
Targeted Intervention and Enrichment	Ayoub, Nahrain Cantey, Amanda Carrillo, Joaquin Chino, Brenda Cisneros, Alma De Mott, Leslie Deems, Lindsey Globus, Timothy Green, Sahara	Washington Elementary	013091 Title I, Targeted Intervention	$68,462.41	990	September 9, 2019

	Gutierrez, Manuel Hishiki, Ella Hofmayer, Patricia Holland, Monica Hopwood, Kimberly Hutchins, Pamela Jorgensen, Brigham Kelly, Gina Kretzschmar, Jeanne Laguna-Caturegli, Julie Lamb, Kevin Lebsack, Brenda Lemus, Martha Maeda, Eileen Mata, Lucia Moreno, Cristina Olivar, Gerardo Olivas, Erika Oslanker, Rebecca Pedraza, Eugenia Purdy, Christine Raasch, Janice Thomson, Rozaline Wardaki, Laila Zamarripa, Eva Zor, Gregory					
Summer Bridge	Becker, Brandi Brianne, Buckley Cocca, Anastasia Higgins, Daynon Novy, Jesse Phillips, Marlyn Vickers, Edward	Sierra Preparatory Academy	010704 Dept. SC-LCFF-Supplemental/ Concentration	$2,520.84	40	July 29, 2019

WASC Writing School Document	Ashkiani, Ali Harrison, Thomas	Century High School	010042 WASC (was FdRes 010031)	$12,004.00		July 1, 2019
Collaboration Meetings	Agredano, Fernando Aguilera, Oralia Amado, Jazmina Amezquita, Claudia Avila, Maya Bakovic-Belanger, Esther Burgos, Leticia Cervantes, Julissa Clay, Martha Corrales, Mary Cuevas, Mario Dunn, Aurora Elias, Andrea Fernandez, Veronica Harvey, Ana Hsu, Shiu-Sian Luis-Martinez, Francisco Macias, Silvia Mejia, Lilia Obillo, Kevin Pedraza, Enrique Pedraza, Ernesto Pedroza, Alma Pedroza, Ana Romo, Maria Sierra, Carolina Striegl, Telly Valle, Olga Vereau, Adriana Villa, Liza	Lowell Elementary	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$4,801.60	50	October 9, 2019

30 Hour Academic Intervention and/or Enrichment	Agredano, Fernando Aguilera, Oralia Amado, Jazmina Amezquita, Claudia Avila, Maya Bakovic-Belanger, Esther Burgos, Leticia Cervantes, Julissa Clay, Martha Corrales, Mary Cuevas, Mario Dunn, Aurora Elias, Andrea Fernandez, Veronica Harvey, Ana Hsu, Shiu-Sian Luis-Martinez, Francisco Macias, Silvia Mejia, Lilia Obillo, Kevin Pedraza, Enrique Pedraza, Ernesto Pedroza, Alma Pedroza, Ana Romo, Maria Sierra, Carolina Striegl, Telly Valle, Olga Vereau, Adriana Villa, Liza	Lowell Elementary School	013091 Title I, Targeted Intervention	$60,020.00		October 9, 2019
Extra Duty-Early Learning Intervention-Tutoring Support	Alvarez, Jesus Andre, Michele Berber, Fabiola Buttke, Theresa	Madison Elementary School	010730 SC-Early Learning (PreK-gr 6)	$15,009.80		September 25, 2019

	Cardenas, Lilia Cortez, Andrea D'Ambrosio, Joseph Delaney, Molly Dodge, Michelle Dionicio, Perla Enache, Giselle Espinoza, Nayely Figueroa, Leonardo Garcia, Kathi Garcia, Kimberly Gonzalez, Beatriz Hamamura, Nicole Hernandez, Peter Higgins, Devon Hobbis, Robert Hollingsworth, Maria Isabel Hsu, Maylin Jensen, Jill Keiner, Martha Kilchoer, Elizabeth Lopez, Oscar Marinelli-Zor, Alison McDermott, Juanita Morris, Dorothy O'Connor-Ruiz, Patrick Phillips, Julie Ristrom, Joseph Serrano, Isela Serrano, Martha Sevilla, Juan Seymore, Krysta Slonkosky, Margaret Smirl, Christina					

	Smith, Sharon Souza, William Vergara, Lloyd Yee, Lindsay					
30 Hour Targeted Intervention & Enrichment	Abascal, Miguel Chacon, Cesar Cruz Juarez, Juan Espinoza, Aida Espinoza, Tony Harvey, Todd Haydis, Frank Immanuel, Sylvia Johnson, Victor Lynd, Shenandoah	Reach Academy	013091 Title I, Targeted Intervention	$20,241.89	300	August 12, 2019
SLP Supervision 19-20	Corell, Julie Dolan, Laura	Special Education	015640 Medi-Cal Billing Option	$15,000.00	NA	September 12, 2019
MyAccess Training	Barber, Forrest Bayon, Leslie Hyatt, Erin	K-12 Teaching & Learning	010300 Department Unrestricted Discretionary Accounts	$7,805.00		October 1, 2019
30 Hour Targeted Intervention	Alcala Orozco, Jorge Aldana, Maria Andersen, Sylvia Arroyo, Andres Barr, Jesse Carpenter, Susan Collins, Stephanie Curiel, Monica Davies, Lori Delgado, Tara Duong, Hung Erhuy, Ergin Fernandez, Pablo Frazier, Sheila	Santiago Elementary School	013091 Title I, Targeted Intervention	$88,101.97	1,320	September 16, 2019

	Giorgio, Janelle Glorioso, Cheryl Gonzales, Aaron Grover, Tiffany James, Kathleen Jecusco, Kathryn Kramer, Angela La Russo Jones, Rachel Littlefield, Amy Longacre, Brianna Lugo, Gloriana Mc Kinney, Sheryl Monette, Jennifer Nava, Adriana Pacheco, Leticia Parkinen, Deirdre Peterson, Erik Robles, Maria Alexandra Rodriguez, Jessica Rodriguez, Rocio Rose, Denise Salmon, Jennifer Sanchez, Rocio Sanchez Morales, Cecilia Sandhu, Gretchen Santana, Richard Seibert, Sarah Shapar, Abdul Silva, Sarah Sprafka, Kimberly Tadros, Karen Tenchka, Scott Venturelli, Angelina Weir, Jane					

30 Hour Targeted Intervention and Enrichment	Andaya, Maribel Beltran-Gonzalez, Gabriela Delgadillo, Jose Delgadillo, Lorena Duran Smith, Maria Gonzalez, Marina Groves, Mark Gupta, Deepika Martinov, Elizabeth Moreno-Resendiz, Ana Robles, Connie Secor, Kim Shelby, Cathy Shepherd, Ronald Tankersley, Jeffrey Tenney-Yu, Michelle Vargas, Kristine	Sepulveda Elementary School	013091 Title I, Targeted Intervention	$35,574.00	30	October 1, 2019
2019-2020 McKinney-Vento Extra Duty Tutoring - Set-Aside Funds	Navarro, Orlando Yrarrazaval-Correa, Patrick	Pupil Support Services	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$4,999.67	58	September 3, 2019
30 Hours Intervention/ Enrichment Tutoring	Castillo, Michael Rivas, Ruben Wallace, Karen	Jefferson Elementary School	013091 Title I, Targeted Intervention	$66,947.22	3	October 7, 2019
Training: Non-Violent Crisis Intervention (NCI)	Carrillo, Jan Denney, Linda Dong, Josephine Guillen, Bianca Matila, Steven Perales, Guadalupe Sackett, Rebecca Simon, Michelle Zarate, Rosa	Special Education	016500 Special Education	$2,880.96		September 25, 2019

Visual and Performing Arts Training Collaboration	Cuevas, Sofia Doane, Courtney Ellis, Greg Hermann, Cynthia Hernandez, Joaquin Holland, Caran Kadinoff, Naomi Maldonado, Rigo Marting, Richard McMahon, Jeanette Owens, Sarah Pena, Maricela Robertson, Courtney Schwinge, Terry	Visual and Performing Arts	010704 Dept. SC-LCFF-Supplemental/ Concentration	$24,008.00		November 1, 2019
Literacy Team of Teachers 2nd - 5th	Huddleston, Kimberly L'Heureux, Jennifer Lujan, Lorraine Miller, Michael Ramirez, Daniel Ramsay, Cynthia Sleiman, Angela Sweeney, Anita Whitmire, Donna Winnie, Patricia Yusuff, Zakaria	Franklin Elementary School	010730 SC-Early Learning (PreK-gr 6)	$12,000.00	120	October 1, 2019
Early Learning - Kinder Literacy	Carter, Amelia O'Toole, Kimberly Roberts, Desiree Tarango, Julie Timmerman, Judith	Franklin Elementary School	010730 SC-Early Learning (PreK-gr 6)	$4,200.00	42	October 1, 2019

PLTW- Certificated Extra Duty	Caceres De Lopez, Maritza Colombo, Anna Gonzalez, Edward Gonzalez, Guadalupe Hernandez, Laura Mejia-Bazulto, Raquel Nava, Jose Quezada-Cano, Alvaro Rossano, Cecilia Silva, Jesus Smith, Sheryl Soto, Cristina Yost, Stephanie	Monroe Elementary School	014127 ESSA: Title IV Part A, Student Support & Acad Enrichment Grants	$14,404.80		October 19, 2019
2019-2020 Foster Youth Certificated Extra Duty	Estrada, Rebecca Padilla, Alex Perez, Veronica Vidrias, Mayra	Pupil Support Services	010703 SC-LCFF-Supplemental/ Concentration	$5,000.00		July 1, 2019
AVID Facilitators	Shapar, Abdul	Santiago Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$6,000.80		July 1, 2019
WIN Saturday Attendance Recovery Program RN's Extra Duty	Amador, Nohemi Conlin, Sarah Foster, Andrea Hartmann, Alexandra	Pupil Support Services	010719 Saturday Attendance Recovery Program (WIN)	$6,000.00	5 hr./ session	October 1, 2019
Atlas Program Support	Cairns, Joshua	Special Education	016512 SPED: Mental Health Services	$41,393.39	18 hrs./ wk.	August 12, 2019

PBIS Coaches Meetings	Andersen, Paul Kanouse, Monique Kavati, Kamala Sandoval, Maria Schlensker, Nicholas	Pupil Support Services	090030 Fund 09 Discretionary Accounts	$6,999.53	4	August 1, 2019
Early Learning Plan	Barragan, Ruby Byrne, Janet Carrozza, Royanne Castellanos, Xavier Cerri, Amy Delgado, Maria Dominguez, Nieves Gonzalez, Maria Guerrero-Duenas, Maria Jimenez, Maria Johnson, Leslie Joslin, Kim Kruse, Tracy Lopez, Edith Lopez, Marcela Martinez, Juliana Martinez, Luz Mendoza, Stephanie Morales, Peter Newman, Heather Perez, Albert Perez, Janette Quintero, Rebecca Renzas, Ellen Roberts, Wade Romeo, Angelica Sumners, Kathryn Villaverde, Elaine Vique, Elaine	Lincoln Elementary School	010730 SC-Early Learning (PreK-gr 6)	$45,030.01	16	October 8, 2019

	Wagstaff, Veronica Yussof, Ismat					
SAUSD Visual, Performing, Literary Arts Festival - Visual and Performing Arts District-Wide Annual Event	Avila, Jannike Axtell, Aaron Barfield, Lindsey Barr, Jesse Camacho, Michael Connell, Jennifer Crabbe, Jason Ellis, Greg Fausto, Brenda Foster, Steve Holland, Caran Kadinoff, Naomi Loh, Brenda MacMahon, Jeanette Maldonado, Rigo Marting, Richard Pena, Maricela Rivas, Ruben Santos, Mark Seibert, Sarah Shen, Grace Skeels, Sabrina Sorrells, Michael Sotelo, Laura Vickers, Edward Vismantas, Eric	Visual and Performing Arts	010704 Dept. SC-LCFF-Supplemental/ Concentration	$24,008.00		November 1, 2019

Preparation for and Implementation of Santa Ana Youth Art Exchange Youth Leadership Program	Barfield, Lindsey Cardenas, Marisol Kellar, Nena Maldonado, Rigo Pena, Carlos Pena, Maricela Seigel, Helen Skeels, Sabrina	Visual and Performing Arts	010704 Dept. SC-LCFF-Supplemental/ Concentration	$9,603.20		October 22, 2019
Intervention	Kaushik, Manika Lindsey, Thuy	Franklin Elementary School	013091 Title I, Targeted Intervention	$12,000.00		November 18, 2019
AVID Bridge Meetings	Pelosi, Carol	Walker Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$960.32	10	August 12, 2019
Extra Duty Students Success Team (SST)	Banuelos-Perez, Patricia Mora, Josefina	Muir Fundamental School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$3,601.20	36	October 1, 2019
TK Foundational Skills Extra Duty	Beltran Gonzalez, Gabriela	K-12 Teaching & Learning	010009 LCFF Funding Verification Forms	$6,002.00		July 1, 2019
2019-2020 Mental Health Certificated Extra Duty	Cano, Natalia Granados, Maria Islas, Karla Maldonado, Ivette Marquez, Sandra Meastas, Sarah Padilla Rivas, Alfonso Preciado, Aaron Soto, Daniel Torres, Yesenia	Pupil Support Services	010735 Mental Health Redesign (Elementary)	$5,000.00		July 1, 2019

	Vasquez, Jenniffer					
Summer Enrichment Teacher- Planning	Patrick, Mary	K-12 Teaching & Learning	010789 Summer Enrichment	$319.31	5	July 1, 2019
Pre-K to 3rd Grade - Literacy, Science and Math Interactive Instruction	Barringer, Amanda Bernstein, Cheryl Blake, Anne Chavez, Connie Dascanio, Ana De Santos, Micaela Eckert, Amy Garcia, Angie Garcia, Laura Gonzalez-Pacheco, Alejandra Hamblin, Heather Henyan, Sharon Kohls, Laurie A. Lea, Diana McBride, Janet Pena, Lorena Perez, Daniel Perez, Maribel Rodriguez, Aristeo Valdovinos, Elizabeth Watkins, Adriana Watson, Lindsy	Edison Elementary School	010730 SC-Early Learning (PreK-gr 6)	$4,699.57		October 1, 2019
Summer Bridge Instruction	Becker, Brandi Cocca, Anastasia Higgins, Daynon Novy, Jess Phillips, Marlyn Vickers, Edward	Sierra Preparatory Academy	010704 Dept. SC-LCFF-Supplemental/ Concentration	$9,963.32	115	July 31, 2019

Staff Development, Planning and Collaboration	Caceres De Lopez, Maritza Colombo, Anna Gonzalez, Edward Gonzalez, Guadalupe Hernandez, Laura Mejia-Bazulto, Raquel Nava, Jose Quezada-Cano, Alvaro Rossano, Cecilia Silva, Jesus Smith, Sheryl Soto, Cristina Yost, Stephanie	Monroe Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$8,000.67	130	October 1, 2019
Intervention/Tutoring-Certificated	Aguirre, Monica Bean, Donovan Boland, Annette Brown, Joanne Chhim, Chantal Craig, Jeanine Esqueda, Edith Gartner, Brigette Hackett, Jeanne Harris, Celeste Hernandez, Karen Hoolihan, Kathleen Iobst, Christie Ryan, Lisa Sentner, Carolyn Simpson, Ariadna V. Small, Lisa Stuart, Carrie Vismantas, Eric Ward, Deborah	Hoover Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$4,801.60	75	August 12, 2019

Math Professional Development	Caceres, Maritza Cuevas, Mario Esquivel, Aurora Fowlerm, Aemon French, Brett Gonzalez, Guadalupe M. Hernandez, Karen Kasperian, Mike Lostaunau, Jessica Mark, Chris McPhoe, Barry Patrick, Mary Reyes, Rosendo Rhone, Cyndi Romo, Maria Roozbeh, Zohreh Vilchis, Elena Villaverde, Elaine Ward, Debbie	Educational Services	010000 Fund 01 General Fund	$276,184.07	5000	July 1, 2019
E-Business Academy Planning	Bush, Mark Cushing-Murray, Christian Elway, Mark Fidel, Briana Gersten, Alan Goodrich, Nathan Lawhon, Charles Manntai, Jessica Oveson, James Rodebaugh, Jeanne Thomas, Justin Yeager, Jennifer	Century High School	017225 E-Business Academy [0473] CHS	$7,802.60	418	November 1, 2019
E-Business Academy Support and Planning	Sanchez, Marta	Century High School	017225 E-Business Academy [0473] CHS	$1,200.40	40	November 1, 2019

2019-2020 McKinney-Vento Extra Duty	Aguirre, Monica Mireles, Nathalie Navarro, Orlando Yrarrazaval-Correa, Patrick	Pupil Support Services	015630 Education for Homeless Children and Youth	$26,408.80	259	September 3, 2019
2019-2020 McKinney-Vento Extra Duty Tutoring - Set Aside Funds	Aguirre, Monica Mireles, Nathalie Perez, Janette	Pupil Support Services	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	$6,002.00	58	September 3, 2019
Pupil Support Services	Barton, Krista Navarro, Orlando	Pupil Support Services	Positive School Climate Model	$800.00	50	July 1, 2019

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATION FOR PURPOSE OF RETIREMENTS				
Munoz, Evangelina	Nutrition Services Assistant	Segerstrom	December 30, 2019	
Steagall, Lourdes	Instructional Assistant Severely Disabled	Special Education	January 1, 2020	
RESIGNATIONS				
Barron, Karen	After School Instructional Provider	Madison	July 11, 2019	
Duhon, Evelyn	Activity Monitor	Santa Ana	October 18, 2019	
Laris-Laris, Maria	Activity Monitor	Walker	August 8, 2019	
Leon, Andre	Instructional Assistant Severely Disabled	Transition Programs	October 11, 2019	
Lewis, Caitlyn	After School Instructional Provider	Muir	October 18, 2019	
Marroquin, Saydee	District Centrex Operator	Human Resources	October 25, 2019	
Miles, Adalid	Student Support Paraprofessional Special Education	Santa Ana	October 11, 2019	
Rico, Andreana	Instructional Assistant Biliterate	Monte Vista	September 19, 2019	
Romero, Hilda	Site Clerk	Monroe	September 20, 2019	
Saenz, Nydia	School Office Manager Elementary	Greenville	October 25, 2019	
TERMINATION				
ID# 33238	After School Instructional Provider	King	October 14, 2019	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RECLASS (Change in Job Titles)				
Daniel, Jose	Deep Cleaning Crew	Nutrition Services	July 1, 2019	From Custodian Grade/Step 23/5 to Grade/Step 25/5 + Shift
Nevarez Pena, Victor	Deep Cleaning Crew	Nutrition Services	July 1, 2019	From Custodian Grade/Step 23/5 to Grade/Step 25/5 + Shift
ABSENCE (3 to 20 duty days) - Without Pay				
Romo, Jorge	Electrician II	Building Services	October 4, 2019 - March 2, 2020	Personal
PROBATIONARY APPOINTMENTS				
Aguilar, Joshua	Custodian	Building Services	November 20, 2019	Grade/Step 23/1 + Shift
Antunez, Carolina	Instructional Assistant Biliterate	Washington	October 15, 2019	Grade/Step 16/1
Arambulo, Anabel	Student Support Paraprofessional Special Education	Special Education	November 6, 2019	Grade/Step 19/1
Arteaga Valencia, Alejandra	Preschool Teacher	ECE	October 28, 2019	Grade/Step III/C
Beltran De Anda, Sharon	Site Clerk	Washington	November 20, 2019	Grade/Step 24/1
Camacho, Carina	Nutrition Services Assistant	Santa Ana	October 9, 2019	Grade/Step 14/1
Castillo Alva, Hilton	Computer Technician I	Roosevelt	October 2, 2019	Grade/Step 28/1
Castro, Brenda	Instructional Assistant Biliterate	Fremont	October 15, 2019	Grade/Step 16/1
Delgado, Raul	Nutrition Services Assistant	Valley	October 9, 2019	Grade/Step 14/1

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENTS (Continued)				
Enriquez, Ingrid	Site Coordinator	After School Programs	November 20, 2019	$25.50 hourly rate
Esparza, Giselle	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Espinoza, Citlali	Instructional Assistant Biliterate	Monte Vista	October 14, 2019	Grade/Step 16/1
Flores Mendoza, Edit	Nutrition Services Assistant	Saddleback	October 9, 2019	Grade/Step 14/1
Gomez, Belen	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Grande, Aleah	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Guillen, Cindy	After School Instructional Provider	After School Programs	October 1, 2019	Grade/Step 16/1
Hua, Austia	Student Support Paraprofessional Special Education	Fremont	October 7, 2019	Grade/Step 19/1
Jimenez, Jeanette	Student Support Paraprofessional Special Education	Valley	October 2, 2019	Grade/Step 19/1
Juarez, Diana	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Kim, Son	Job Training Assistant Special Education	Transition Programs	October 16, 2019	Grade/Step 22/1
Laguerder, John	Licensed Vocational Nurse	Health/Home-Hospital Instruction	October 7, 2019	Grade/Step 24/1
Landrigan, Daniel	Computer Technician I	Carver	October 24, 2019	Grade/Step 28/1
Lane, Willie	Custodian	Building Services	November 20, 2019	Grade/Step 23/1 + Shift
Loera, Damaris	Teacher's Aide	ECE	November 4, 2019	Grade/Step 10/1

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENTS (Continued)				
Lopez, Brianna	After School Instructional Provider	Washington	September 20, 2019	Grade/Step 16/1
Lopez, Jessica	Instructional Assistant Visually Impaired	Special Education	October 7, 2019	Grade/Step 17/1
Luna, Abigail	Instructional Assistant Biliterate	Adams	October 28, 2019	Grade/Step 16/1
Mitchell, Joanna	Autism Paraprofessional	Franklin	October 28, 2019	Grade/Step 24/2
Navarro, Rosa	Nutrition Services Assistant	Greenville	October 9, 2019	Grade/Step 14/1
Naxi, Erica	Teacher's Aide	ECE	October 22, 2019	Grade/Step 10/1
Ochoa, Yarely	Instructional Assistant Biliterate	Adams	October 8, 2019	Grade/Step 16/1
Paz Ortiz, Emerlyn	After School Instructional Provider	Heninger	September 23, 2019	Grade/Step 16/1
Perez, Antonio	Custodian	Building Services	November 20, 2019	Grade/Step 23/1 + Shift
Robles, Cynthia	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Rojas, Jacob	Food Service Field Supervisor	Nutrition Services	November 20, 2019	Grade/Step 40/1
Ruiz, Daniel	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Salazar, Sandra	Nutrition Services Assistant	Lowell	October 9, 2019	Grade/Step 14/1
Sanchez, Grecia	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Serrano Reyes, Jessica	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Tapia, Alicia	District Centrex Operator	Human Resources	November 20, 2019	Grade/Step 20/1
Tapia, Lizeth	After School Instructional Provider	After School Programs	October 2, 2019	Grade/Step 16/1
Torres-Martinez, Kinberlin	After School Instructional Provider	After School Programs	October 14, 2019	Grade/Step 16/1
Vela, Magdalena	Nutrition Services Assistant	Esqueda	October 19, 2019	Grade/Step 14/1

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Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENTS (Continued)				
Velasco Villa, Alicia	Nutrition Services Assistant	Santa Ana	October 9, 2019	Grade/Step 14/1
Velez, Heidi	Instructional Assistant Biliterate	Lincoln	October 14, 2019	Grade/Step 16/1
Villa, Breanna	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
Villeda, Amy	After School Instructional Provider	After School Programs	October 7, 2019	Grade/Step 16/1
PROMOTIONAL APPOINTMENTS				
Arambulo, Anabel	Student Support Paraprofessional Special Education	Special Education	November 6, 2019	From After Sch. IP Grade/Step 16/1 to Grade/Step 19/1
Chavez, Sarai	Site Coordinator	After School Programs	November 20, 2019	From Grade/Step 16/4 to $25.50 hourly rate
Cherif, Wanda	Department Specialist	Community Relations	November 20, 2019	From Attendance Tech. Grade/Step 24/6 + Bilingual to Grade/Step 28/5 + Bilingual
Echeverria-Salinas, Sandy	Site Coordinator	Santiago	November 20, 2019	From Grade/Step 16/6 to $25.50 hourly rate
Gomez, Yolanda	Bilingual Technician	Special Education	November 20, 2019	From SSP Sp. Ed. Grade/Step 19/2 to Grade/Step 28/1
Loken, Nicole	Autism Paraprofessional	Edison	November 4, 2019	From SSP Sp. Ed. Grade/Step 19/4 to Grade/Step 24/3

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Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROMOTIONAL APPOINTMENTS (Continued)				
Nieto, Ricardo	Food Services Field Supervisor	Nutrition Services	November 20, 2019	From Department Specialist Grade/Step 28/6 to Grade/Step 40/1
Perez, Antonia	Custodian	Building Services	November 20, 2019	From Nutrition Services Asst. Grade/Step 14/2 Grade/Step 23/1 + Shift
Serafin, Adela	Executive Secretary	K12 Teaching & Learning	November 20, 2019	From Grade/Step 32/6 + Bilingual to Grade/Step 33/6 + Bilingual + Confidential
Sliney, Chelsea	Preschool Teacher	ECE	October 1, 2019	From Grade/Step 10/4 Grade/Step IIB/1
REAPPOINTMENTS				
Pineda, Jesus	Instructional Assistant Severely Disabled	Transition Programs	October 10, 2019	Grade/Step 20/3
REASSIGNMENTS (Change of Work Site)				
Alvarez, Yesenia	After School Instructional Provider	Carr	September 25, 2019	From Itinerant
Garcia, Sabrina	After School Instructional Provider	Roosevelt	September 3, 2019	From Itinerant
Gomez, Jennifer	Site Coordinator	Lincoln	October 17, 2019	From Lincoln
Gonzalez, Laura	After School Instructional Provider	Martin	October 24, 2019	From Martin
Herrera, Sabrina	After School Instructional Provider	Roosevelt	September 17, 2019	From Itinerant
Miranda, Victoria	After School Instructional Provider	Lowell	October 24, 2019	From Itinerant
Martinez, Blanca	After School Instructional Provider	Garfield	October 22, 2019	From Itinerant

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Personnel Calendar
Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
REASSIGNMENTS (Change of Work Site) (Continuation)				
Muro, Jessica	Attendance Technician	Middle College	October 23, 2019	From Site Clerk
Nguyen, Kevin	After School Instructional Provider	MacArthur	September 25, 2019	From Itinerant
Padilla, Brenda	Instructional Assistant Biliterate	Washington	October 14, 2019	From After School IP
Sanchez, Claudia	After School Instructional Provider	Washington	October 14, 2019	From Washington
Sanchez, Norma	After School Instructional Provider	Sierra	October 17, 2019	From Itinerant
Tapia, Sandra	After School Instructional Provider	Jackson	September 16, 2019	From Martin
Trujillo, Rosa	After School Instructional Provider	Lincoln	September 25, 2019	From Itinerant
ADJUSTMENT OF WORKING ASSIGNMENT				
Siders, Griselda	Preschool Teacher	ECE	October 1, 2019	From 10 months to 12 months
SALARY ADJUSTMENT				
Diaz Barcenas, Jose	Network Technician	Technology Innovations Services	October 14, 2019	From Grade/Step 42/1 to Grade/Step 42/2
TEMPORARY ASSIGNMENTS				
Aguilar, Josue	Plant Custodian Elementary	Garfield	October 9, 2019 - October 11, 2019	Grade/Step 28/5
Alegria, Milagro	Site Coordinator	Sierra	October 1, 2019 - November 5, 2019	$25.50 hourly rate
Amezcua, Jorge	Plant Custodian Elementary	Fremont	October 21, 2019 - October 25, 2019	Grade/Step 28/5

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Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continued)				
Ayers, Wellindara	Administrative Secretary	School Climate	September 16, 2019 - November 14, 2019	Grade/Step 30/6
Barraza, Erica	Food Service Supervisor High School	Century	September 30, 2019 - October 11, 2019	Grade/Step 31/1
Carmen, Celestino	Roving Lead Custodian	Jackson	September 16, 2019 - October 10, 2019	Grade/Step 28/5 + Differential
Echeveria, Sandy	Site Coordinator	Santiago	October 1, 2019 - October 14, 2019	$25.50 hourly rate
Escobedo, Angel	Senior Groundskeeper	Building Services	October 3, 2019 - October 18, 2019	Grade/Step 30/5
Flores, Beatriz	Nutrition Services Lead Satellite Kitchen	Nutrition Services	September 13, 2019 - October 31, 2019	Grade/Step 17/6
Garcia, Doraly	Site Coordinator	Diamond	October 15, 2019 - November 14, 2019	$25.50 hourly rate
Gomez, Gladyz	Site Coordinator	Lincoln	September 1, 2019 - September 10, 2019	$25.50 hourly rate
Gomez, Liza	Registrar Intermediate	MacArthur	October 26, 2019 - October 31, 2019	Grade/Step 24/6
Gonzalez, Maria	Nutrition Services Lead Production Kitchen	Saddleback	October 1, 2019 - October 31, 2019	Grade/Step 21/4
Gordon, Edward	Special Projects Team Member	Building Services	October 1, 2019 - October 31, 2019	Grade/Step 28/5
Huizar, Renato	Food Service Supervisor High School	Century	August 27, 2019 - August 30, 2019	Grade/Step 31/1
Huizar, Renato	Nutrition Services Lead Production Kitchen	Century	September 30, 2019 - October 4, 2019	Grade/Step 21/4

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LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continued)				
Kutyas, Andrea	Site Coordinator	Villa	September 15, 2019 - October 14, 2019	$25.50 hourly rate
Lara, Juana	Nutrition Services Lead Production Kitchen	Nutrition Services	October 7, 2019 - October 31, 2019	Grade/Step 21/4
Lara, Paola	Personnel Technician	Nutrition Services	October 1, 2019 - October 31, 2019	Grade/Step 32/4
Lopez, Sandra	Nutrition Services Lead Production Kitchen	Nutrition Services	August 15, 2019 - October 31, 2019	Grade/Step 17/6
Martinez, Hector	Special Projects Team Member	Building Services	August 5, 2019 - September 30, 2019	Grade/Step 28/5
Nava, Diana	Nutrition Services Lead Production Kitchen	Valley	October 1, 2019 - October 31, 2019	Grade/Step 21/4
Perea, Joseph	Database Engineer	TIS	October 23, 2019 - November 22, 2019	Grade/Step 52/6
Perez, Maria	Food Service Supervisor Intermediate	MacArthur	October 1, 2019 - October 31, 2019	Grade/Step 27/1
Perez Torres, Esmeralda	Nutrition Services Lead Satellite Kitchen	Fremont	September 20, 2019 - October 11, 2019	Grade/Step 17/4
Quintor, Kathy	Site Coordinator	Madison	October 15, 2019 - November 14, 2019	$25.50 hourly rate
Rico, Joe	Site Coordinator	Carver	September 1, 2019 - September 10, 2019	$25.50 hourly rate
Sanchez Valencia, Ricardo	Nutrition Services Lead Production Kitchen	Santa Ana	October 4, 2019 - October 31, 2019	Grade/Step 21/4
Tirado, Lizet	Site Coordinator	Jefferson	September 1, 2019 - September 10, 2019	$25.50 hourly rate

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LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continued)				
Todd, Bryan	Senior Groundskeeper	Building Services	October 3, 2019 - October 9, 2019	Grade/Step 30/5
Torres, Elizabeth	School Office Manager Elementary	Greenville	October 28, 2019 - December 31, 2019	Grade/Step 28/4
Vasquez, Griselda	Accounting Technician	Accounting Department	October 21, 2019 - November 15, 2019	Grade/Step 31/5
Visoso, Janet	Food Service Field Supervisor	Nutrition Services	October 1, 2019 - October 31, 2019	Grade/Step 40/1
Wines-Hernandez, Amber	Computer Technician I	Diamond	August 9, 2018 - September 28, 2018	Grade/Step 28/6
Wines-Hernandez, Amber	Computer Technician I	Diamond	May 1, 2019 - May 30, 2019	Grade/Step 28/6
HOURLY APPOINTMENTS				
Arevalo Garcia, Diana	Instructional Assistant Provider	After School Programs	October 16, 2019	Grade/Step 16/1
Ceballos, Sandra	AVID Tutor	Sierra	October 17, 2019	Grade/Step 16/1
Chavira, Brianna	Instructional Assistant Provider	Kennedy	October 9, 2019	Grade/Step 16/1
Cruz, Isaac	Instructional Assistant Provider	Kennedy	October 9, 2019	Grade/Step 16/1
Gaxiola, Krystle	AVID Tutor	Century	October 22, 2019	Grade/Step 16/1
Guzman Sanchez, Alexa	Instructional Assistant Provider	After School Programs	October 8, 2019	Grade/Step 16/1
Hernandez, Jessica	Instructional Assistant Provider	Deputy Superintendent's Office	August 26, 2019	Grade/Step 16/1

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Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
HOURLY APPOINTMENTS (Continued)				
Hernandez, Katia	AVID Tutor	Lathrop	October 16, 2019	Grade/Step 16/1
Le, Jin	AVID Tutor	Segerstrom	October 16, 2019	Grade/Step 16/1
Leal, Areli	Instructional Assistant Provider	Century	October 22, 2019	Grade/Step 16/1
Nuñez, Aime	Instructional Assistant Provider	Sierra	September 18, 2019	Grade/Step 16/1
Palomino Neri, Maria	Instructional Assistant Provider	Santa Ana	October 9, 2019	Grade/Step 16/1
Perez Gama, Berenice	AVID Tutor	Sierra	October 16, 2019	Grade/Step 16/1
Robles, Christian	AVID Tutor	MacArthur	October 9, 2019	Grade/Step 16/1
Rodriguez, Crystal	Instructional Assistant Provider	Godinez	October 8, 2019	Grade/Step 16/1
Vicens, Haydee	Instructional Assistant Provider	Godinez	October 9, 2019	Grade/Step 16/1
Thach, Lee	Instructional Assistant Provider	Deputy Superintendent's Office	September 13, 2019	Grade/Step 16/1
Tosta, Heather	Instructional Assistant Provider	Deputy Superintendent's Office	October 17, 2019	Grade/Step 16/1
Vazquez-Contreras, Sumarlei	AVID Tutor	Sierra	October 16, 2019	Grade/Step 16/1
Vega, Yuliza	AVID Tutor	Santa Ana	September 17, 2019	Grade/Step 16/1
SUBSTITUTES				
Ceja, Antonio	Instructional Assistant		October 2, 2019	Grade/Step 19/1
Cervantes, Eduardo	Groundskeeper		July 29, 2019	Grade/Step 23/1
Medina, Carlos	Groundskeeper		July 29, 2019	Grade/Step 23/1
Montano Jr., Thomas	Groundskeeper		July 29, 2019	Grade/Step 23/1
Soto, William	Groundskeeper		July 29, 2019	Grade/Step 23/1

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LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUBSTITUTES (Continuation)				
Villegas, Desiree	Groundskeeper		July 29, 2019	Grade/Step 23/1
ATHLETIC SPECIALIST				
Alaman Jr., Alvin	Assistant Football Coach	Godinez	August 12, 2019	
Alejandro, Alejandrina	Assistant Volleyball Coach	Saddleback	August 5, 2019	
Benitez Valladares, Jose	Assistant Football Coach	Saddleback	August 12, 2019	
Carmona, Ramon	Assistant Football Coach	Godinez	August 12, 2019	
Carnegie, Paul	Assistant Football Coach	Saddleback	August 12, 2019	
Chavez, Luis	Assistant Football Coach	Godinez	August 12, 2019	
Cruz, Misael	Head Waterpolo Coach	Godinez	August 19, 2019	
Delgado Jr., Joseph	Assistant Football Coach	Godinez	August 12, 2019	
Diaz, Israel	Assistant Cross Country Coach	Godinez	August 26, 2019	
Garcia, Anthony	Assistant Football Coach	Godinez	August 12, 2019	
Gentry, Damien	Assistant Football Coach	Century	August 12, 2019	
Hernandez, Sebastian	Head Football Coach	Godinez	August 12, 2019	
Martinez, Celeste	Assistant Cheer Coach	Godinez	August 19, 2019	
Mendez, Jared	Assistant Football Coach	Saddleback	August 12, 2019	
Medina, Jose	Head Volleyball Coach	Saddleback	August 5, 2019	
Molina, Eliasar	Assistant Cross Country Coach	Saddleback	August 26, 2019	
Muñoz, Jorge	Assistant Football Coach	Saddleback	August 12, 2019	
Nixon, Jenevieve	Assistant Football Coach	Godinez	August 12, 2019	
Nixon, Solomon	Assistant Football Coach	Godinez	August 12, 2019	
Olaiz-Prawl, Selina	Head Cheer Coach	Godinez	August 19, 2019	
Olmedo, Cristos	Assistant Football Coach	Godinez	August 21, 2019	

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Board Meeting - November 19, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ATHLETIC SPECIALIST (Continuation)				
Peñaloza, Jose	Assistant Cross Country Coach	Godinez	August 26, 2019	
Reyes, Jonathan	Assistant Football Coach	Saddleback	August 12, 2019	
Storay, Dwight	Assistant Football Coach	Godinez	August 12, 2019	
Truong, Hai	Assistant Volleyball Coach	Saddleback	August 5, 2019	
Valdez, Gavriela	Assistant Cross Country Coach	Godinez	August 26, 2019	
Witte, Jerry	Assistant Football Coach	Saddleback	August 12, 2019	
Zuniga, Erik	Head Cross Country Coach	Saddleback	August 26, 2019	

Title of Activity	Employee Name(s)	Site/Dept	Funding Source	Total Amount Not to Excced	Total Hours Not to Exceed	Date Service From
Extra Duty - Activity Monitors	Ceja, Maria Ceja, Yesenia Franco de Corona, Ma Lopez Martinez, Maria Lucena Castro, America Munoz, Maria Quinonez, Ivonne Rossano, Secundina Tapia, Herminia Zavala, Susan	Heroes Elementary School	Fund 09 Title I	$3,000.00		July 30, 2019
Extra Duty - Child Care for Community Advisory Committee (CAC) Meetings	Avalos, Veronica Flores, Juana Funes, Rosalia Morales, Maria Ruiz, Maria Sandoval, Leticia Tapia, Malena Velasco, Judith	Special Education	Special Education	$3,100.00		September 2, 2019
Translations	Orozco, Maria Pulido, Guadalupe Restrepo, Norma	Walker Elementary School	Unrestricted Discretionary Accounts	$500.00	10	August 12, 2019

2019-2020 School Climate Classified Extra Duty	Aguilera, Roseanne Barajas, Elena Corro, Jenny De Jesus-Teran, Antonio Lopez, Mayra Mejia-Ortiz, Elizabeth	Pupil Support Services	Positive School Climate Model	$1,000.00	50	July 1, 2019
Extra Duty - Office Staff	Foreman, Julienne Gutierrez, Ashley Mendez, Lorena Serna, Oliver Van Immelen, Elizabeth	Esqueda Elementary School	Unrestricted Discretionary Accounts	$3,500.00	40	October 1, 2019
Bus Aide - Adult Transition	BarajasValderrama, Veronica Buitrago, Maurice Cruz, Mindy Inda Lamas, Irma Huante, Marisol La Curan, Anjeanette Lanphear, Julie Millan, Rosenda Mojarra, Cynthia Padilla, Ramon Shubin, Monica Valdez, Lisa	Special Education	Special Education	$1,190.55	3,000	July 1, 2019
Childcare - Parent Involvement	Adame, Gloria Antunez, Jazmin Contreras, Angelina Rodriguez, Albert Villalobos, Margarita	Willard Intermediate School	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$2,000.00		August 7, 2019

Translation	Acosta, Estefania Aguilar, Laura Beltran, Esther Sanchez, Ana	Walker Elementary School	010030 Unrestricted Discretionary Accounts	$500.00	10	August 12, 2019
Bus Aides	Alcaraz, Richard Arellano, Jeannette Avina, Juan Barrera, Crstal Bernal, Gabriela Blanco, Alejandra Brandney, Maxwell Camacho, Alicia Caudillo, Melody Ceja, Diego Cordova, Linda Cristobal, Erik Cruz, Jose Diaz, Gloria Escalante, Teresa Figueroa, Denise Flores, Fabian Garcia, Cecilia Gomez, Maria Hassain, Khadija Helmy, Leticia Hidalgo, Amelia Hinojosa, Guadalupe Huizar Tovar, Eric Inda-Llamas, Irma Iniquez, Jose	Special Education	016500 Special Education	$260,000.00	11,080	July 1, 2019

	Juarez Cabrera, Melissa Kent, Julieta Kulp, Caitlyn Laguna, Thalia Ledezma, Deysy Lindsey, Elsy Lopez, Carlos Lopez, Rebecca Lozano, David Lubetkin, Kata Machado, Martin Magana, Marlene Magill, Anita Manzo, Sarah Marquez, Ileana Marroquin, Glendi Martinez, Gabriela McGowan, Darlene Melendrez, Matthew Melgar, Vanessa Menjivar, Susana Molina, Linda Mondo, Alice Muñoz, Elva Muñoz, Teresa Murphy, Joseph					

	Najera, Robert Nguyen, Davy Orozco, Maria Penaloza, Efrain Perez, Monica Pineda, Peggy Ramirez, Karen Restrepo, Norma Rios, Sara Rodriguez, Yaquelin Rodriguez, Sandra Rivera, Jose Ruiz, Jasmine Sanchez, Claudia Sandoval, Adonay Sierra, Candelario Skansen, Marjorie Tapia, Sandra VanWormer, Graciela Velado, Ana Velazquez, Aracely Villapando, Alma Villapando, Rosa Yu, Pei San Zaragoza, Joceline Zuniga Magno, Oscar					
Extra Duty	Arroyos, Juana Gallegos, Cirilo Pena, Matilde	Heroes Elementary School	010030 Unrestricted Discretionary Accounts	$545.70		September 24, 2019

Technology Support	Sanchez Trillas, Veronica	Jefferson Elementary School	010030 Unrestricted Discretionary Accounts	$3,865.80		July 1, 2019
Office Translating	Osornio, Lucy Ruvalcaba, Silvia Sosa, Vanessa	Carver Elementary School	010030 Unrestricted Discretionary Accounts	$1,288.60	30	August 12, 2019

Childcare - Activity Monitors	Avalos de Rodriguez, Maria Chavez, Marcela Contreras de Luviano, Genoveva Fierros, Hilaria Gomez, Evangelina Gonzalez, Ofelia Graciano de Esquivel, Nancy Hernandez, Patricia Jimenez, Margarita Martinez Peralta, Lourdes Montes, Maricruz Ramos, Leticia Ramos, Myriam Riquelme de Febres, Natividad Rodriguez, Juana Romero, Teresa Rubio Robles, Mary Salas, Diana Sarabia Arellano, Paula Tapia Jimenez, Maria Villa Najera, Martha Villagomez, Maria	Wilson Elementary School	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$3,499.84	165	October 9, 2019
Extra Duty	Bollinger, Deborah Welch, Laurie Wiltz-Hunter, Verenice	Heroes Elementary School	010030 Unrestricted Discretionary Accounts	$272.85		September 24, 2019

Summer Showcase Custodial Support	Gil, Jesse Gordon, Edward Martinez, Hector Salcedo, Eric	K-12 Teaching & Learning	010789 Summer Enrichment	$834.92	22	July 1, 2019
Early Learning Literacy - Activity Monitors	Lopez, Maria Munguia, Maria Munoz, Evelia Munoz, Maria Rodriguez, Raquel Sierra, Irene	Franklin Elementary School	010730 SC-Early Learning (PreK-gr 6)	$10,500.00	700	October 1, 2019
Family and Community Engagement Conference - Clerical	Amador, Josie Amador, Lorena Araujo-Parra, Teodoro Villanueva, Maria	Community Relations	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$2,728.50	36	September 18, 2019
Family and Community Engagement Conference - Technical Assistance	Cervantes, George Chavez, Robert Hernandez, Ronald Roberts, Justin	Community Relations	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$3,274.20	20	September 28, 2019

2019 Family and Community Engagement Conference - Child Care	Aguilar, Andrea Alarcon, Marissa Alvarez, Adriana Araujo, Kimberly Arriaga, Jasmine Bautista, Brian Benitez, Nancy Cazares, Andrea Diaz, Sonia Figueroa, Roxana Flores, Francisca Flores, Juana Garcia, Gina Garcia, Jocelyne Garica, Daisy Garza, Christopher Gutierrez, Daissy Hernandez, Yesenia Kutyas, Andrea Landa Ortuno, Maira Leyva, Cynthia Lopez, Angelica Lopez, Delia Lucero, Jacqueline Lucero, Julieta	Community Relations	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$9,277.92	6	September 28, 2019

	Marroquin, Joe Martinez, Mario Moreno, Edelira Moreno, Krystalena Nguyen, Stephanie Orozco, Maria Orozco, Natalie Padilla, Brenda Paz, Emerlyn Quintor, Kathy Ramirez, Jackie Rico, Jessica Rios, Isis Yanet Roman, Lorena Roman-German, Luz Ruiz Gonzalez, Pita Sanchez, Vanessa Sandoval, Leticia Solares, Matthew Tapia, Malena Tirado, Lizet Torres, Emily Villafuerte, Nicole Vo, TramBich Zamora, Rosemary					
School-wide Extra Duty - DSO (General Funds)	Gomez, Maria Hernandez, Oscar Quezada, Juan Carlos	Segerstrom High School	010030 Unrestricted Discretionary Accounts	$9,822.60		July 1, 2019

Foster Youth Classified 2019-2020	Alatorre, Rosie Gonzalez, Giliberto Marquez, Cynthia Valenzuela, Judith	Pupil Support Services	010705 SC-LCFF-Supplemental/ Concentration (School Personnel)	$5,000.00		July 1, 2019
Activities Monitor-Extra Help	Aguirre, Carmen Calderilla, Marcela Flores, Nicolasa Franco, Sandra Gonzalez, Alicia Islas, Maria Loza Morales, Silvia Luna, Victoria Medina, Verna Mendoza-Martinez, Victoria Molina, Cecilia Ramos, Elda Ruiz De Ruiz, Maria Ruvalcaba Ruiz, Maria	King Elementary School	010030 Unrestricted Discretionary Accounts	$1,932.90	25	August 1, 2019
Family and Community Engagement Conference - Custodial	Amezcua, Salvador Gil, Jesse Harwick, Dawn Mares Jr., Richard Martinez, Ignacio Obeso, Gregory Rios, George Salcedo, Eric	Community Relations	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$4,911.30	60	September 28, 2019

AVID Tutors/ Instructional Providers	Ramirez, Valeria Vega, Yuliza	Santa Ana High School	010705 SC-LCFF-Supplemental/ Concentration (School Personnel)	$102,036.50	4,657	August 12, 2019
Computer Technician-Before/After School Services	Jasso, Ana	Wilson Elementary School	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$4,999.77	125	October 9, 2019

WIN Saturday Attendance Recovery Program Custodial - Extra Duty	Acevedo, Romeo Acuna, Joseph Aguilar, Josue Aguilar, Leobardo Aguilar Aranda, Giovanni Alberto, Irma Alcaraz, Alfred Alvarado, Mario Alvarez, Manuel Alvarez, Mario Amezcua, Jorge Amezcua, Richard Amezcua, Salvador Andrade, Santiago Arreola, Jesus Arroyo, Arturo Arroyos, Juana Arroyos, Theodore Atilano, Marcelino Avina, Osbaldo Barajas Gallegos, Francisco Barrett, Shawn Bazurto, Bobby Becerra, Leonardo Bedolla, Oscar	Pupil Support Services	010719 Saturday Attendance Recovery Program (WIN)	135,514.51		October 1, 2019

	Bejar, Jose Beltran Jr., Gustavo Benavidez, Jaime Bravo-Solis, Miguel Briones Rodriguez, Virginia Brown, Gerald Carmen, Celestino Carranza Jr., Raul Carrillo Castaneda, Abraham Chavarria-Ortiz, Luis Cifuentes, Angel Contreras, Carlos Contreras Jr, Juan Correa, Edgar Cortez, Jesus Cortez, Jim Cota, Leobigildo Cristobal, Keple Cuellar, Roberto Daniel, Jose Davis, John Delgado, Juan Desouza, Cido Diaz, Omar Dominguez, Michael					

	Dominguez Rodriguez, Omar Duran, Christian Elias, Damian Enriquez, Mario Esparza, Juan Espino, Hugo Estolano-Castro, Alma Fernandez, Emilio Figueroa, Patricia Figueroa, Guadalupe Figueroa, Jose Funes, Jorge Gallegos, Cirilo Galvan Martinez, Juan Garay, Maria Garcia, Gilbert Garcia, Luis Garcia, Juan Garcia, Jesus Giron De Castro, Julia Glasper, Sharon Gomez, Ricardo Gonzaga, Eric Gonzalez, Jonathan Gonzalez, David					

	Gonzalez, Gladys Gonzalez Soto, Jesus Gordon, Edward Guadarrama Valencia, Guadalupe Guerrero, Manuel Guerrero, Juan Gutierrez, Edward Gutierrez, Pablo Gutierrez, Francisco Gutierrez Rodriguez, Alejandro Hardwick, Dawn Hernandez, Alvaro Hernandez, Antonio Hernandez, Daniel Herrera Facusseh, Elias Hill, Donald Jimenez, Paulino Jimenez, Ramon Jung, Robert Jusay, Dante Lara Cruz, Adolfo Lavayen, Omar Lemus, Manuel Leon, Alicia					

	Leon, Edward Lomeli, Rosa Lopez, Andrew Lopez, Gerson Lopez, Glen Lopez, Joshua Lopez, Maria Lopez, Arnulfo Lopez, Fortino Lopez Jr., Jose Loza, Gustavo Lumley, Jennifer Luna, Bernardino Luna, Gregory Macedo, Luis Macias, Roman Mancilla, Anthony Mares Jr., Richard Marin, Epifania Martinez, Thomas Martinez, Freddie Martinez, Hector Martinez, Ignacio Martinez, Araceli Martinez, Jerry Martinez Balderas, Raul					

	Martinez Garcia, Alberto Martinez III, Manuel Medrano, Jesus Mejia, Juan Mejia, Jose Melgar, Marco Melgar Jr., Mark Mendoza, Jonathan Mendoza Madrigal, Guillermo Menera, Fernando Miranda, Matias Mojica, Mario Montiel, Ignacio Moreno, Jose Munoz, Julian Muro Jr., Miguel Nevarez Pena, Victor Nguyen, Albert Nieto, Cesar Obeso, Gregory Ochoa, Luis Olivares, Armando Ontiveros Salazar, Alberto Oregel, Eddie					

	Ortiz, Enrique Osornio Vazquez, Raymundo Padilla, Ruben Palomino, John Paz, Adolfo Pena, Matilde Perales, Carlos Perez, Juan Pham, David Pham, Thang Prado, Alejandro Quintana, Johnny Ramirez Castrejon, Bernardo Reyes, Jose Rios, Cecilia Rios, Jorge Rodriguez, Adam Rodriguez, Carlos Rodriguez, Miguel Rodriguez, Steven Rodriguez, Nicholas Rojas, Adam Rosales, Alfredo Rubalcava, Marco Rucker, Frostee					

	Ruiz, Fernando Ruiz, Daniel Ruvalcaba, Andres Ruvalcaba, German Ruvalcaba, Jaime Salcedo, Horacio Saldivar, Sergio Sanchez, Jose Sanchez, Jose Sanchez, Victor Sanchez, Oscar Serrano, Robert Serrano, Jesus Silbas, Jaime Sintora, Cristina Solano, John Sosa, Carlos Sosa Garcia, Martin Soto, Marco Tapia, David Tapia, Salvador Ugalde, Victor Ulloa Lopez, Marco Vaca, Alberto Vaca, Rolando Valdez, Andrew Vargas, Carlos					

	Vargas Rivera, Neptalif Vega, Emanuel Vega, Samuel Velasco, Jose Villagomez, Jesus Villagomez, Antonio Zaragoza, Alejandro					
Translation for Parent Communication	Romero, Maria	Santa Ana High School	010030 Unrestricted Discretionary Accounts	$1,501.22		August 12, 2019

Engage 360 Classified Extra Duty (Site Coordinators & Instructional Providers) - Add-ons 10.3.19	Adame, Antonio Alvarez, Yessenia Arambula, Anabel Armenta, Brian Ayala, Marissa Barroso, Adrian Bautista, Erika Benitez, Nancy Brehm, Lauren Capistran, Guadalupe Ceja, Yesenia Diaz, Sonia Dominguez, Sarah Elias Jimenez, Dennise Esparza, Giselle Figueroa, Giselle Franco, Andrea Garcia, Adilene Garcia, Daisy Garcia, Sabrina Gomez, Belen Gonzalez, Laura Grande, Aleah Guillen, Cindy Haro, Melissa Hermosillo, Nathan Herrera, Sabrina	Extended Learning (After School Programs)	016010 After School Education and Safety (ASES)	$1,006,626.67		August 1, 2019

	Horta, Jazmine Inguanzo, Aristy Iniguez, Rocio Juarez, Diana Kim, Luckana Leon, Jovany Leyva Jimenez, Ana Lopez, Blanca Lopez, Brianna Lua, Claudia Lua, Sarai Lucero, Jacqueline Magana, Oscar Martinez, Blanca Martinez, Jessica Mata Orozco, Eduardo Mejia, Cristina Mendez, Celeste Mendez, Viviana Miranda, Victoria Morales, Jessica Moreno, Krystalena Munoz, Vianae Nava Aleman, Maria Nguyen, Kevin Nunez, Diana					

	Olivares, Anthony Orozco, Emely Ortiz, Erik Padilla, Alyssa Paz Ortiz, Emerlyn Pulido, Ana Ramirez, Nancy Reyes Serrano, Jessica Robles, Cynthia Rojas, Seidy Saldivar, Erica Sanchez, Anthony Sanchez, Christopher Sanchez, Grecia Sanchez, Paulina Sanchez, Yvette Sierra, Maribel Solorio, Janet Tapia, Lizeth Tello, Jackline Tlaxcalteca, Jessica Torres, Moriah Torres Jr, Ramon Trujillo, Rosa Vargas, Luis Venturoli, Johanna Villa, Breanna					
Activity Monitor - Extra Duty	Rodriguez, Raquel	Franklin Elementary School	010030 Unrestricted Discretionary Accounts	$675.01		July 1, 2019

Engage 360 Extra Duty - Instructional Assistant DHH	Hinojosa, Guadalupe Marroquin Alvarado, Gleni	Extended Learning (After School Programs)	016010 After School Education and Safety (ASES)	$1,006,626.67		August 12, 2019
Summer Bridge Support of Special Education Students	Kent, Julieta	Sierra Preparatory Academy	010704 Department SC-LCFF-Supplemental/ Concentration	$438.12	12	July 31, 2019
Classified MTSS - Extra Support	Garcia, Sandra Vega, Letty	Monroe Elementary School	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$5,999.99	240	October 1, 2019
District Safety Officer - Overtime	Plascencia, Veronica Salazar, Jose Sarkisyan, Sevan Solare Jr., Ramon	Valley High School	010300 Department Unrestricted Discretionary Accounts	$10,914.00		July 1, 2019

2019-2020 McKinney Vento Extra Duty Set Aside-Classified	Alcala, Aida Alvarez, Andrea Arana, Johan Arreola, Gloria Avila, Karolina Ayers, Wellindara Bahena, Aidee Bahena, Angela Buckley, Karen J. Carrillo, Claudia Carrillo Navarro, Francisco Castillo, Aracelly Cherif, Wanda Elizarraras, Jaime Estrada, Brenda Fernandez, Cuca Garcia, Magda Garsilazo, Annabel Godinez, Imelda Granda, Yvette Guillen, Teresa Gutierrez, Magde Hernandez, Cynthia Machado-Diaz, Luciana Marquez, Cynthia	Pupil Support Services	013010 IASA: Title I Basic Grants Low-Income and Neglected, Part A	$7,924.89		September 3, 2019

	Mendez, Lorena Moralez, Marilyn Ochoa, Claudia A. Osornio, Lucy Rodriguez, Paz Roldan, Catherine Sanchez, Jacqueline Sillerico, Vanusa Tapia, Claudia Tapia Mendoza, Ana Torres, Maria R. Valenzuela, Judith					
Custodial Athletic Support - Addendum	Bejar, Jose Beltran, Gustavo Carrillo, Abraham Cortez, Jesus Herrera, Elias Lomeli, Rosa Vargas, Neptalif Villagomez, Jesus	Saddleback High School	010703 SC-LCFF-Supplemental/ Concentration	$1,418.82		July 1, 2019

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.23 Adoption of Resolution No. 19/20-3315 – Authorization the Filing of Career Technical Education Facilities Grant Applications to the State School Facilities Program for Proposition 51 Funding**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 11, 2019
Fiscal Impact	Yes
Budgeted	No
Recommended Action	Adopt Resolution No. 19/20-3315 – Authorizing the Filing of Career Technical Education Facilities Grant Applications to the State School Facilities Program for Proposition 51 Funding.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.3 - Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. SERVICES 3.03004 New Construction SERVICES 3.03005 Modernization

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution No. 19/20-3315 – Authorizing the Filing of Career Technical Education Facilities Grant Applications to the State School Facilities Program for Proposition 51 Funding

ITEM: Action

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Don Isbell, Director, Career Technical Education

ITEM SUMMARY:

- Resolution approval is required to be eligible to apply for upcoming round five Career Technical Education state funding

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 19/20-3315 authorizing the filling of Career Technical Education Applications to the State School Facilities Program for Proposition 51 Funding.

RATIONALE:

The District is seeking Career Technical Education (CTE) State grant funding for projects at Century, Saddleback, Segerstrom, and Valley High Schools for the CTE program at each site. The State requires this Board Resolution to submit applications for the potential grant funding. No cost is associated with the resolution.

FUNDING:

Potential for State Career Technical Education Revenue

RECOMMENDATION:

Adopt Resolution No. 19/20-3315 – Authorizing the Filing of Career Technical Education Facilities Grant Applications to the State School Facilities Program for Proposition 51 Funding.

File Attachments
Resolution Number 1920-3315 Authorizing the Filing of Application Documents School Facilities CTE Prop 51 Nov 19, 2019.pdf (129 KB)

RESOLUTION NO. 19/20-3315

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

Authorizing the Filing of Application Documents

Under the State School Facilities Program

WHEREAS, the California Legislature adopted the Leroy F. Greene School Facilities Act of 1998 (Act), and

WHEREAS, the Act and its implementing regulations set forth the procedures and requirements for applying for Career Technical Education Facilities Grant Program funds from the State School Facility Program; and

WHEREAS, the Santa Ana Unified School District has a need for such funding for Century, Saddleback, Segerstrom and Valley High Schools; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Santa Ana Unified School District approves the submittal of round five application documents for the Career Technical Education Facilities Grant Program in the Santa Ana Unified School District under the State School Facility Program, and

FURTHER, THEREFORE, BE IT RESOLVED that the Governing Board of the Santa Ana Unified School District authorizes the Superintendent or designee to undertake all actions required to complete the State School Facility Program applications and funding process.

PASSED AND ADOPTED by this Board at its regular meeting of November 19, 2019 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)

) ss.

COUNTY OF ORANGE)

I, Alfonso Alvarez, Ed.D., Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing resolution was duly adopted by the said Board at a regular meeting thereof held on 19 day of November, 2019 and passed by a vote of _____ of said Board.

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

By: _____

Alfonso Alvarez, Ed.D.

Clerk of the Board of Education

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.24 Adoption of Resolution No. 19/20-3316 – Revision of Authorized Signatories**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budgeted	No
Recommended Action	Adopt Resolution No. 19/20- 3316 – revision of authorized signatories.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07013 Business Services

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution No. 19/20-3316 – Revision of Authorized Signatories

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

ITEM SUMMARY:

- Resolution No. 19/20-3316, revision of authorized signatories for the District
- Education Code 17604
- Education Code 35161

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 19/20-3316, revision of authorized signatories for Santa Ana Unified School District.

RATIONALE:

Education Code Section 17604 specifically authorizes the Board, by majority vote, to delegate signature authority on behalf of the District to the District Superintendent, and/or other designated District officers and employees. Such a delegation of signature authority can expedite the implementation of financial transactions or any other contract, agreement, or forms that have previously been approved by the Board. Additionally, Education Code Section 35161 authorizes the Board to delegate to District officers or employees, any of the Board's power or duties.

This resolution also would memorialize the delegation of signature authority on behalf of the District to the District's Superintendent and other District officers and employees that the Superintendent has identified as having an ability to exercise sound business judgment on behalf of the District and understand the contracts and other instruments being executed.

FUNDING:

No fiscal impact.

RECOMMENDATION:
Adopt Resolution No. 19/20-3316 – revision of authorized signatories.

File Attachments
RESOLUTION 3316 - Authorization of Signatures.pdf (159 KB)

RESOLUTION NO. 19/20-3316

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

Revision of Authorized Signatories

WHEREAS, Education Code Section 17604 specifically authorizes the Board, by majority vote, to delegate signature authority on behalf of the District to the District Superintendent and/or other designated District officers and employees; and,

WHEREAS, such a delegation of signature authority can expedite implementation of financial transactions or any other contract, agreement, or forms that have previously been approved by the Board; and,

WHEREAS, Education Code Section 35161 authorizes the Board to delegate to District officers or employees any of the Board's powers or duties; and,

WHEREAS, Resolution No. 19/20-3316 would memorialize the delegation of signature authority on behalf of the District to the District's Superintendent and other District officers and employees whom the Board of Education has identified as having an ability to exercise sound business judgment on behalf of the District and understand the contracts and other instruments being executed.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign manually or by facsimile, the orders drawn on funds of the District for warrants, revolving fund checks, purchase orders, and orders for salary payments and cafeteria checks. All documents, agreements, contracts, tax shelter annuity forms, deferred compensation program, federal and state applications, reports and forms for the 2019-20 school year on behalf of the District:

- Alan Rasmussen, Ed.D., Co-Interim Superintendent
- Richard V. Tauer, Co-Interim Superintendent
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services
- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Manoj Roychowdhury, Assistant Superintendent, Business Services

- Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations
- Jonathan Geiszler, Director, Purchasing and Stores
- **Ricardo Salazar, Manager, Purchasing**

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign all applications and reports connected with the Child & Adult Care Food Program, Food Distribution Program and the National School Lunch Program for the 2019-20 school year on behalf of the District:

- Alan Rasmussen, Ed.D., Co-Interim Superintendent
- Richard V. Tauer, Co-Interim Superintendent
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services
- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Manoj Roychowdhury, Assistant Superintendent, Business Services
- Joshua J. Goddard, Assistant Director, Nutrition Services

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign all financial transactions; payroll warrants, vendor payment documents, reissuance of warrants, ASB warrants, and voided warrants for the 2019-20 school year on behalf of the District:

- Alan Rasmussen, Ed.D., Co-Interim Superintendent
- Richard V. Tauer, Co-Interim Superintendent
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services
- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Manoj Roychowdhury, Assistant Superintendent, Business Services
- Kelli Levanger, Director, Accounting, Payroll and Student Attendance
- Josephine Austin, Manager, Payroll
- Johnny Leuta, Manager, Accounting

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign all

financial transactions, federal and state applications, reports and forms for the 2019-20 school year on behalf of the District:

- Alan Rasmussen, Ed.D., Co-Interim Superintendent
- Richard V. Tauer, Co-Interim Superintendent
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services
- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Manoj Roychowdhury, Assistant Superintendent, Business Services
- Swandayani Singgih, Director, Budget
- David Degree, Manager, Budget

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign manually or by facsimile, employment-related notices for District personnel whose employment status has been authorized or ratified by the Board of Education, and related documents for the 2019-20 school year on behalf of the District:

- Alan Rasmussen, Ed.D., Co-Interim Superintendent
- Richard V. Tauer, Co-Interim Superintendent
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services
- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources
- Manoj Roychowdhury, Assistant Superintendent, Business Services
- Devin E. Lawson, Executive Director, Human Resources
- Mauricio Gormaz, Director, Human Resources
- Sandra McCoy, Director, Human Resources

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign any other contract, agreement, federal and state applications or forms that have been authorized or ratified by the Board of Education for the 2019-20 school year on behalf of the District:

- Alan Rasmussen, Ed.D., Co-Interim Superintendent
- Richard V. Tauer, Co-Interim Superintendent
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services

- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources
- Manoj Roychowdhury, Assistant Superintendent, Business Services
- Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, School Performance and Culture
- Daniel Allen, Ed.D., Assistant Superintendent, K-12 Teaching and Learning
- Mayra Helguera, Ed.D., Assistant Superintendent, Special Education/Special Education Local Plan Area (SELPA)
- Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Ana Unified School District that the following persons are authorized to sign all Community Care Licensing contracts, documents, applications, and matters relating to services for SAUSD Kinder Readiness Preschool, State Preschool Programs, and SAUSD Head Start Program that have been authorized or ratified by the Board of Education for the 2019-20 school year on behalf of the District:

- Alfonso Jimenez, Ed.D., Deputy Superintendent, Educational Services
- Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services
- Manoj Roychowdhury, Assistant Superintendent, Business Services
- Daniel Allen, Ed.D., Assistant Superintendent, K-12 Teaching and Learning
- Keely Orlando, Early Childhood Education Coordinator
- Charlotte Ervin, Head Start Coordinator

Upon motion of Member _____ and duly seconded, the foregoing Resolution was adopted by the following vote:

AYES:
NOES:
ABSENT:

STATE OF CALIFORNIA)
) SS:
COUNTY OF ORANGE)

I, Alfonso Alvarez, Ed.D., Clerk of the Governing Board of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said Board at a regular meeting thereof held on the 19th day of November, 2019, and passed by a vote of _____of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand this 19th day of November, 2019.

Alfonso Alvarez, Ed.D.
Clerk of the Governing Board
Santa Ana Unified School District

10. APPROVAL OF CONSENT CALENDAR

Subject	**10.25 Adoption of Resolution No. 19/20-3220 - Authorization of California State Preschool Program Contract Amendment CSPP-9359-02 for the 19-20 Program Year**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	Yes
Dollar Amount	$309,796.00
Budgeted	Yes
Budget Source	California Department of Education/Early Education and Support Division
Recommended Action	Approve Resolution No. 19/20-3220 - Authorization of California State Preschool Program Contract Amendment CSPP-9359-02 for the 19-20 Program Year.
Goals	GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS) ACTION 1.5 Provide increased access to early childhood education programs including preschool, full day kinder at pilot schools, high quality TK program, age appropriate literacy and numeracy programs, and early interventions to all student sub-groups. SERVICES 1.05003 State Preschool Services

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution 19/20-3220 - Authorization of California State Preschool Program Contract Amendment CSPP-9359-02 for the 19-20 Program Year

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, K-12 Teaching and Learning

PREPARED BY: Keely Orlando, Director, Early Childhood Education

ITEM SUMMARY:

- Increase to CSPP Award in the amount of $309,796
- Increase is due to the Maximum Rate increase from $48.28 to $49.85 per child, per day

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of Resolution 19/20-3220 - Authorization of California State Preschool Program Contract Amendment CSPP-9359-02 for the 19-20 Program Year.

RATIONALE:

CSPP-9359-02 California State Preschool Program Services Contract Amendment 02 provides an increased total award of $309,796. The Maximum Rate per child day of enrollment was increased from $48.28 per day to $49.85. The rate adjustment increases the Maximum Reimbursable Amount (MRA) to $9,424,364 for the 19-20 Program Year.

FUNDING:

California Department of Education/Early Education and Support Division

RECOMMENDATION:
Adopt Resolution No. 19/20-3220 - Authorization of California State Preschool Program Contract Amendment CSPP-9359-02 for the 19-20 Program Year.

File Attachments
CSPP-9359-02.pdf (74 KB)
11.19.19 Resolution CSPP 9359-02 (5).pdf (158 KB)

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

***F.Y.* 19 - 20**

Amendment 02

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-9359

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 30-06667-00-9

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

Budget Act/Rate Change

CONTRACTOR'S NAME: SANTA ANA UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2019 designated as number CSPP-9359 and Amendment #01 (Annualized RFA #4 in the Amount of $1,238,904) shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $9,424,364.00 and inserting $9,734,160.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to $48.28 and inserting $49.85 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 195,202.0 and inserting 195,269.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 243. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING Jaymi Brown,	PRINTED NAME AND TITLE OF PERSON SIGNING
TITLE Contract Manager	ADDRESS

AMOUNT ENCUMBERED BY THIS DOCUMENT $ 309,796	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT $ 9,424,364	(OPTIONAL USE) 0656 23038-6667				
	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020	
TOTAL AMOUNT ENCUMBERED TO DATE $ 9,734,160	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER			DATE		

2019/20 – 3220

RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services by adoption of Resolution 2019/20-3220 – Authorization of Amendment 02 to California State Preschool Contract CSPP-9359 for 2019-20 Program Year.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number/s 19/20-3220 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Manoj Roychowdhury	Asst. Sup. Business Svcs.	

PASSED AND ADOPTED THIS 19th day of November 2019/20, by the

Governing Board of Santa Ana Unified School District

of Orange County, California.

I, Alfonso Alvarez, Ed.D., Clerk of the Governing Board of

Santa Ana Unified School District, of Orange, County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) 11/19/19 (Date)

11. PRESENTATIONS

Subject	**11.1 Actuarial Study of Workers' Compensation Program as of June 30, 2019**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Presentation
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07012 Risk Management Services

AGENDA ITEM BACKUP SHEET

TITLE: Actuarial Study of Workers' Compensation Program as of June 30, 2019

ITEM: Presentation

SUBMITTED BY: Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services

PREPARED BY: Camille Boden, Executive Director, Risk Management

ITEM SUMMARY:

- Actuarial Study of Workers' Compensation Program presented for information

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board the Santa Ana Unified School District actuarial study which is performed to secure a recommended funding level for the current year and subsequent years to ensure adequate funding for incurred claims. Aon Risk Solutions, will present and provide additional information.

RATIONALE:

This presentation is an informational overview and initial analysis of the Actuarial Study Workers' Compensation Program, which provides the District with specific objectives.

FUNDING:

Not fiscal impact.

RECOMMENDATION:

Presented for information.

File Attachments

PPT - Actuarial Overview Workers Compensation.pdf (718 KB)

Santa Ana
Unified School District

Actuarial Overview
Workers Compensation

Presented by

November 19, 2019

Brenda Craigmyle
Senior Actuarial Analyst

Aon Global Risk Consulting
100 Bayview Circle, Suite 100, Newport Beach, CA 92660
(949) 608-6300, Fax (949) 608-6475
www.aon.com

Santa Ana
Unified School District

ESTIMATED OUTSTANDING LOSSES

As of July 31, 2017	As of June 30, 2019
$12.4 M	$14.1 M

Note: Liabilities are for losses and ALAE
Consistent with GASB and financial reporting requirements.
The $1.7 million change in outstanding losses consists of:

- +$9.2 million from the additional years of exposure (2017/18 and 2018/19)
- -$8.1 million for claim payments made during 2017/18 and 2018/19, and
- +$0.6 million due to an increase in projected ultimate losses for 2016/17 and prior

Santa Ana
Unified School District

PROJECTED ULTIMATE LOSSES

Accrual for 2019/20

Loss Funding = $4.7M

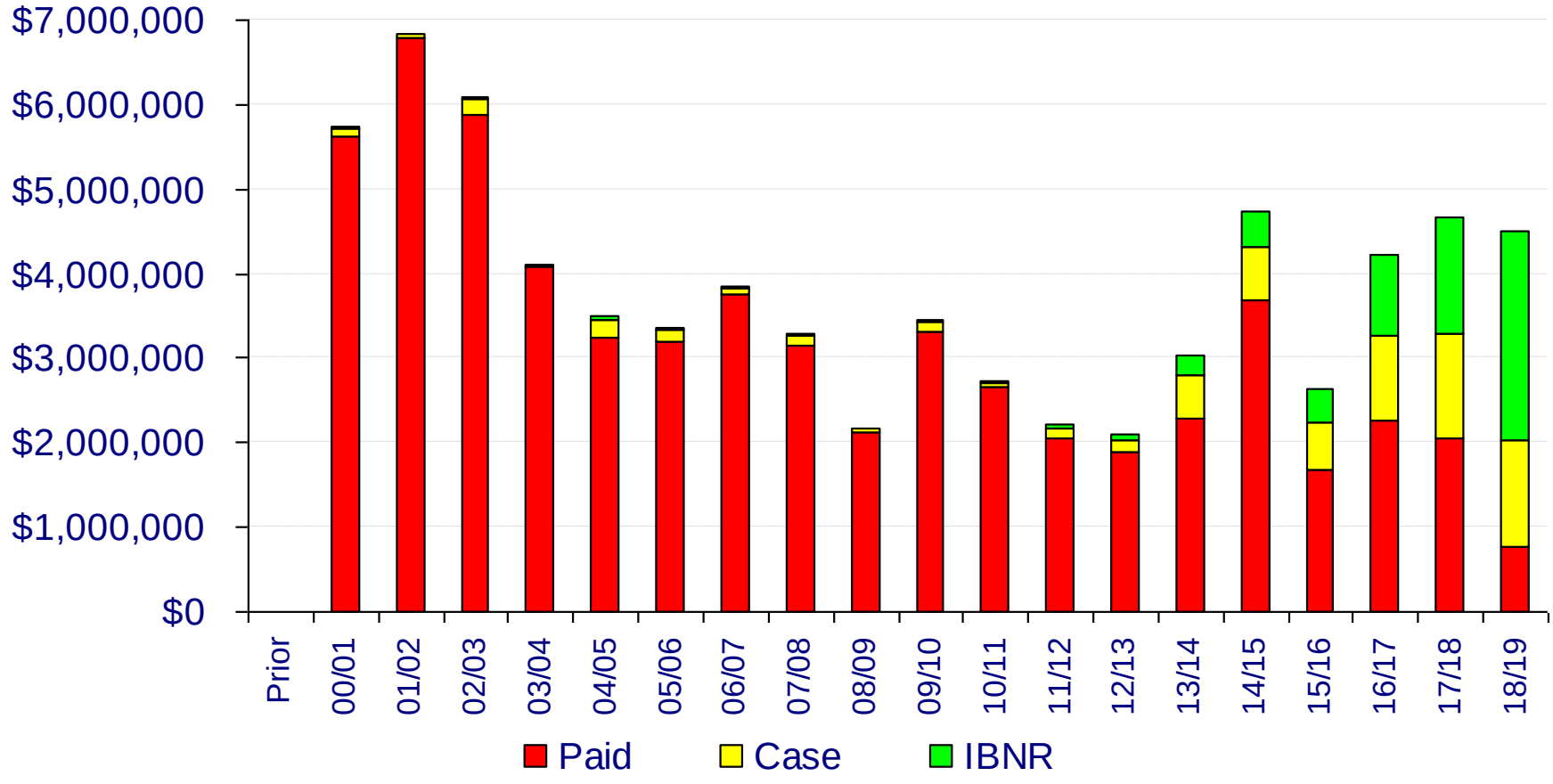
Actuarial Study	Loss Rate per $100 Payroll	Payroll ($Millions)	Projected Ultimate Losses
2017/18 as of 6/30/17	$1.08	$376.6	$4,053,000
2019/20 as of 6/30/19	$1.15	$405.2	$4,668,000
Change	+6.7%	+7.6%	+15.2%

Notes: Excludes expenses for claims administration (ULAE), general administration, and excess insurance.

Santa Ana
Unified School District

COMPONENTS OF PROJECTED ULTIMATE LOSSES

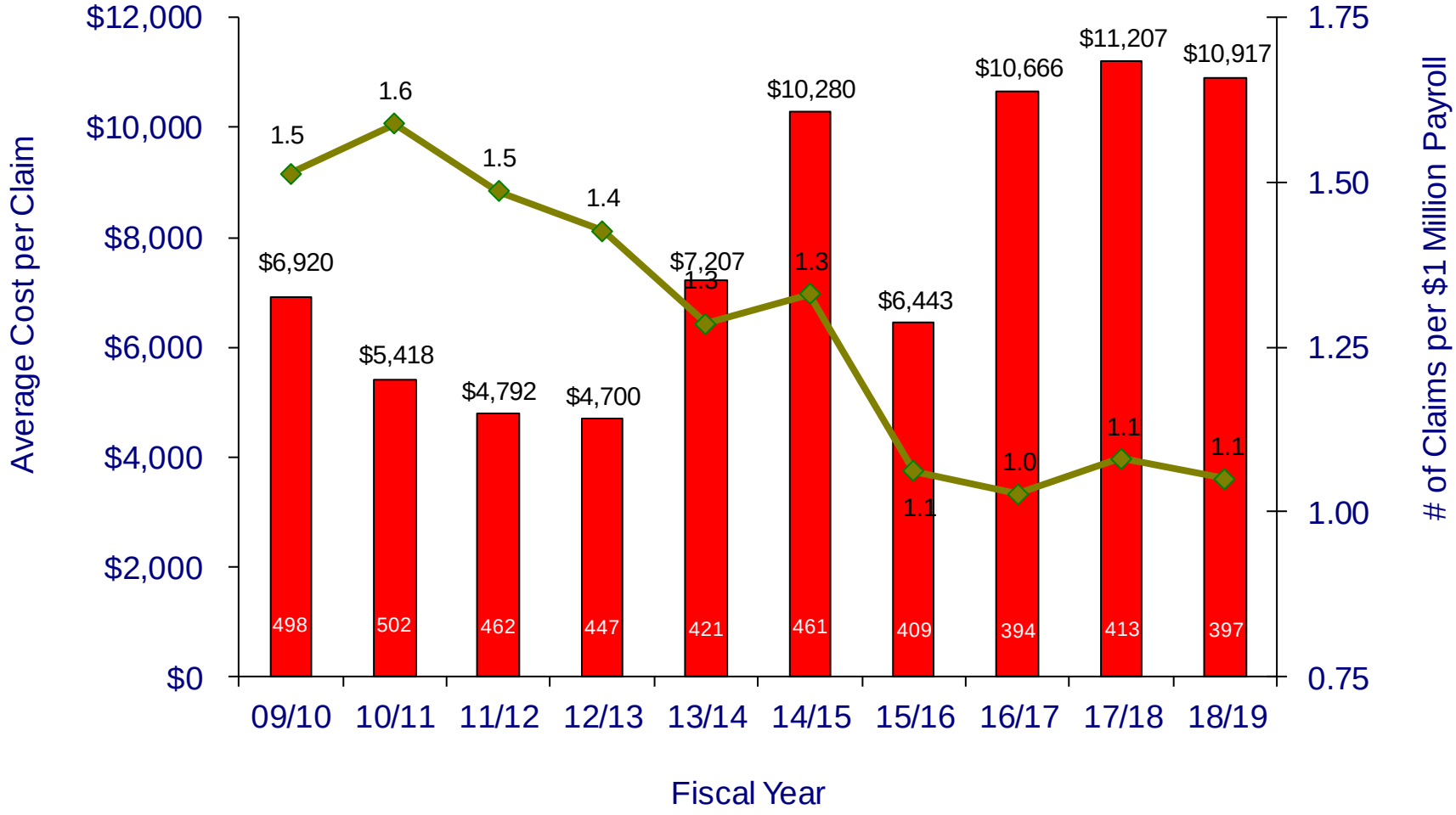
about $97M from program inception through 18/19



Note: The loss data appeared to only include information on open claims for many of the older claim periods.

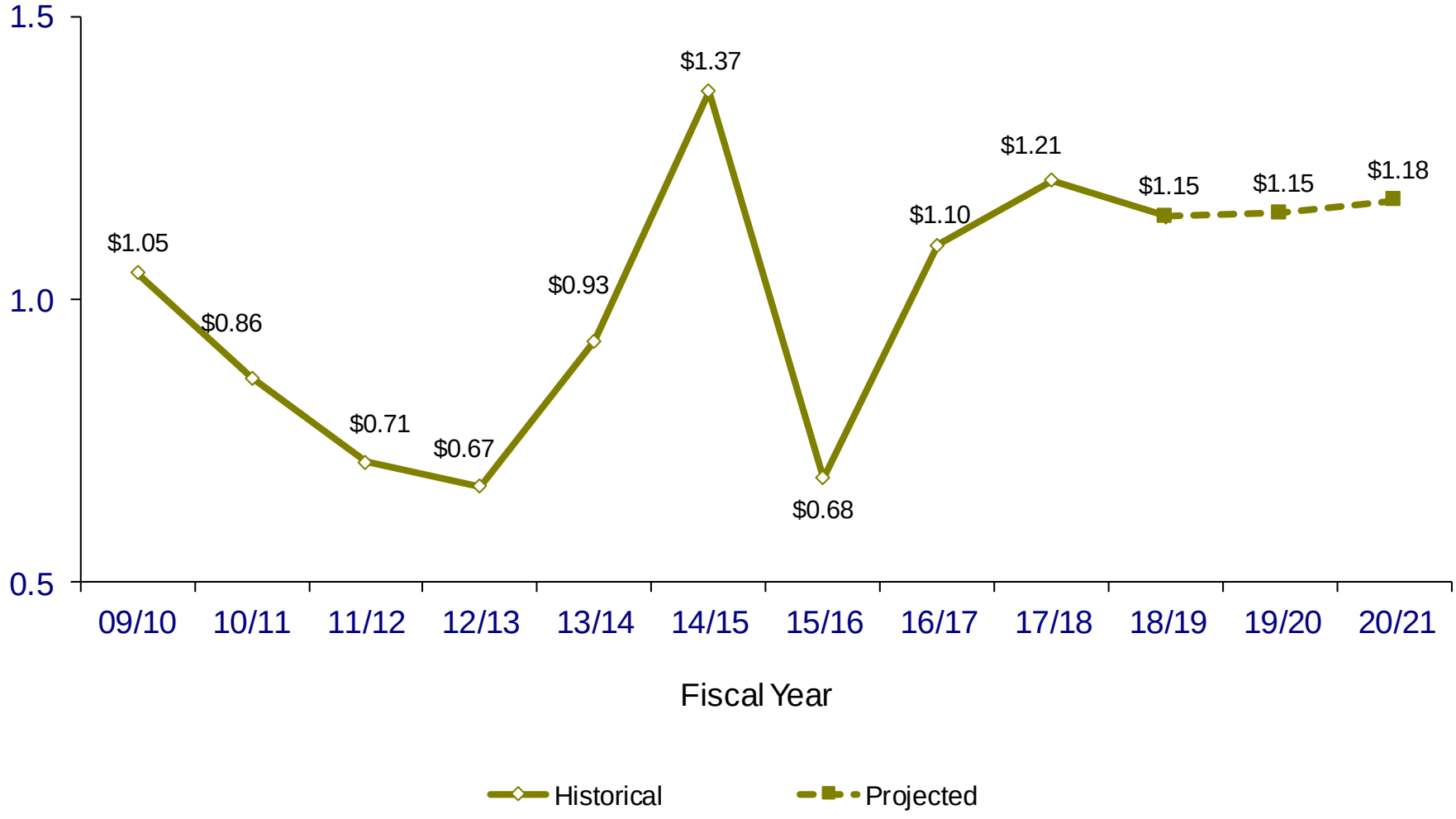
Santa Ana
Unified School District

Frequency: 1.1 claims per $1 M of payroll
Average cost of claim: ~$11,000



Santa Ana
Unified School District

LOSS RATE PER $100 OF PAYROLL

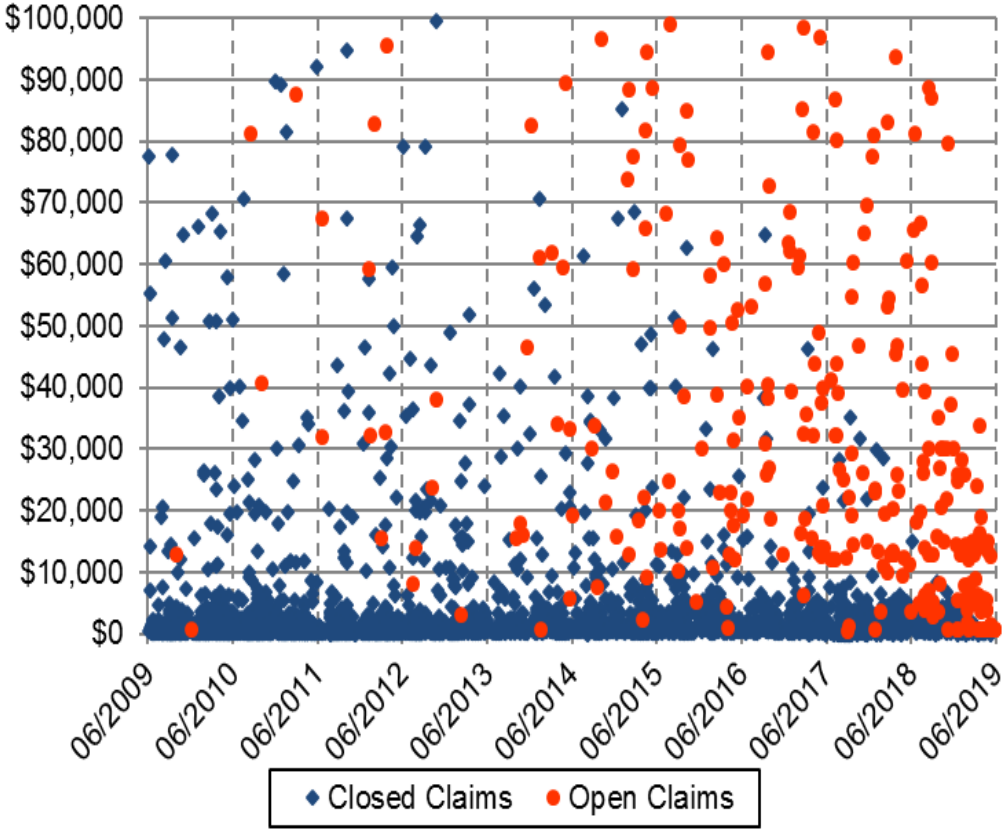


Santa Ana Unified School District

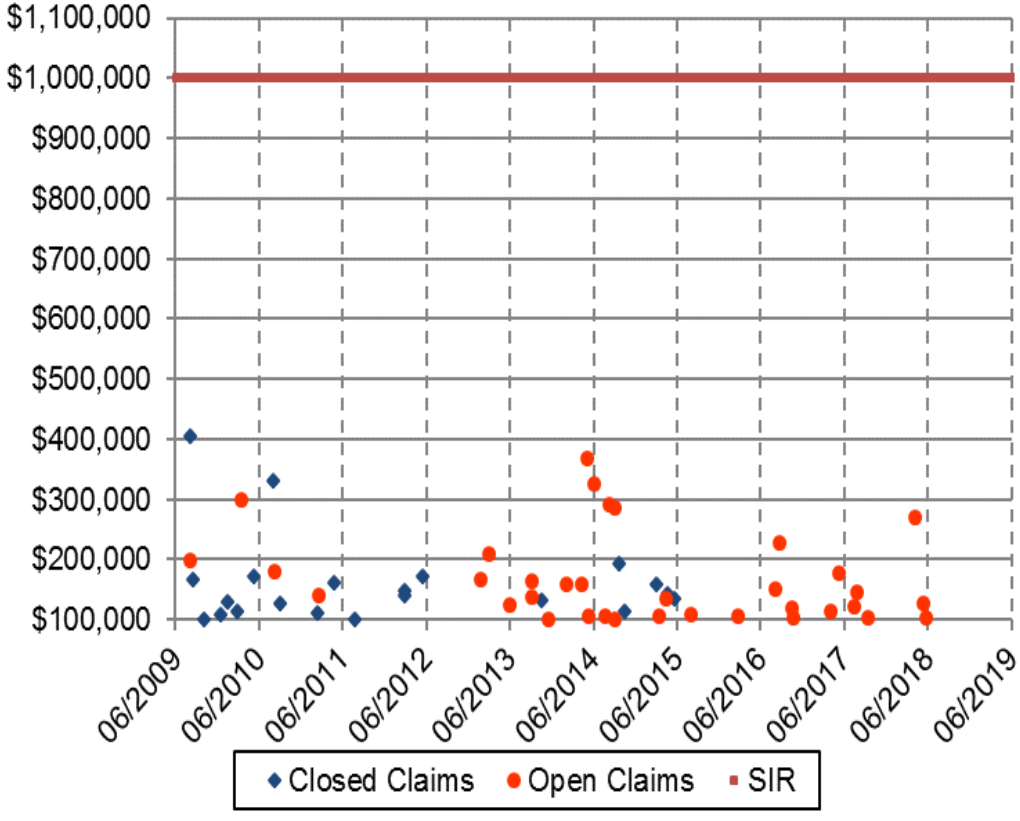
Distribution of Losses

about 4,400 claims from 2009/10 through 2018/19

Below $100,000



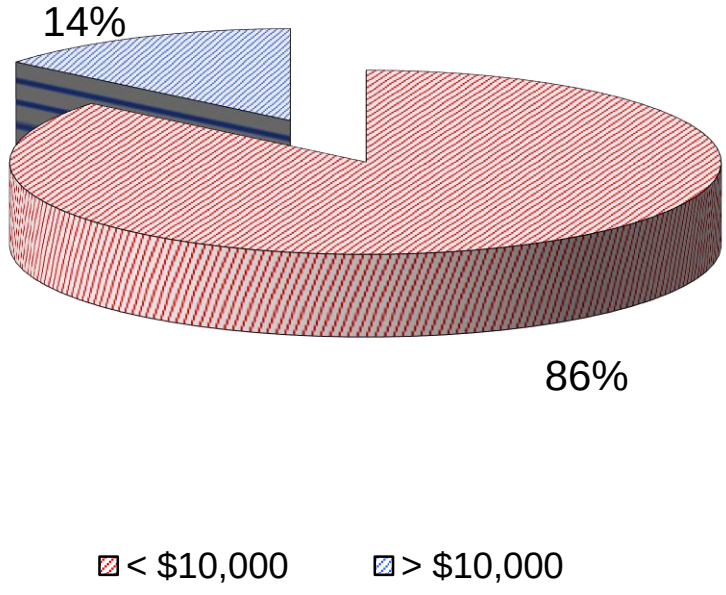
Above $100,000



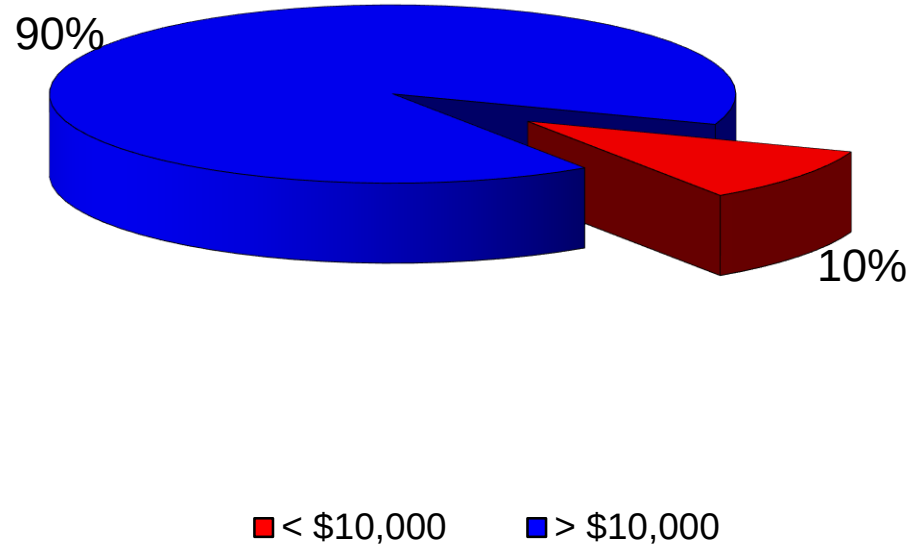
Santa Ana
Unified School District

86% of claims below average $10,000 and cost 10%, remaining 14% cost 90% of incurred dollars

Number of claims



$ incurred losses

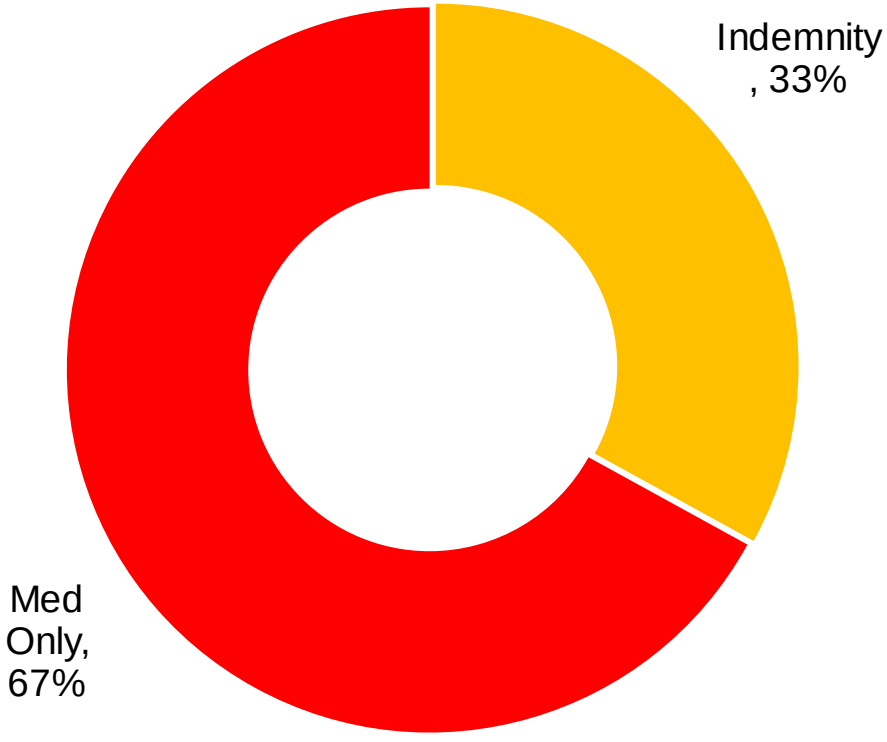


Santa Ana
Unified School District

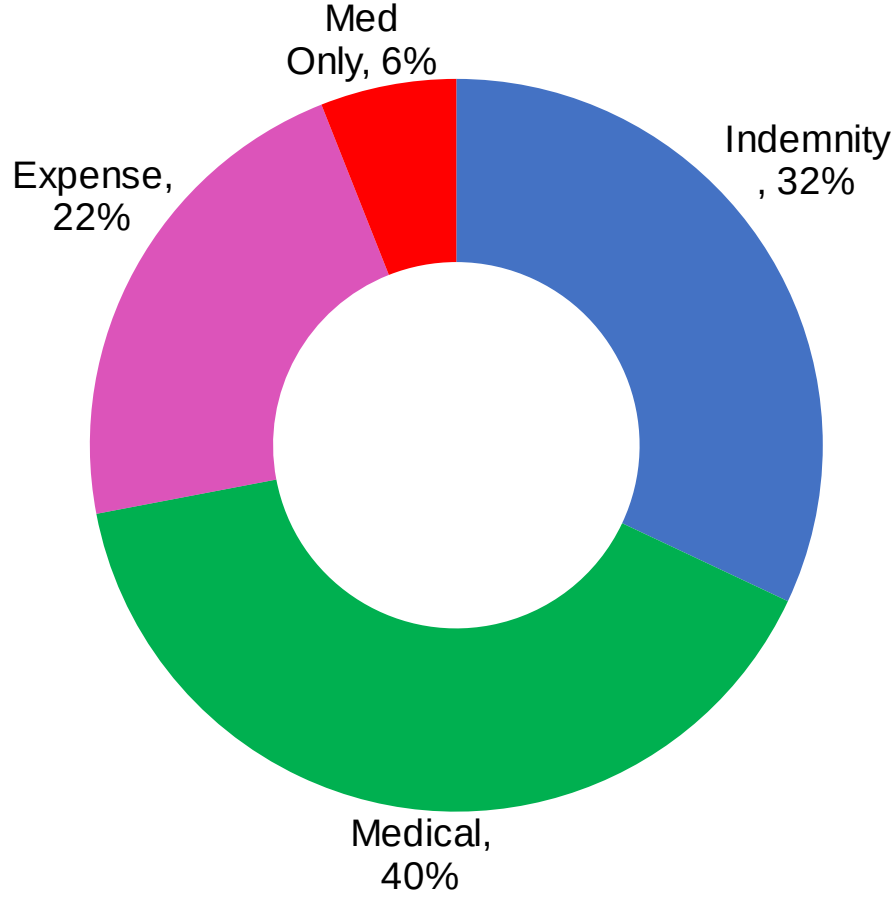
- The district experiences about 410 claims annually,
  - an improvement of 10% from 5 years ago and 20% from 10 years ago
- Average cost of claim is about $10,000
- 14% of claims are above $10,000, i.e. about 60 claims
- These 60 claims costs about 90% of total incurred claim dollars of about $4.7M

Santa Ana
Unified School District

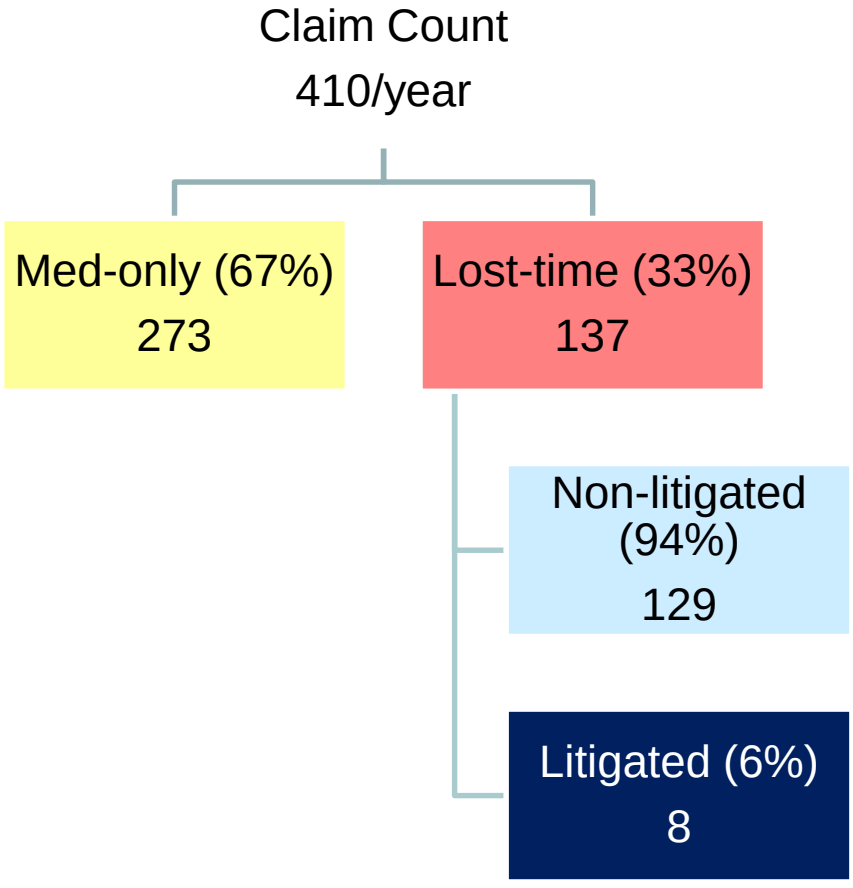
Frequency of claims

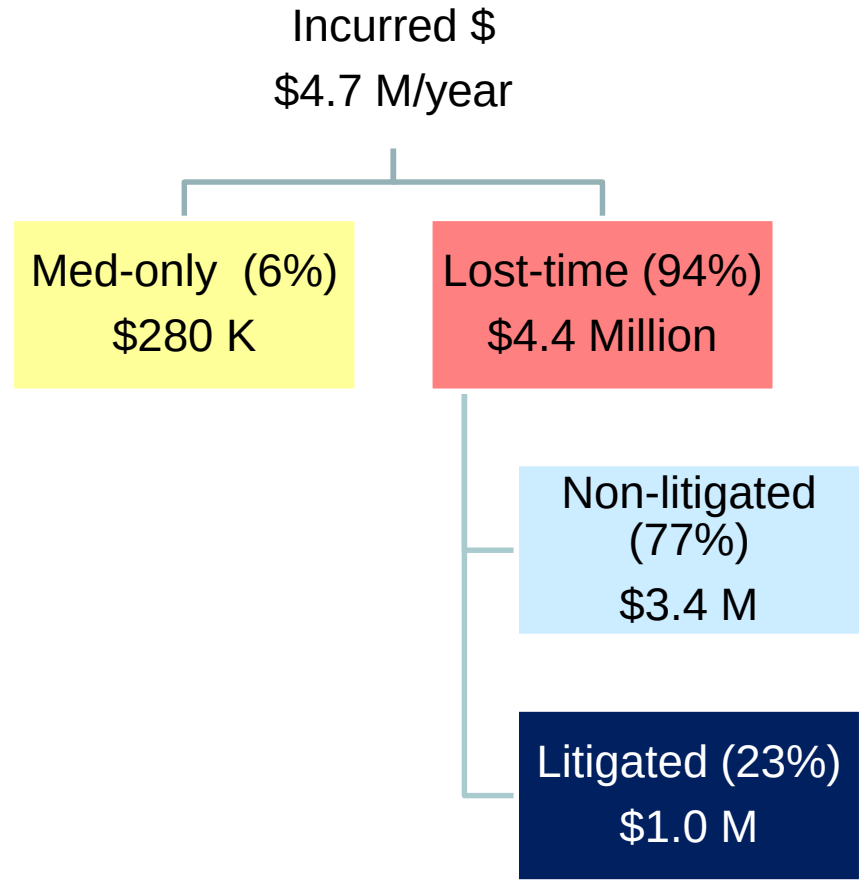


Distribution of incurred $$



Santa Ana Unified School District



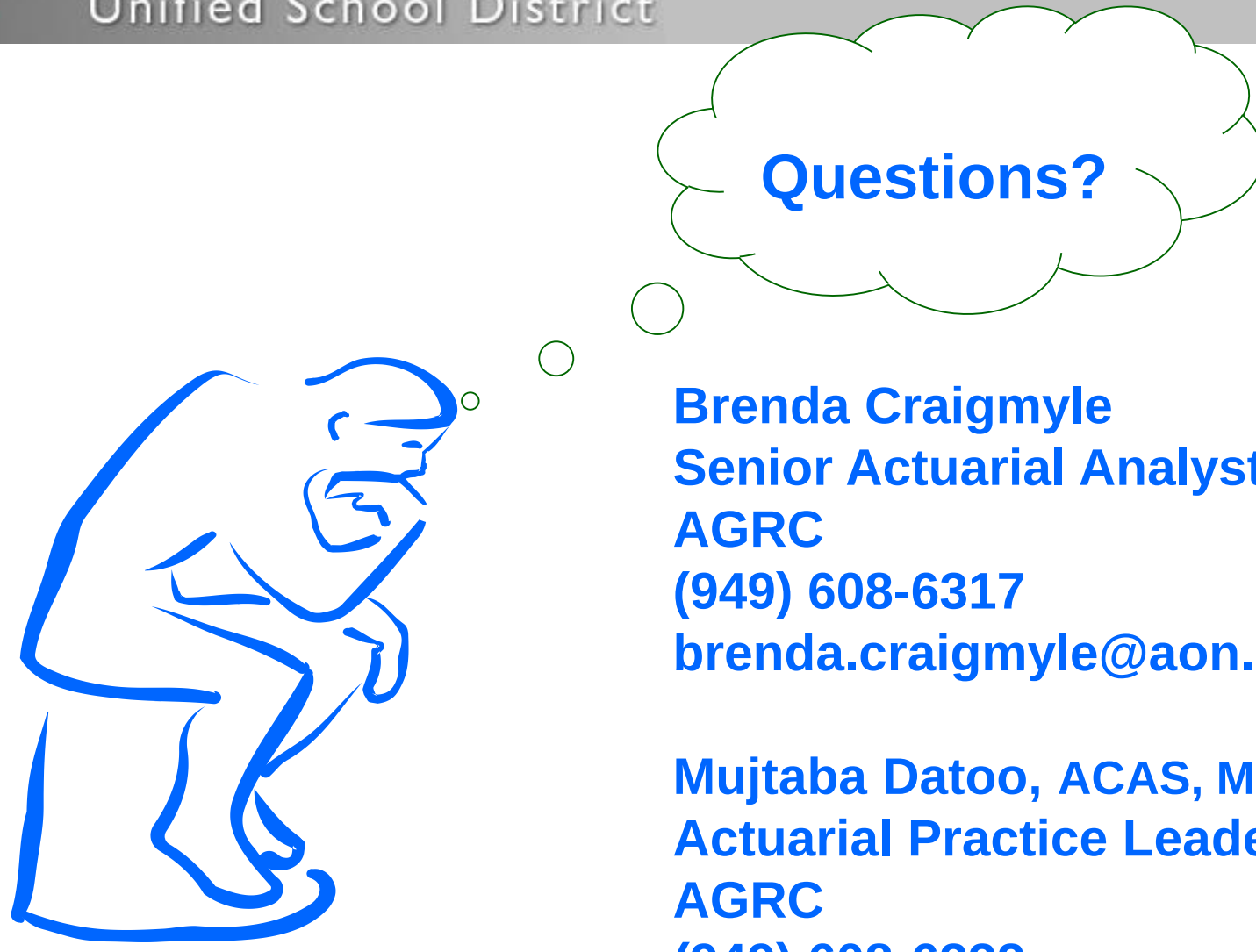


OBSERVATIONS

- Increase in estimated outstanding losses of $1.4 million
  - Two additional claim periods added since prior estimate as of 6/30/17 (2017/18 and 2018/19), which exceed payments made during those years

- Increase in funding reflects:
  - 7.6% higher payroll (2017/18 vs 2019/20) and
  - 6.7% higher loss rate (annual loss rate trend of about 3%)

Santa Ana
Unified School District



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Santa Ana
Unified School District

… Thank You!

11. PRESENTATIONS

Subject	**11.2 Jackson Elementary Preschool Update**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Presentation
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.3 - Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. SERVICES 3.03007 Other

AGENDA ITEM BACKUP SHEET

TITLE: Jackson Elementary Preschool Update

ITEM: Presentation

SUBMITTED BY: Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Jeremy Cogan, Director, Facilities Planning

ITEM SUMMARY:
Review the Jackson Elementary Preschool Project.
Review the scope of work, budget, and schedule for the proposed project.

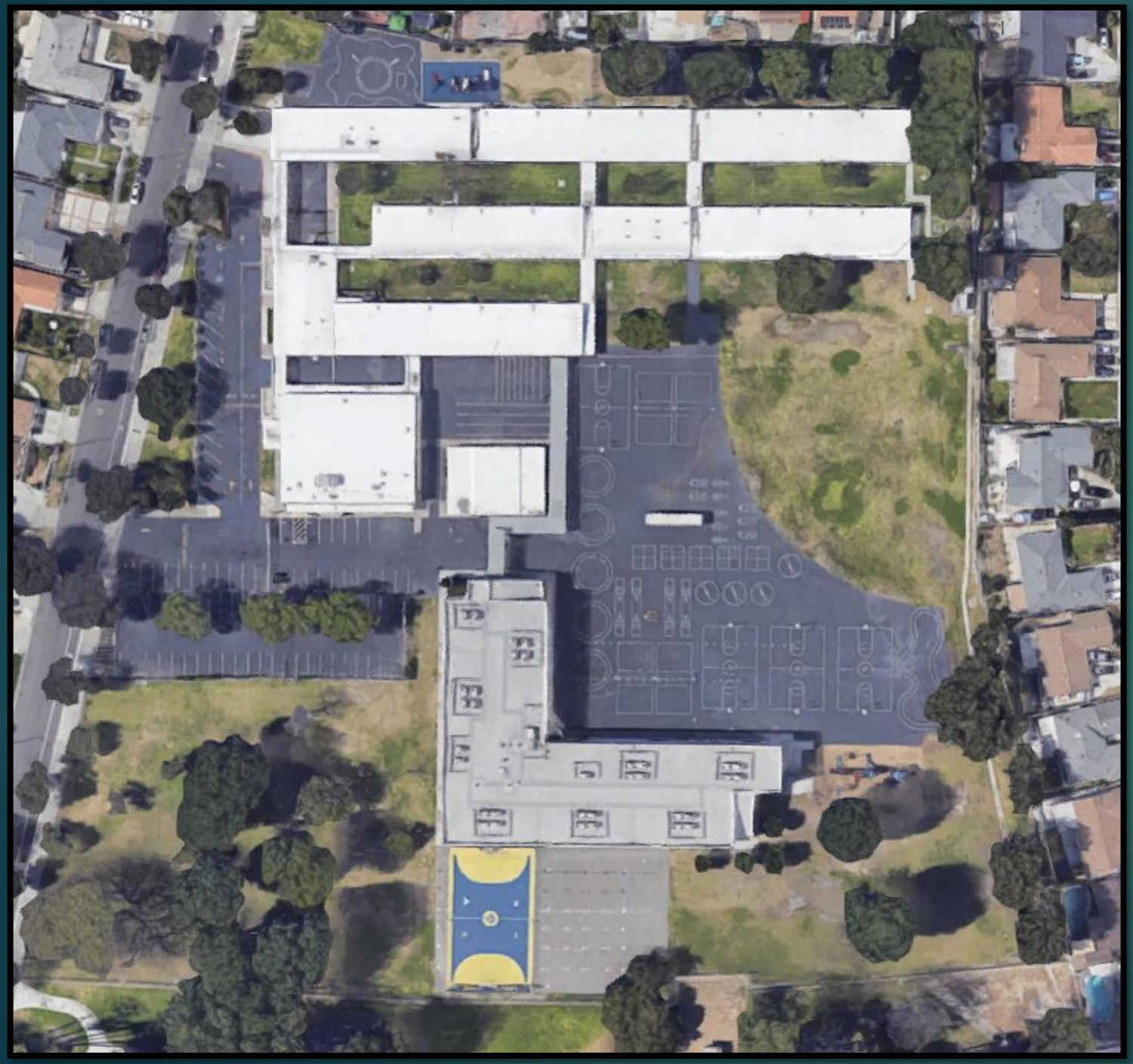
BACKGROUND INFORMATION:
The purpose of this agenda item is to provide an overview and status of the Jackson Elementary Preschool Project.

RATIONALE:
In order to house additional preschool students, the repurposing of three classrooms at Jackson Elementary would provide additional preschool capacity. A dedicated Kindergarten play area and other facilities adjustments will improve the use of space at the school. At its September 24, 2019 meeting, the Board approved a contract for the required architectural and engineering services. Facilities has worked with Director Orlando and Principal Perez to plan the project scope of work. Staff will provide an overview of the project status thus far and review the proposed schedule for Division of the State Architect's approval and construction.

FUNDING:
No fiscal impact.

RECOMMENDATION:
Presented for information.

File Attachments
11 19 19 1Presentation Jackson PreK Cabinet & Board Doc MOVED TO 111919 PPT2.pdf (1,141 KB)

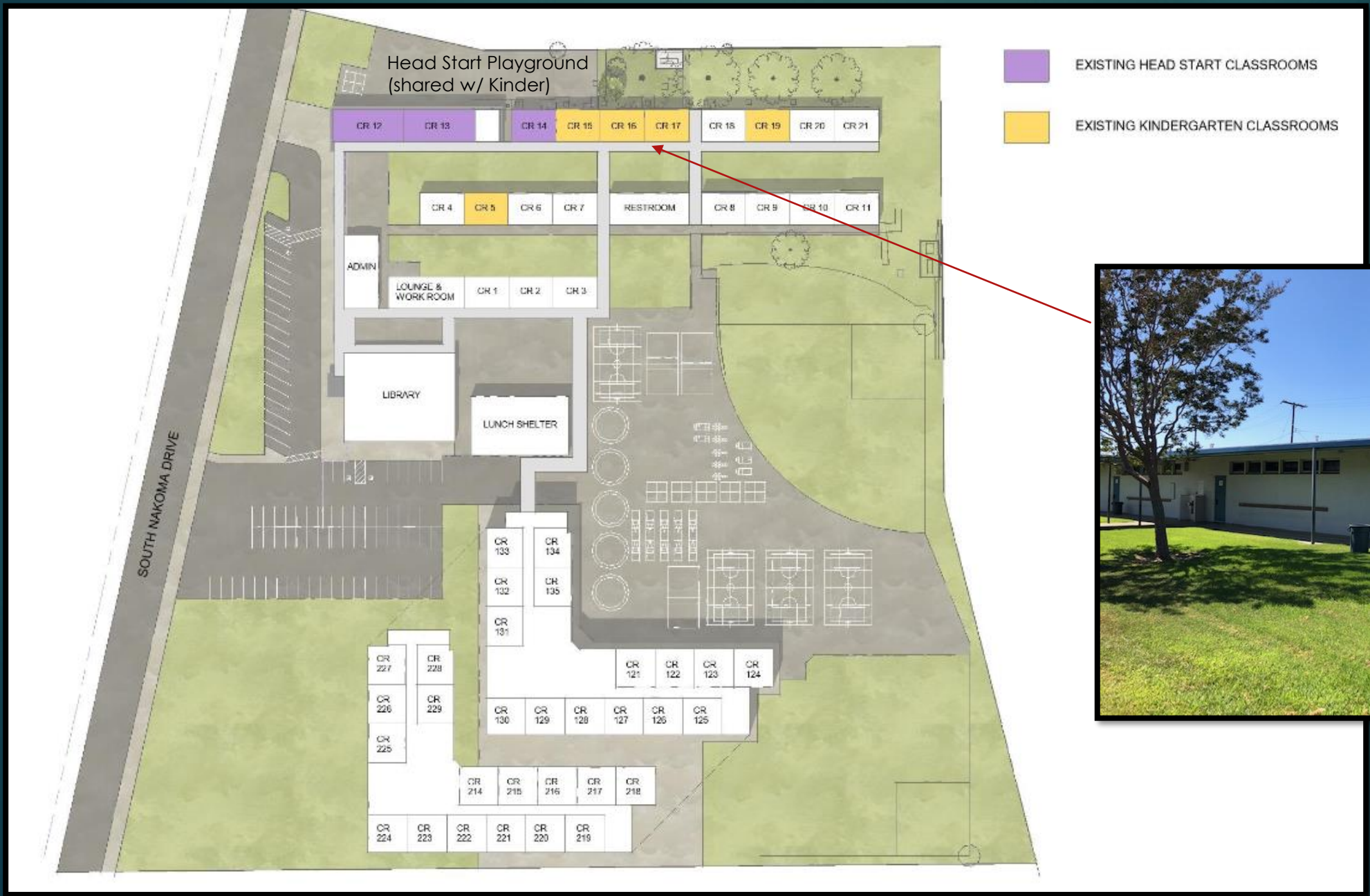


Jackson Pre-K Classrooms

Facilities & Governmental Relations
Santa Ana Unified School District
November 19, 2019

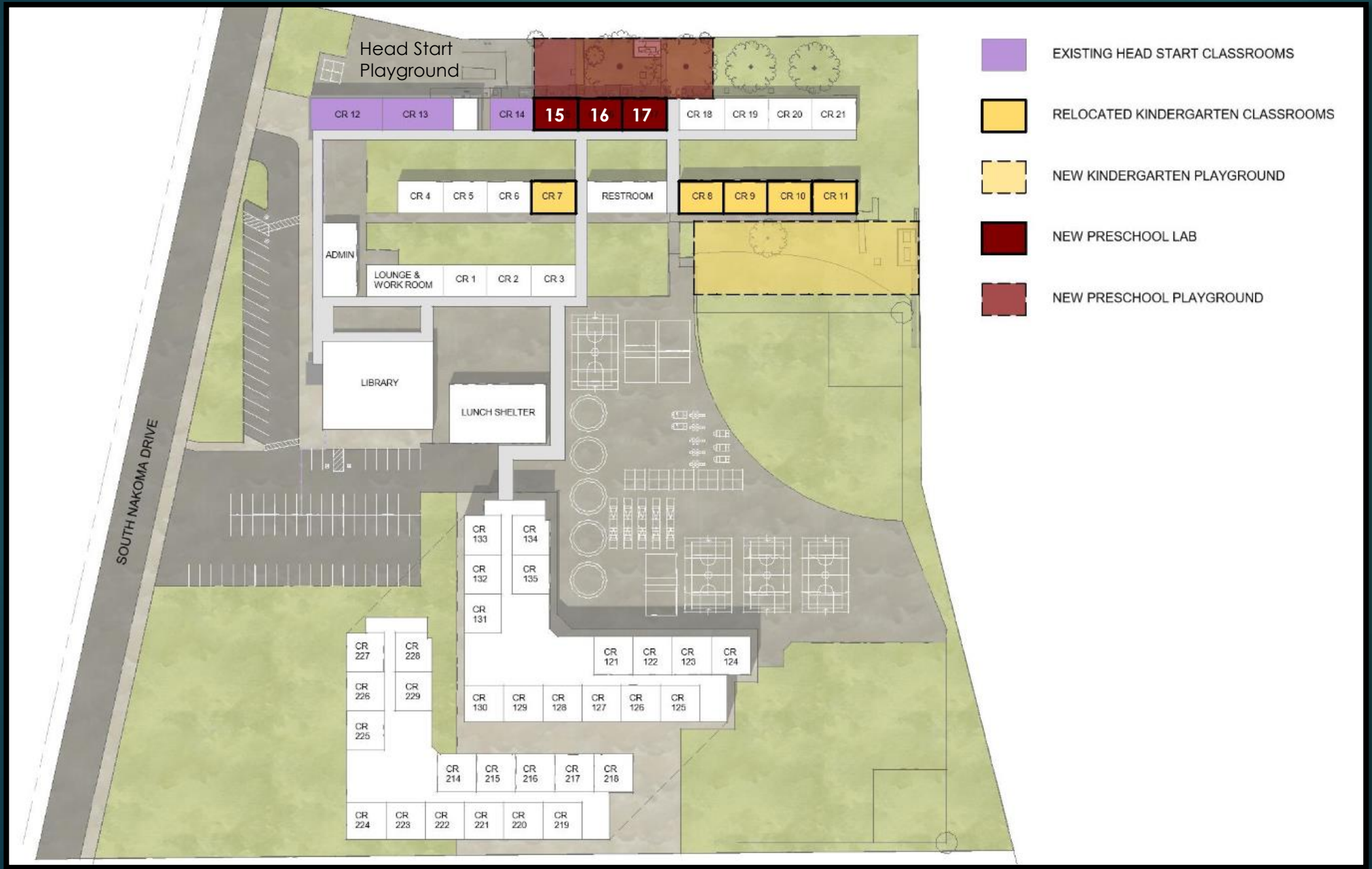
Orin Williams, Assistant Superintendent
Facilities and Governmental Relations
Jeremy Cogan, Director
Facilities Planning

Existing Conditions



EXTERIOR OF ROOMS 15, 16, & 17

Proposed Reconfiguration

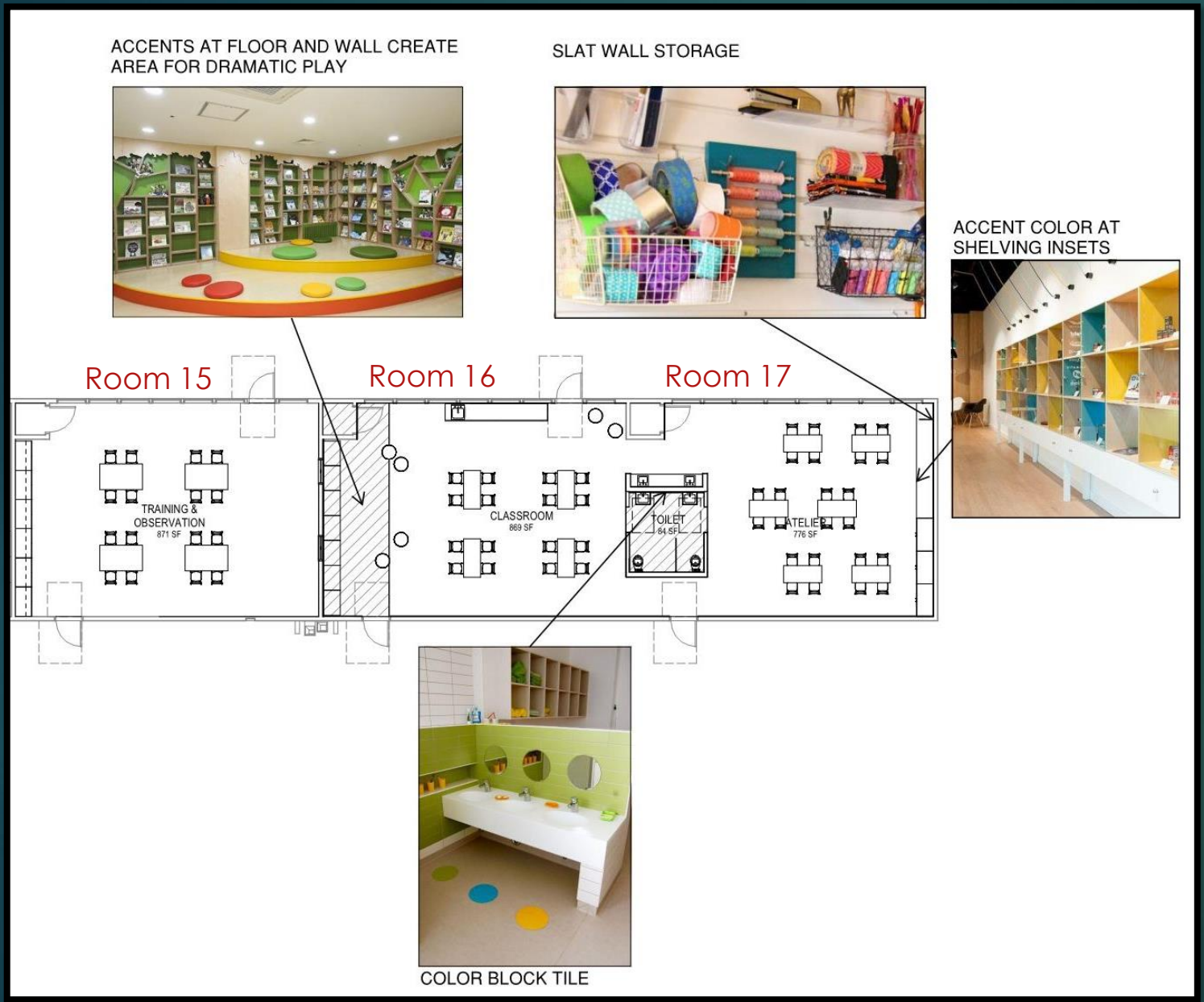


SANTA ANA UNIFIED SCHOOL DISTRICT

Scope of Work

- Repurpose classrooms 15, 16, and 17
- Create a Child Development Center (preschool)
- Preschool also doubles as a "Lab School" training program
- Provide separate Kinder and Pre-K outdoor play areas

ARCHITECT'S DESIGN APPROACH: FOCUSED ON THE CHILD AND ACTIVITY



ARCHITECT'S CLASSROOM FLOOR PLAN

- Classroom 15: Observation and staff training room, office
- Classroom 16: Main preschool classroom
- Classroom 17: Subdivided into art studio and student restrooms

Additional Improvements

CURRENT FRONT ENTRY

LOCATION OF PRE-K PLAY AREA

- Front entry façade mostly unchanged from 1960 construction
- Design will incorporate upgrades to curb appeal
- Pre-K Play area: North side of campus, adjacent to Head Start Play Area
- Kinder Play area: Currently shared w/ Head Start, new area proposed

Project Budget

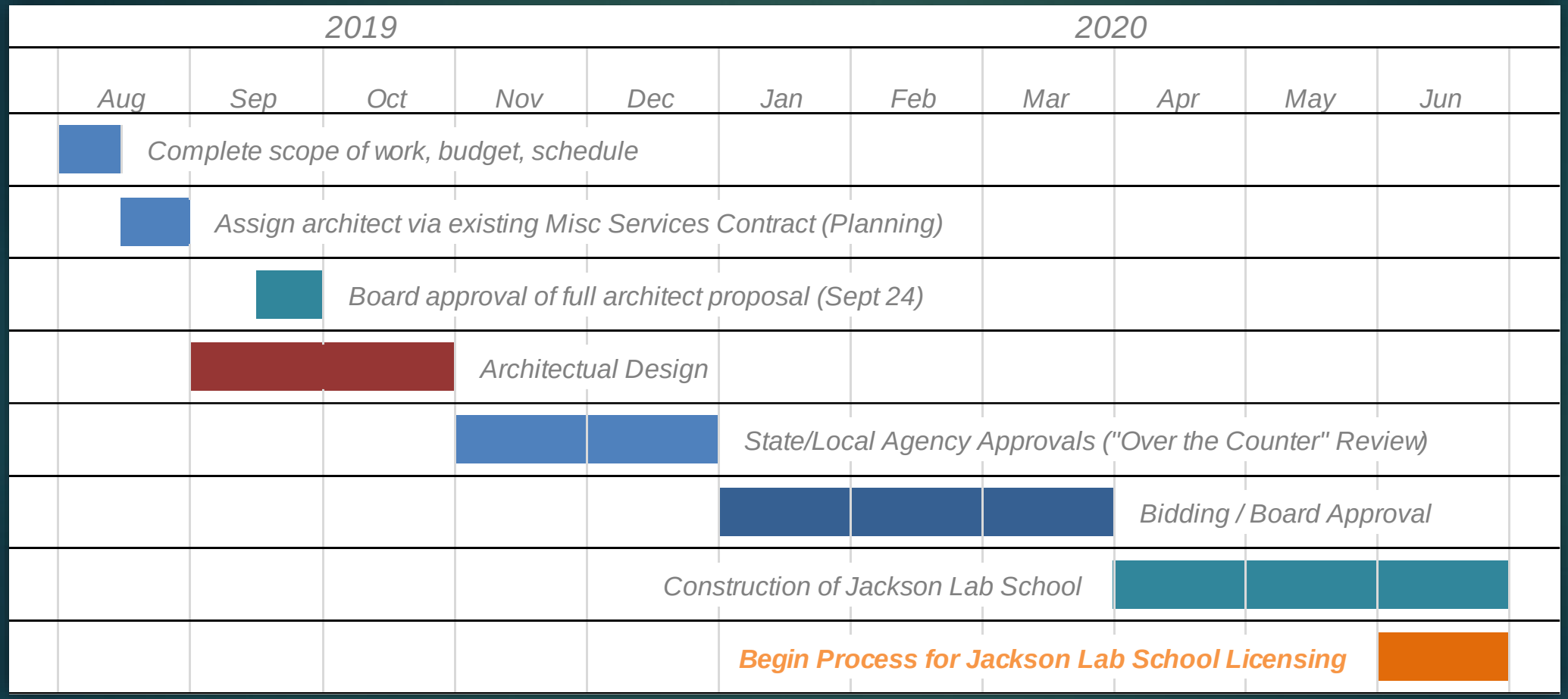
Location	Scope	Architect Fee *	Other Soft Costs	Construction Cost (Est.)
Classrooms 15, 16, 17	Provide new Pre-K Program	$129,885	$150,232	$660,000
New Kinder Playground **	Reconfigure by use of prior ECE space	$10,390	Included above	$150,000
School Façade	Material selection and design for improved curb appeal	Included above	Included above	To be determined

*** Per contract approved at September 24, 2019 Board Meeting**

**** Cost to convert standard classrooms into Kindergarten classrooms (Title 5) is <u>not included</u> in project budget and may be pursued as future project**

Subtotal Construction Cost	$810,000
Subtotal Soft Costs (Includes Arch. Fees)	$290,507
TOTAL	**$1,100,507**

Project Schedule



12. PUBLIC HEARING

Subject	**12.1 Public Disclosure of Tentative Agreement with Santa Ana Educators' Association**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Public Hearing
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07013 Business Services

AGENDA ITEM BACKUP SHEET

TITLE: Public Disclosure of Tentative Agreement with Santa Ana Educators' Association

ITEM: Public Hearing

SUBMITTED BY: Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services

PREPARED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

ITEM SUMMARY:

- Conduct Public Hearing in Compliance with Government Code Section 3547.5

BACKGROUND INFORMATION:
The purpose of this agenda item is to conduct a public hearing for the Tentative Agreement reached with the Santa Ana Educators' Association. This agreement culminates a process that allowed both parties to address contractual concerns as listed in their respective initial proposals.

RATIONALE:
Under the provisions of Government Code Section 3547.5, local educational agencies are required to publicly disclose the provisions of all collectively-bargained agreements before entering into a written agreement.

In accordance with AB 1200 certification requirements, a copy of this Disclosure was filed and approved by the Orange County Department of Education. County Office approval is required prior to acceptance and approval by the local Board of Education. Under AB 2756/1200, the Superintendent and Chief Business Official are required to certify that costs incurred under the Tentative Agreement with Santa Ana Educators' Association can be met during the term of agreement.

FUNDING:
No fiscal impact.

RECOMMENDATION:
For information only.

File Attachments
SAEA Public Hearing Notice.pdf (198 KB)
AB 1200 Public Disclosure of Collective Bargaining Agreement SAEA MOU Kinder 3 Release Days.pdf (2,667 KB)

Santa Ana Unified School District

NOTICE OF PUBLIC HEARING

The District has reached a tentative Collective Bargaining Agreement with the Santa Ana Educators' Association for fiscal year 2018-19. Government Code Section 3547.5 requires that the public is made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the District. District employees, parents/guardians and community members are invited to attend and address the Board on this or any other item listed on the agenda.

If you would like additional information about this public hearing, please call Business Services at (714) 558-5895.

TOPIC OF HEARING:

Public Disclosure of Tentative Agreement with Santa Ana Educators' Association

HEARING DATE: Tuesday, November 19, 2019

TIME: 6:00 p.m.

LOCATION: Santa Ana Unified School District
Board Room
1601 E. Chestnut Avenue
Santa Ana, CA 92701
(714) 558-5510

Orange County Department of Education
District Fiscal Services

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	**SANTA ANA UNIFIED SCHOOL DISTRICT**
Name of Bargaining Unit:	**Santa Ana Educators' Association**
Certificated, Classified, Other:	**Certificated**

The proposed agreement covers the period beginning: **July 1, 2019** (date) and ending: **June 30, 2021** (date)

The Governing Board will act upon this agreement on: **November 19, 2019** (date)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement 2019-20 Budget Adoption	Fiscal Impact of Proposed Agreement		
			Year 1 Increase/(Decrease) **FY 2019-20**	Year 2 Increase/(Decrease) **FY 2020-21**	Year 3 Increase/(Decrease) **FY 2021-22**
1	**Salary Schedule** Increase (Decrease):	$ 255,173,179		$ -	$ -
			0.00%	0.00%	0.00%
2	**Step and Column** Increase (Decrease)		$ -	$ -	$ -
3	**Other Compensation - Substitute cost for a 3 release day pilot program for Kinder/TK teachers for 2019-20 and 2020-21**	$ 4,806,916	$ 63,900	$ 63,900	$ -
			1.33%	1.33%	0.00%
	Description of other compensation:				
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare etc.	$ 61,457,370	$ 12,806	$ 13,636	$ -
			0.02%	0.02%	0.00%
5	**Health/Welfare Plans**:	$ 32,710,002	$ -	$ -	$ -
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 354,147,466	**$ 76,706**	**$ 77,536**	**$ -**
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	2,393.40			
8	**Total Compensation Average Cost per Employee**	$ 147,968	n/a	n/a	n/a
			0.00%	0.00%	0.00%

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

   N/A

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

    No

11. Please include comments and explanations as necessary.

    The Memorandum of Understanding (MOU) between Santa Ana Unified School District and Santa Ana Educators' Association dated April 26, 2019 will provide three (3) release days per year for kindergarten/TK teacher for the purpose of facilitating student assessment and data collection as a pilot program for the 2019-20 and 2020-21 school years. This pilot program will terminate on June 30, 2021.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]

    If yes, please describe the cap amount.

    Currently we have 4 different medical plans (Kaiser HMO, Blue Shield Trio HMO, Blue Shield Full Access HMO, and Blue Shield PPO). Each medical plan has a different cap percentage. Except for Kaiser medical plan the cap percentages for certificated employees' contributions hired after 7/1/16 are higher than those hired before 7/1/16.

B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

The MOU will expire June 30, 2021.

E. Will this agreement create, increase or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its reven and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

The District will utilize its Reserves to cover the substitute costs.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

It will be funded with ongoing revenue as well as the reallocation of funding.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **Santa Ana Educators' Association (SAEA)**

	Column 1 Latest Board-Approved Budget After Settlement (2019-20 Adopted Budget)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 513,078,215	$ -	$ -	$ 513,078,215
Remaining Revenues (8100-8799)	$ 11,101,771	$ -	$ -	$ 11,101,771
TOTAL REVENUES	$ 524,179,986	$ -	$ -	$ 524,179,986
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 215,388,041	$ 63,900	$ -	$ 215,451,941
Classified Salaries (2000-2999)	$ 62,583,656	$ -	$ -	$ 62,583,656
Employee Benefits (3000-3999)	$ 110,789,743	$ 12,806	$ -	$ 110,802,549
Books and Supplies (4000-4999)	$ 24,062,534	$ -	$ -	$ 24,062,534
Services, Other Operating Expenses (5000-5999)	$ 50,412,166	$ -	$ -	$ 50,412,166
Capital Outlay (6000-6599)	$ 1,126,832	$ -	$ -	$ 1,126,832
Other Outgo (7100-7299) (7400-7499)	$ 1,630,266	$ -	$ -	$ 1,630,266
Direct Support/Indirect Cost (7300-7399)	$ (3,963,672)	$ -	$ -	$ (3,963,672)
Other Adjustments	$ -			$ -
TOTAL EXPENDITURES	$ 462,029,566	$ 76,706	$ -	$ 462,106,272
OPERATING SURPLUS (DEFICIT)	$ 62,150,420	$ (76,706)	$ -	$ 62,073,714
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 5,224,710	$ -	$ -	$ 5,224,710
CONTRIBUTIONS (8980-8999)	$ (98,878,314)	$ -	$ -	$ (98,878,314)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (41,952,604)	$ (76,706)	$ -	$ (42,029,309)
BEGINNING BALANCE	$ 95,828,703			$ 95,828,703
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	$ 53,876,100	$ (76,706)	$ -	$ 53,799,394
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 1,190,000	$ -	$ -	$ 1,190,000
Restricted Reserves (9740)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
Other Assignments (9780)	$ 3,020,632	$ -	$ -	$ 3,020,632
Reserve for Economic Uncertainties (9789)	$ 13,947,903	$ 1,534	$ -	$ 13,949,437
Unassigned/Unappropriated (9790)	$ 35,717,565	$ (78,240)	$ -	$ 35,639,325

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **Santa Ana Educators' Association (SAEA)**

	Column 1 Latest Board-Approved Budget After Settlement (2019-20 Adopted Budget)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ -	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 121,690,057	$ -	$ -	$ 121,690,057
TOTAL REVENUES	$ 121,690,057	$ -	$ -	$ 121,690,057
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 65,795,841	$ -	$ -	$ 65,795,841
Classified Salaries (2000-2999)	$ 42,833,126	$ -	$ -	$ 42,833,126
Employee Benefits (3000-3999)	$ 74,008,143	$ -	$ -	$ 74,008,143
Books and Supplies (4000-4999)	$ 13,676,672	$ -	$ -	$ 13,676,672
Services, Other Operating Expenses (5000-5999)	$ 22,161,454	$ -	$ -	$ 22,161,454
Capital Outlay (6000-6599)	$ 5,442,839	$ -	$ -	$ 5,442,839
Other Outgo (7100-7299) (7400-7499)	$ 4,603,752	$ -	$ -	$ 4,603,752
Direct Support/Indirect Cost (7300-7399)	$ 1,619,036	$ -	$ -	$ 1,619,036
Other Adjustments				
TOTAL EXPENDITURES	$ 230,140,862	$ -	$ -	$ 230,140,862
OPERATING SURPLUS (DEFICIT)	$ (108,450,806)	$ -	$ -	$ (108,450,806)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 98,878,314	$ -	$ -	$ 98,878,314
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (9,572,492)	$ -	$ -	$ (9,572,492)
BEGINNING BALANCE	$ 24,079,582			$ 24,079,582
Prior-Year Adjustments/Restatements (9793/9795)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	$ 14,507,090	$ -	$ -	$ 14,507,090
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ -	$ -	$ -	$ -
Restricted Reserves (9740)	$ 14,507,090	$ -	$ -	$ 14,507,090
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
Other Assignments (9780)	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties (9789)	$ -	$ -	$ -	$ -
Unassigned/Unappropriated (9790)	$ -	$ -	$ -	$ -

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **Santa Ana Educators' Association (SAEA)**

	Column 1 Latest Board-Approved Budget After Settlement (2019-20 Adopted Budget)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 513,078,215	$ -	$ -	$ 513,078,215
Remaining Revenues (8100-8799)	$ 132,791,828	$ -	$ -	$ 132,791,828
TOTAL REVENUES	$ 645,870,043	$ -	$ -	$ 645,870,043
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 281,183,882	$ 63,900	$ -	$ 281,247,782
Classified Salaries (2000-2999)	$ 105,416,781	$ -	$ -	$ 105,416,781
Employee Benefits (3000-3999)	$ 184,797,886	$ 12,806	$ -	$ 184,810,692
Books and Supplies (4000-4999)	$ 37,739,206	$ -	$ -	$ 37,739,206
Services, Other Operating Expenses (5000-5999)	$ 72,573,620	$ -	$ -	$ 72,573,620
Capital Outlay (6000-6599)	$ 6,569,671	$ -	$ -	$ 6,569,671
Other Outgo (7100-7299) (7400-7499)	$ 6,234,018	$ -	$ -	$ 6,234,018
Direct Support/Indirect Cost (7300-7399)	$ (2,344,637)	$ -	$ -	$ (2,344,637)
Other Adjustments	$ -	0	$ -	$ -
TOTAL EXPENDITURES	$ 692,170,429	$ 76,706	$ -	$ 692,247,134
OPERATING SURPLUS (DEFICIT)	$ (46,300,386)	$ (76,706)	$ -	$ (46,377,092)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 5,224,710	$ -	$ -	$ 5,224,710
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (51,525,096)	$ (76,706)	$ -	$ (51,601,801)
BEGINNING BALANCE	$ 119,908,286			$ 119,908,286
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	$ 68,383,190	$ (76,706)	$ -	$ 68,306,484
COMPONENTS OF ENDING BALANCE:				
Nonspendable Reserves (9711-9719)	$ 1,190,000	$ -	$ -	$ 1,190,000
Restricted Reserves (9740)	$ 14,507,090	$ -	$ -	$ 14,507,090
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -	$ -
Other Assignments (9780)	$ 3,020,632	$ -	$ -	$ 3,020,632
Reserve for Economic Uncertainties (9789)	$ 13,947,903	$ 1,534	$ -	$ 13,949,437
Unassigned/Unappropriated (9790)	$ 35,717,565	$ (78,240)	$ -	$ 35,639,325

* Please see question on page 7.

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: **Santa Ana Educators' Association (SAEA)**

	2019-20	2020-21	2021-22
	Total Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 513,078,215	$ 507,580,252	$ 499,056,746
Remaining Revenues (8100-8799)	$ 132,791,828	$ 130,612,526	$ 131,573,821
TOTAL REVENUES	$ 645,870,043	$ 638,192,778	$ 630,630,567
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 281,247,782	$ 277,665,824	$ 274,100,131
Classified Salaries (2000-2999)	$ 105,416,781	$ 105,407,724	$ 105,671,243
Employee Benefits (3000-3999)	$ 184,810,692	$ 193,009,734	$ 196,335,684
Books and Supplies (4000-4999)	$ 37,739,206	$ 42,060,143	$ 30,519,994
Services, Other Operating Expenses (5000-5999)	$ 72,573,620	$ 72,774,849	$ 73,299,118
Capital Outlay (6000-6999)	$ 6,569,671	$ 2,217,082	$ 2,217,082
Other Outgo (7100-7299) (7400-7499)	$ 6,234,018	$ 6,080,410	$ 6,080,410
Direct Support/Indirect Cost (7300-7399)	$ (2,344,637)	$ (2,344,637)	$ (2,344,637)
Other Adjustments	$ -	$ (43,000,000)	$ (43,000,000)
TOTAL EXPENDITURES	$ 692,247,134	$ 653,871,129	$ 642,879,025
OPERATING SURPLUS (DEFICIT)	$ (46,377,092)	$ (15,678,351)	$ (12,248,458)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 5,224,710	$ 5,343,650	$ 5,462,612
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (51,601,801)	$ (21,022,001)	$ (17,711,070)
BEGINNING BALANCE	$ 119,908,286	$ 68,306,484	$ 47,284,483
Prior-Year Adjustments/Restatements (9793/9795)	$ -		
CURRENT-YEAR ENDING BALANCE	$ 68,306,484	$ 47,284,483	$ 29,573,413
COMPONENTS OF ENDING BALANCE:			
Nonspendable Reserves (9711-9719)	$ 1,190,000	$ 1,190,000	$ 1,190,000
Restricted Reserves (9740)	$ 14,507,090	$ 11,445,477	$ 8,798,386
Stabilization Arrangements (9750)	$ -	$ -	$ -
Other Commitments (9760)	$ -	$ -	$ -
Other Assignments (9780)	$ 3,020,632	$ 3,028,184	$ 3,035,754
Reserve for Economic Uncertainties (9789)	$ 13,949,437	$ 13,184,296	$ 12,966,833
Unassigned/Unappropriated (9790)	$ 35,639,325	$ 18,436,527	$ 3,582,440

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2019-20	2020-21	2021-22
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 697,471,844	$ 659,214,779	$ 648,341,637
b.	State Standard Minimum Reserve Percentage for this District enter percentage:	2.00%	2.00%	2.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 13,949,437	$ 13,184,296	$ 12,966,833

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Stabilization Arrangements (9750)	$ -	$ -	$ -
b.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	$ 13,949,437	$ 13,184,296	$ 12,966,833
c.	General Fund Budgeted Unrestricted Unassigned/Unappropriated (9790)	$ 35,639,325	$ 18,436,527	$ 3,582,440
d.	General Fund Negative Ending Balances in Restricted Resources	$ -	$ -	$ -
e.	Special Reserve Fund (Fund 17) Budgeted Stabilization Arrangements (9750)	$ -	$ -	$ -
f.	Special Reserve Fund (Fund 17) Budgeted Reserve for Economic Uncertainties (9789)	$ -	$ -	$ -
g.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated (9790)	$ -	$ -	$ -
h.	Total Available Reserves	$ 49,588,762	$ 31,620,823	$ 16,549,273
i.	Total Available Reserves Percentage	7.11%	4.80%	2.55%

3. Do unrestricted reserves meet the state minimum reserve amount?

2019-20	Yes	X	No	
2020-21	Yes	X	No	
2021-22	Yes	X	No	

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:

6. Please include any additional comments and explanations of Page 4 as necessary:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the District Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Santa Ana Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Santa Ana Educators' Association Bargaining Unit, during the term of the agreement from July 1, 2019 to June 30, 2021.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

Budget Adjustment Categories:	**Budget Adjustment Increase (Decrease)**
Revenues/Other Financing Sources	-
Expenditures/Other Financing Uses	*76,706*
Ending Balance Increase (Decrease)	*(76,706)*

N/A (No budget revisions necessary)

Richard Table — 10/28/2019

District Superintendent (Signature) — **Date**

[illegible] — 10/28/19

Chief Business Officer (Signature) — **Date**

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee) (Signature)	**Date**
President or Clerk of Governing Board (Signature)	**Date**
Swandayani Singgih **Contact Person**	(714) 558-5652 **Phone**

12. PUBLIC HEARING

Subject	**12.2 Public Hearing for Orange County Educational Arts Academy Renewal Charter Petition**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Public Hearing
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07029 Charter Oversight

AGENDA ITEM BACKUP SHEET

TITLE: Public Hearing for Orange County Educational Arts Academy Renewal Charter Petition

ITEM: Public Hearing

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- Hold a public hearing for the Orange County Educational Arts Academy request for renewal charter petition.

BACKGROUND INFORMATION:

The existing charter for the Orange County Educational Arts Academy (OCEAA) charter school expires June 30, 2020. The petition delivered to the District seeks renewal of the charter for a five (5) year term from July 1, 2020, through June 30, 2025. The Board received OCEAA's renewal petition at this meeting and must conduct a public hearing within 30 days of doing so.

RATIONALE:

In accordance with the Charter Schools Act of 1992 (Ed. Code § 47600 et seq.) a charter school that has been approved by the District may submit a request for renewal of its charter for a subsequent five-year term. Pursuant to Education Code section 47605(b), the District Governing Board is required to conduct a public hearing within 30 days of receiving the renewal petition, to consider the level of support for the petition by teachers and other employees of the District and parents. The District Governing Board will receive OCEAA's renewal petition to commence the renewal petition process timelines and conduct a public hearing on November 19, 2019.

Charter renewals are governed by the standards and criteria in Education Code section 47605 and renewal petitions shall include a reasonably comprehensive description of any new requirements of charter schools enacted into law since the charter was originally granted or last renewed. In addition, according to Education Code section 47607(b), in order for a charter school to be eligible for renewal, it must have satisfied at least one of the academic performance criteria for renewal listed in that section, and when evaluating a renewal petition. Also, when considering a renewal petition, the authorizer's governing board "shall consider the past performance of the charter school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." (Title 5, Cal. Code Regs., § 11966.4(b).)

It is anticipated that the Board will take action on OCEAA's renewal petition on December 10, 2019, within the 60-day timeline for the Board to take action on the renewal petition.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Conduct a public hearing regarding receipt of the Orange County Educational Arts Academy renewal charter petition.

File Attachments
Public Hearing OCEAA Nov 19 2019.pdf (453 KB)

Santa Ana Unified School District

Notice of Public Hearing

The Board of Education hereby gives notice that a Public Hearing in accordance with Education Code 47605 and 47607 will be held as follows:

Topic of Hearing

Orange County Educational Arts Academy Renewal Charter Petition

Hearing Date: Tuesday, November 19, 2019

Time: 6:00 pm

Location: Santa Ana Unified School District
Board Room
1601 E. Chestnut Avenue
Santa Ana, CA 92701

FOR ADDITIONAL INFORMATION CONTACT:
Sonia R. Llamas, Ed.D.
Assistant Superintendent, K-12 School Performance and Culture
(714) 558-5805

12. PUBLIC HEARING

Subject	**12.3 Public Hearing for Orange County School of the Arts Charter Renewal Petition**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Public Hearing
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07029 Charter Oversight

AGENDA ITEM BACKUP SHEET

TITLE: Public Hearing for Orange County School of the Arts Renewal Charter Petition

ITEM: Public Hearing

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- Hold a public hearing regarding the Orange County School of the Arts request for renewal charter petition.

BACKGROUND INFORMATION:

The existing charter for the Orange County School of the Arts (OCSA) charter school expires June 30, 2020. The petition delivered to the District seeks renewal of the charter for a five (5) year term from July 1, 2020, through June 30, 2025. The Board received OCSA's renewal charter petition at this meeting and must conduct a public hearing within 30 days of doing so.

RATIONALE:

In accordance with the Charter Schools Act of 1992 (Ed. Code § 47600 et seq.) a charter school that has been approved by the District may submit a request for renewal of its charter for a subsequent five-year term. Pursuant to Education Code section 47605(b), the District Governing Board is required to conduct a public hearing within 30 days of receiving the renewal petition, to consider the level of support for the petition by teachers and other employees of the District and parents. The District Governing Board will receive OCSA's renewal petition to commence the renewal petition process timelines and conduct a public hearing on November 19, 2019.

Charter renewals are governed by the standards and criteria in Education Code section 47605 and renewal petitions shall include a reasonably comprehensive description of any new requirements of charter schools enacted into law since the charter was originally granted or last renewed. In addition, according to Education Code section 47607(b), in order for a charter school to be eligible for renewal, it must have satisfied at least one of the academic performance criteria for renewal listed in that section, and when evaluating a renewal petition. Also, when considering a renewal petition, the authorizer's governing board "shall consider the past performance of the charter school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." (Title 5, Cal. Code Regs., § 11966.4(b).)

It is anticipated that the Board will take action on OCSA's renewal charter petition on December 10, 2019, within the 60-day timeline for the Board to take action on the renewal petition.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Conduct a public hearing regarding receipt of the Orange County School of the Arts renewal charter petition.

File Attachments
Public Hearing OCSA Nov 19 2019.pdf (450 KB)

Santa Ana Unified School District

Notice of Public Hearing

The Board of Education hereby gives notice that a Public Hearing in accordance with Education Code 47605 and 47607 will be held as follows:

Topic of Hearing

Orange County School of the Arts Renewal Charter Petition

Hearing Date: Tuesday, November 19, 2019
Time: 6:00 pm
Location: Santa Ana Unified School District
Board Room
1601 E. Chestnut Avenue
Santa Ana, CA 92701

FOR ADDITIONAL INFORMATION CONTACT:
Sonia R. Llamas, Ed.D.
Assistant Superintendent, K-12 School Performance and Culture
(714) 558-5805

13. REGULAR AGENDA - ACTION ITEMS

Subject	**13.1 Acceptance of Actuarial Study of the Workers' Compensation Program as of June 30, 2019**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	Recommended funding at a 70% confidence level for 2019-20 in the amount of $5,820,500 would equate to a funding payroll contribution rate of $1.44 for 2019-20. Recommended funding at a 70% confidence level for 2020-21 in the amount of $5,884,000 would equate to a funding payroll contribution rate of $1.47 for 2020-21
Recommended Action	Accept Actuarial Study of Workers' Compensation Program as of June 30, 2019.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service. SERVICES 3.07012 Risk Management Services

AGENDA ITEM BACKUP SHEET

TITLE: Acceptance of Actuarial Study of the Workers' Compensation Program as of June 30, 2019

ITEM: Action

SUBMITTED BY: Thomas A. Stekol, Ed.D., Deputy Superintendent, Administrative Services

PREPARED BY: Camille Boden, Executive Director, Risk Management

ITEM SUMMARY:
Acceptance of the Actuarial Study of Workers' Compensation Program as of June 30, 2019

BACKGROUND INFORMATION:
The purpose of this agenda item is to seek Board acceptance of the actuarial study which is performed to secure a recommended funding level for the current year and subsequent years to ensure adequate funding for incurred claims. The Santa Ana Unified School District contracted with Aon Risk Solutions to perform an Actuarial Study of the Workers' Compensation Program as of June 30, 2019.

RATIONALE:
The Actuarial Study provides the District with specific objectives including:

(1) estimate of outstanding losses as of June 30, 2019;
(2) projects the financial position of the program as of June 30, 2019;
(3) projects losses paid (claim disbursements) during 2019-20 and 2020-21; and
(4) provides a recommendation of funding level for 2019-20 and 2020-21 which establishes the District's payroll contribution rate for Workers' Compensation

Based on claim data as of June 30, 2019, the actuarial study shows that the estimated outstanding losses increased by about $1.7 million, from $12,384,817 as of June 30, 2017 to $14,087,286 as of June 30, 2019. The change consists of:

- Increase of $9.2 million from the additional years (2017-18 and 2018-19) of exposure,
- Decrease of $8.1 million for claim payments made during 2017-18 and 2018-19, and
- Increase of $0.6 million due to an increase in projected ultimate losses for claim periods 2016-17 and prior.

The Actuarial Report recommends a funding rate of $1.44 for 2019-20 and $1.47 for 2020-21.

See attached Actuarial Study as of June 30, 2019.

FUNDING:
Recommended funding at a 70% confidence level for 2019-20 in the amount of $5,820,500 would equate to a funding payroll contribution rate of $1.44 for 2019-20. Recommended funding at a 70% confidence level for 2020-21 in the amount of $5,884,000 would equate to a funding payroll contribution rate of $1.47 for 2020-21.

RECOMMENDATION:
Accept Actuarial Study of Workers' Compensation Program as of June 30, 2019.

File Attachments
Actuarial Study Workers Compensation Report.pdf (331 KB)

Santa Ana Unified School District

Actuarial Study of the
Workers Compensation Program
as of June 30, 2019

August 29, 2019

17875 Von Karman Avenue, Suite 300
Irvine, CA 92614
tel: 949.608.6300 • fax: 949.608.6451 • www.aon.com
Aon Risk Solutions | Global Risk Consulting | Actuarial and Analytics

August 29, 2019

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, California 92701

Attn: Ms. Camille Boden
Executive Director of Risk Management

Actuarial Study of the
Workers Compensation Program
as of June 30, 2019

This study has been completed for the Santa Ana Unified School District for the specific objectives listed in the study. It contains the analysis and conclusions of our work.

Each section and appendix of the study is an integral part of the whole. We recommend a review of the entire study prior to reliance upon this study.

No key personnel have a relationship with the Santa Ana Unified School District that may impair our objectivity.

Please call if you have any questions. Thank you for the opportunity to be of service.

Respectfully submitted,

Aon Global Risk Consulting

By Mujtaba Datoo
Mujtaba Datoo, ACAS, MAAA, FCA
Actuarial Practice Leader

Brenda Craigmyle
Brenda Craigmyle
Senior Actuarial Analyst

MD:blc
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Aon Risk Solutions | Global Risk Consulting | Actuarial and Analytics

Table of Contents

I. Background 1

II. Objectives 2

III. Conclusions 4

Appendices

A Conditions and Limitations
B Glossary of Actuarial Terms
C Exhibits

I. Background

The Santa Ana Unified School District (the District) has been self-insured for workers compensation since July 1, 1977. Excess insurance with a self-insured retention of $1 million was purchased beginning November 1, 2009. Prior to that date, there was no excess insurance.

Claims are handled internally.

The District records its liabilities at the undiscounted level.

Data

Loss data valued as of June 30, 2019 was provided to us by the District. The District also provided payroll for years through 2020/21.

In conducting this analysis, we relied upon the provided data without audit or independent verification; however, we reviewed it for reasonableness and consistency. Any inaccuracies in quantitative data or qualitative representations could have a significant effect on the results of our review and analysis. Any material discrepancies discovered in the loss or exposure data by the District or any other parties should be reported to us immediately, and if warranted, we will make appropriate amendments to the report.

The loss data we received appeared to only include information on open claims for many of the older claim periods.

II. Objectives

The specific objectives of this study are:

1. **Estimate Outstanding Losses.** Estimate outstanding losses (including allocated loss adjustment expenses [ALAE]) as of June 30, 2019.

   The estimated outstanding losses are the cost of unpaid claims. The outstanding losses include case reserves, the development of known claims and incurred but not reported (IBNR) claims. ALAE are the direct settlement expenses for specific claims, primarily legal expenses.

2. **Project Financial Position.** Project the financial position of the program as of June 30, 2019.

   The projected financial position is a comparison of the present value of the estimated outstanding losses with projected funds available (approximate and unaudited) to meet them.

3. **Project Ultimate Losses.** Project ultimate losses (including ALAE) for 2019/20 and 2020/21.

   The projected ultimate losses are the accrual value of losses with accident dates in 2019/20 and 2020/21, regardless of report or payment date.

4. **Project Losses at Alternative SIRs.** Project ultimate losses at alternative self-insured retention levels of $500,000, $750,000, and unlimited.

5. **Project Losses Paid.** Project losses paid (claim disbursements) during 2019/20 and 2020/21.

   The projected losses paid are the cash value of losses paid during 2019/20 and 2020/21, regardless of accident or report date.

6. **Recommend Funding.** Recommend funding for 2019/20 and 2020/21.

   The recommended funding on an accrual basis is based on the present value of the projected ultimate losses and the budgeted expenses (for claims handling and administration). The recommended funding on a cash basis is based on the projected losses paid (claim disbursements) and the budgeted expenses.

7. **Compare to Previous Actuarial Study.** Compare to the previous actuarial study valued as of June 30, 2017.

8. **Size of Loss Distribution Analysis**. Analyze the distribution of losses in various layers.

9. **Affirm GASB Statement No. 10.** Provide a statement affirming the conclusions of this report are consistent with Governmental Accounting Standards Board (GASB) Statement No. 10.

III. Conclusions

We have reached the following conclusions:

1. Estimate Outstanding Losses

We estimate outstanding losses as of June 30, 2019 to be as shown in Table III-1.

Table III-1
Estimated Outstanding Losses
June 30, 2019

Item (1)	Amount (2)
(A) Estimated outstanding losses	$14,087,286

Note: (2) is from Exhibit WC-11.

The estimated outstanding losses increased by about $1.7 million, from $12,384,817 as of June 30, 2017 to $14,087,286 as of June 30, 2019. The change consists of:

- +$9.2 million from the additional years (2017/18 and 2018/19) of exposure,
- -$8.1 million for claim payments made during 2017/18 and 2018/19, and
- +$0.6 million due to an increase in projected ultimate losses for claim periods 2016/17 and prior. This change is due to greater than expected development since the prior study (discussed further in Section 7, beginning on page 13 of this study).

The District records its liabilities at the undiscounted level.

All costs other than unpaid claims are additional.

2. Project Financial Position

We project the financial position of the program as of June 30, 2019 to be as shown in Table III-2.

Table III-2
Projected Financial Position
June 30, 2019

Item (1)	Full Value (2)	Present Value (3)
(A) Projected funds available (approximate and unaudited)	$29,519,664	$29,519,664
(B) Estimated outstanding losses	14,087,286	13,750,698
(C) Projected financial position (A) - (B)	$15,432,378	$15,768,966

Note: (A) was provided by the District.
(B) is from Exhibit WC-11.

The present value of outstanding losses is the amount of money, discounted for anticipated investment income, required to meet unpaid claims. It is calculated based on a 0.5% yield on investments, as provided by the District.

3. Project Ultimate Losses

We project ultimate losses for 2019/20 and 2020/21 at expected and 70% confidence levels to be as shown in Tables III-3A and III-3B.

Table III-3A
Projected Ultimate Losses
2019/20

Confidence Level (1)	Projected Payroll (000) (2)	Full Value		Present Value	
		Loss Rate per $100 of Payroll (3)	Projected Ultimate Losses (4)	Loss Rate per $100 of Payroll (5)	Projected Ultimate Losses (6)
(A) Expected	$405,204	$1.15	$4,668,000	$1.13	$4,570,000
(B) 70%	405,204	1.27	5,135,000	1.24	5,027,000

Note: (A) is from Exhibit WC-10.
(B) is based on (A) and actuarial judgment.

Table III-3B
Projected Ultimate Losses
2020/21

Confidence Level (1)	Projected Payroll (000) (2)	Full Value		Present Value	
		Loss Rate per $100 of Payroll (3)	Projected Ultimate Losses (4)	Loss Rate per $100 of Payroll (5)	Projected Ultimate Losses (6)
(A) Expected	$401,613	$1.18	$4,719,000	$1.15	$4,620,000
(B) 70%	401,613	1.29	5,191,000	1.27	5,082,000

Note: (A) is from Exhibit WC-10.
(B) is based on (A) and actuarial judgment.

The present value of the projected ultimate losses is the amount of money, discounted for anticipated investment income, required to meet claims. It is calculated based on a 0.5% yield on investments.

All costs other than claims are additional.

4. Project Losses at Alternative SIRs

We project ultimate limited losses for 2019/20 and 2020/21 to be as shown in Table III-4A and III-4B, respectively.

Table III-4A
Projected Ultimate Limited Losses
2019/20

Retention (1)	Full Value (2)	Present Value (3)
(A) $500,000	$4,575,000	$4,479,000
(B) $750,000	4,621,000	4,524,000
(C) $1,000,000	4,668,000	4,570,000
(D) Unllimited	4,808,000	4,707,000

Note: (C) is from Exhibit WC-10.
(A), (B), and (D) are based on (C), the District's data as show in Exhibit WC-15, and actuarial judgment.

Table III-4B
Projected Ultimate Limited Losses
2020/21

Retention (1)	Full Value (2)	Present Value (3)
(A) $500,000	$4,575,000	$4,479,000
(B) $750,000	4,621,000	4,524,000
(C) $1,000,000	4,719,000	4,620,000
(D) Unllimited	4,808,000	4,707,000

Note: (C) is from Exhibit WC-10.
(A), (B), and (D) are based on (C), the District's data as show in Exhibit WC-15, and actuarial judgment.

5. Project Losses Paid

We project losses paid during 2019/20 and 2020/21 to be as shown in Table III-5.

Table III-5
Projected Losses Paid

Item (1)	2019/20 (2)	2020/21 (3)
(A) Projected losses paid	$4,229,636	$4,312,978

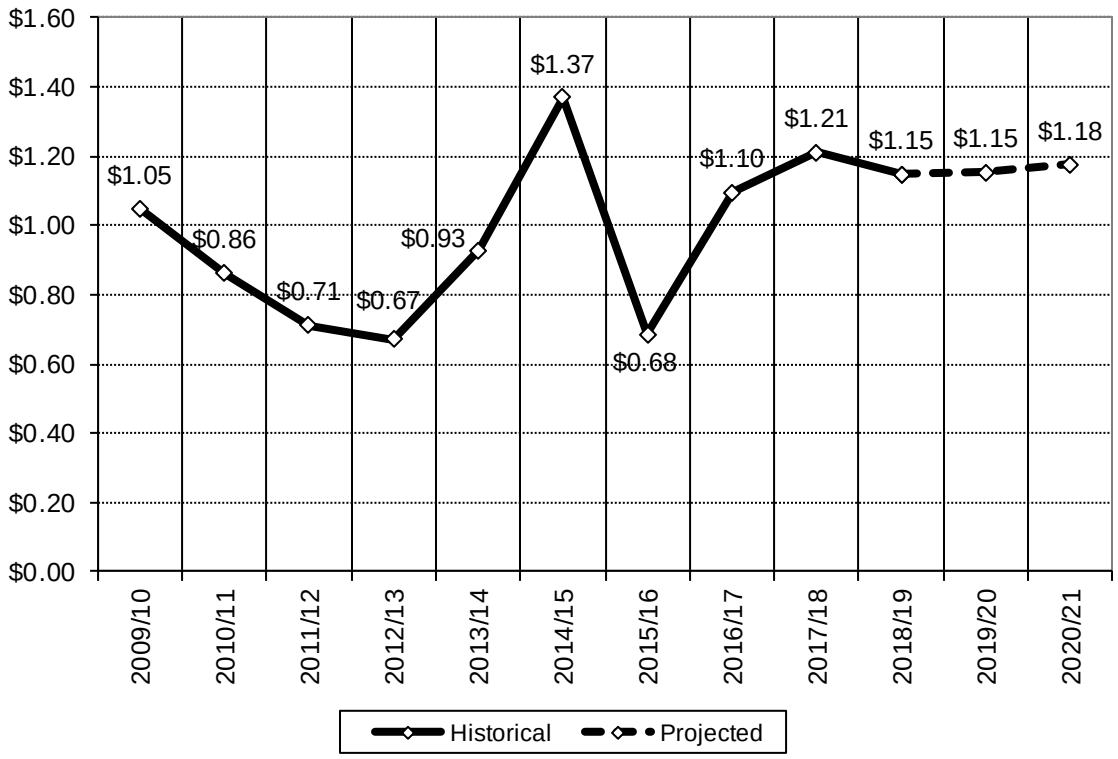
Note: (A) is from Exhibit WC-12.
(B) is from Exhibit WC-13.

All costs other than claims are additional.

Loss Experience Trends

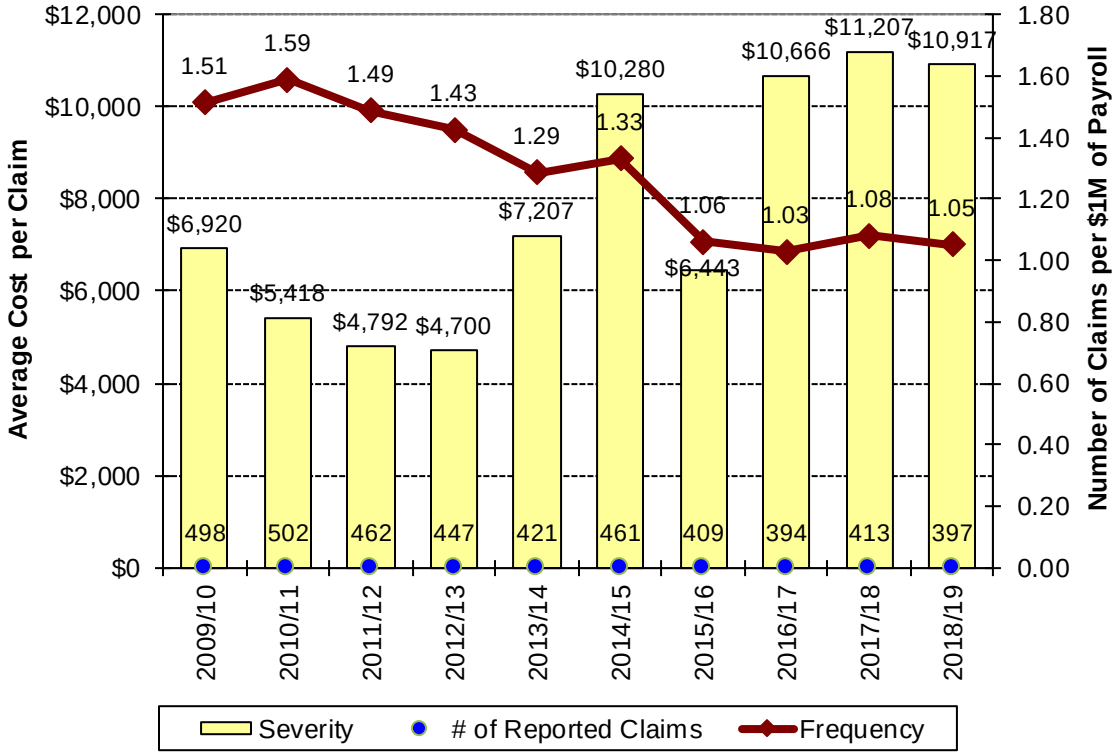
Graphs III-1 and III-2 show loss experience trends for workers compensation as measured by loss rate per $100 of payroll and frequency and severity, respectively.

Graph III-1
Loss Rate per $100 of Payroll



Note: Loss rates are from Exhibit WC-10, columns (4) and (7).

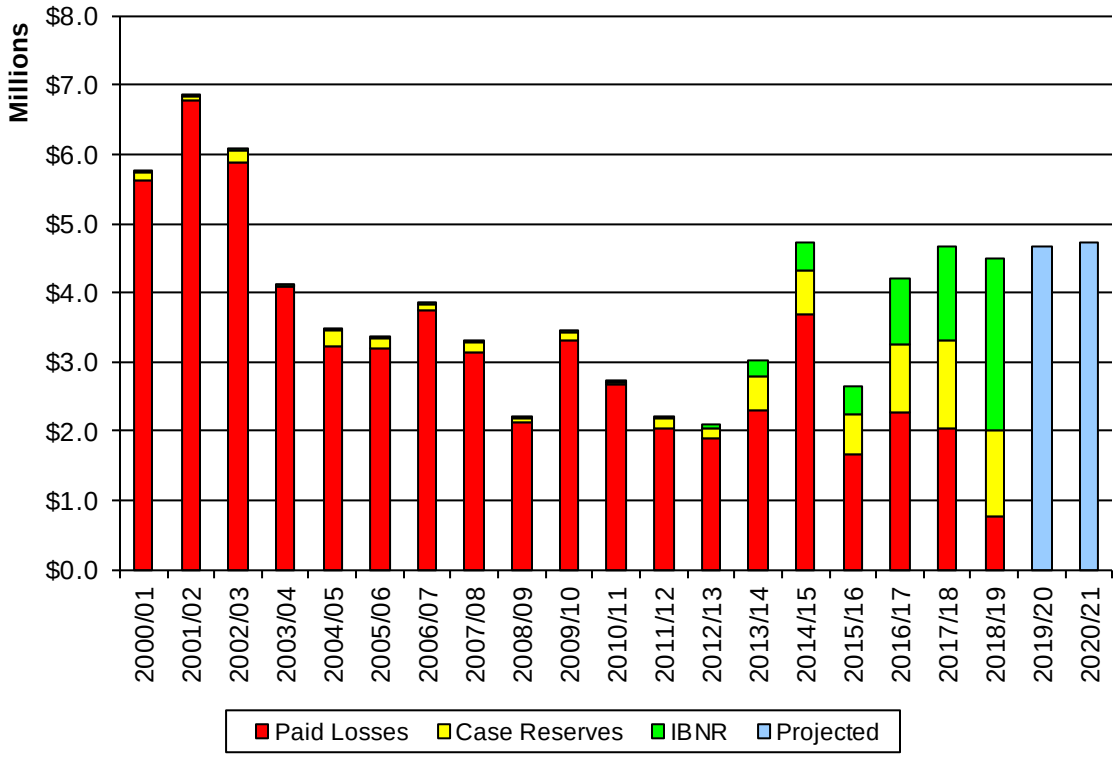
Graph III-2
Frequency and Severity



Note: Frequency amounts are from Exhibit WC-8, Section I, column (7).
Severity amounts are based on the projected claim counts in Exhibit WC-8 and the projected ultimate losses in Exhibit WC-9.

Graph III-3 shows the composition of the projected ultimate limited losses for workers compensation.

Graph III-3
Composition of Projected Ultimate Limited Losses



Note: Amounts through 2018/19 are from Exhibit WC-11.
Amounts for 2019/20 and 2020/21 are from Exhibit WC-10.

6. Recommend Funding

The funding amounts for 2019/20 and 2020/21 are as shown in Tables III-6A and III-6B, respectively. The recommended funding amounts reflect a $1 million retention.

Table III-6A
Recommended Funding
2019/20

Item (1)	Present Value Expected (2)	Present Value 70% Confidence (3)	Full Value Expected (4)	Full Value 70% Confidence (5)
(A) Projected ultimate losses	$4,570,000	5,027,000	$4,668,000	5,135,000
(B) Budgeted expenses (A2)x15%	685,500	685,500	685,500	685,500
(C) Recommended funding (A)+(B)	$5,255,500	$5,712,500	$5,353,500	$5,820,500

Note: (A) is from Table III-3A.
(B) is based on our studies of similar programs and discussions with the District. The District may substitute this estimate with actual budgeted expenses.

Table III-6B
Recommended Funding
2020/21

Item (1)	Present Value Expected (2)	Present Value 70% Confidence (3)	Full Value Expected (4)	Full Value 70% Confidence (5)
(A) Projected ultimate losses	$4,620,000	5,082,000	$4,719,000	5,191,000
(B) Budgeted expenses (A2)x15%	693,000	693,000	693,000	693,000
(C) Recommended funding (A)+(B)	$5,313,000	$5,775,000	$5,412,000	$5,884,000

Note: (A) is from Table III-3B.
(B) is based on our studies of similar programs and discussions with the District. The District may substitute this estimate with actual budgeted expenses.

The funding rates for 2019/20 and 2020/21 are as shown in Tables III-6C and III-6D, respectively.

Table III-6C
Recommended Funding Rates
2019/20

Item (1)	Present Value Expected (2)	Present Value 70% Confidence (3)	Full Value Expected (4)	Full Value 70% Confidence (5)
(A) Projected ultimate losses	$1.13	1.24	$1.15	1.27
(B) Budgeted expenses (A2)x15%	0.17	0.17	0.17	0.17
(C) Recommended funding (A)+(B)	$1.30	$1.41	$1.32	$1.44

Note: (A) is from Table III-3A.
(B) is based on the expenses in Table III-6A and projected payroll in Table III-3A.

Table III-6D
Recommended Funding Rates
2020/21

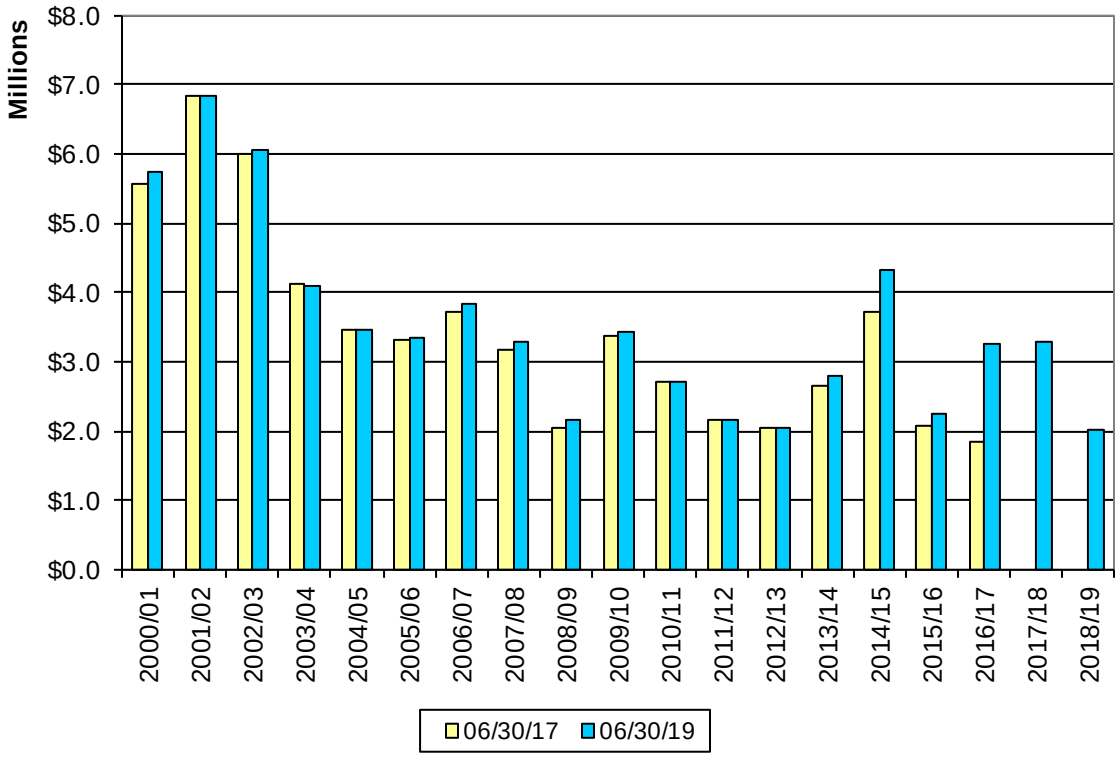
Item (1)	Present Value Expected (2)	Present Value 70% Confidence (3)	Full Value Expected (4)	Full Value 70% Confidence (5)
(A) Projected ultimate losses	$1.15	1.27	$1.18	1.29
(B) Budgeted expenses (A2)x15%	0.17	0.17	0.17	0.17
(C) Recommended funding (A)+(B)	$1.32	$1.44	$1.35	$1.47

Note: (A) is from Table III-3B.
(B) is based on the expenses in Table III-6A and projected payroll in Table III-3B.

7. Compare to Previous Actuarial Study

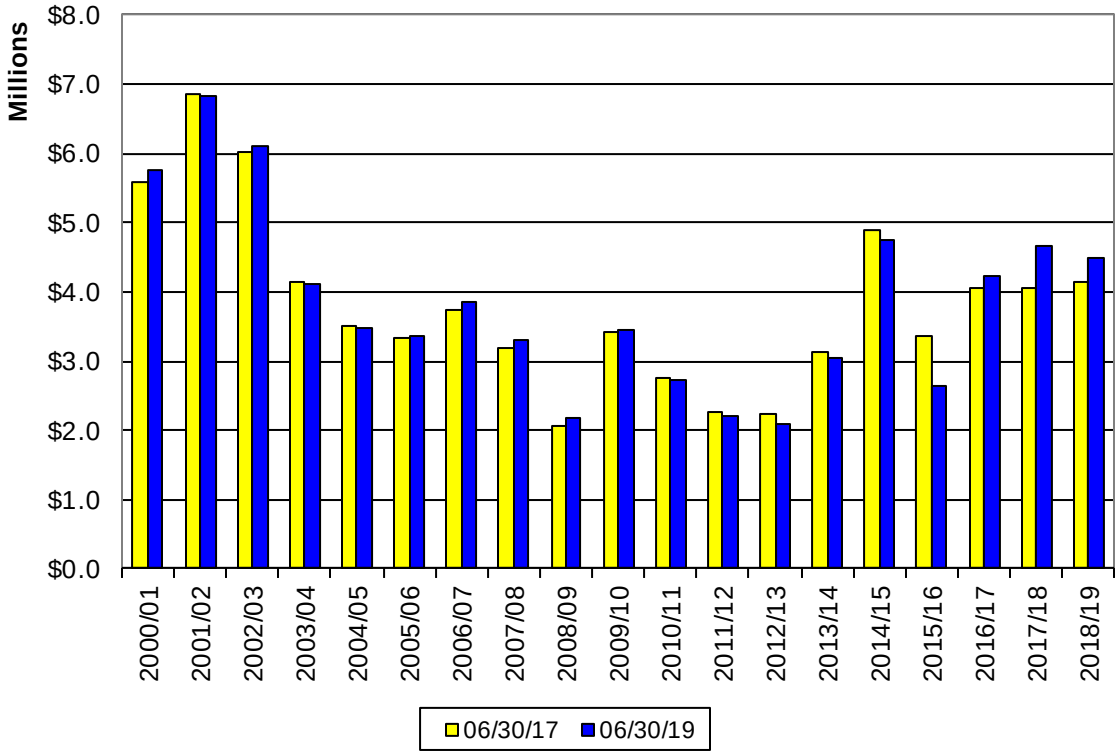
Graphs III-4 and III-5 are graphical comparisons of the reported incurred losses and projected ultimate losses, respectively, by fiscal year of occurrence of the workers compensation program from the previous study (report dated September 20, 2017) to the current study.

Graph III-4
Comparison of Limited Reported Incurred Losses
as of June 30, 2017 and June 30, 2019



Note: Amounts as of June 30, 2017 are from the previous actuarial study.
Amounts as of June 30, 2019 are from Exhibit WC-1.

Graph III-5
Comparison of Projected Ultimate Limited Losses
as of June 30, 2017 and June 30, 2019



Note: Amounts as of June 30, 2017 are from the previous actuarial study.
Amounts as of June 30, 2019 are from Exhibits WC-9.

For all claims through 2016/17, the change in the projected ultimate limited losses from June 30, 2017 to June 30, 2019 was 0.7%.

We compare the reported claim count by year as of June 30, 2017 and June 30, 2019 as shown in Table III-7A.

Table III-7A
Comparison of Reported Claim Count
as of June 30, 2017 and June 30, 2019

Year (1)	Reported Claim Count as of 6/30/17 (2)	Reported Claim Count as of 6/30/19 (3)	Change (3) – (2) (4)	Percent Change (4) ÷ (2) (5)
to 1999/00	615	615	0	0.0%
2000/01	679	679	0	0.0%
2001/02	789	789	0	0.0%
2002/03	693	693	0	0.0%
2003/04	616	616	0	0.0%
2004/05	487	487	0	0.0%
2005/06	466	466	0	0.0%
2006/07	507	507	0	0.0%
2007/08	503	503	0	0.0%
2008/09	486	486	0	0.0%
2009/10	498	498	0	0.0%
2010/11	502	502	0	0.0%
2011/12	461	462	1	0.2%
2012/13	447	447	0	0.0%
2013/14	421	421	0	0.0%
2014/15	461	461	0	0.0%
2015/16	406	409	3	0.7%
2016/17	381	394	13	3.4%
2017/18		413	413	
2018/19		397	397	
Total	9,418	10,245	827	8.8%

Note: (2) is from the prior actuarial study.
(3) is from Exhibit WC-1.

We compare the case reserves by year as of June 30, 2017 and June 30, 2019 as shown in Table III-7B.

Table III-7B
Case Reserve Comparison
as of June 30, 2017 and June 30, 2019

Claim Period (1)	Limited Case Reserves as of 6/30/17 (2)	Limited Case Reserves as of 6/30/19 (3)	Change (3) - (2) (4)
to 1999/00	$545,159	$1,173,479	$628,320
2000/01	97,584	116,184	18,600
2001/02	58,235	44,504	(13,731)
2002/03	166,268	178,587	12,319
2003/04	38,027	7,337	(30,691)
2004/05	240,411	208,768	(31,642)
2005/06	150,646	131,195	(19,450)
2006/07	56,435	75,599	19,164
2007/08	128,940	123,661	(5,279)
2008/09	15,555	43,366	27,811
2009/10	101,995	114,658	12,663
2010/11	118,422	46,403	(72,019)
2011/12	145,940	130,915	(15,025)
2012/13	243,293	138,513	(104,780)
2013/14	731,726	514,582	(217,144)
2014/15	1,384,175	641,932	(742,243)
2015/16	1,049,957	580,080	(469,877)
2016/17	1,315,727	996,946	(318,781)
2017/18		1,251,819	1,251,819
2018/19		1,262,422	1,262,422
Total	$6,588,496	$7,780,952	$1,192,456

Note: (2) is from the prior actuarial study.
(3) is from Exhibit WC-1.

We compare the estimated IBNR by year as of June 30, 2017 and June 30, 2019 as shown in Table III-7C.

Table III-7C
Estimated IBNR Comparison
as of June 30, 2017 and June 30, 2019

Claim Period (1)	Estimated IBNR as of 6/30/17 (2)	Estimated IBNR as of 6/30/19 (3)	Change (3) - (2) (4)
to 1999/00	$87,114	$174,199	$87,085
2000/01	20,294	20,023	(271)
2001/02	12,617	8,876	(3,741)
2002/03	34,292	36,026	1,734
2003/04	7,793	1,358	(6,435)
2004/05	46,663	42,849	(3,814)
2005/06	28,044	26,156	(1,888)
2006/07	11,286	14,398	3,112
2007/08	25,330	23,365	(1,965)
2008/09	3,433	8,459	5,026
2009/10	35,925	23,389	(12,536)
2010/11	66,014	9,926	(56,088)
2011/12	103,441	41,397	(62,044)
2012/13	181,626	61,490	(120,136)
2013/14	493,216	229,609	(263,607)
2014/15	1,167,126	416,233	(750,893)
2015/16	1,278,866	385,234	(893,632)
2016/17	2,193,242	944,381	(1,248,861)
2017/18		1,362,553	1,362,553
2018/19		2,476,415	2,476,415
Total	$5,796,323	$6,306,336	$510,013

Note: (2) is from the prior actuarial study.
(3) is from Exhibit WC-11.

We compare the projected ultimate limited losses by year as of June 30, 2017 and June 30, 2019 as shown in Table III-7D.

Table III-7D
Comparison of Projected Ultimate Limited Losses
as of June 30, 2017 and June 30, 2019

Claim Period (1)	Projected Ultimate Limited Losses as of 6/30/17 (2)	Projected Ultimate Limited Losses as of 6/30/19 (3)	Change (3) - (2) (4)	Percentage Change (4) / (2) (5)
to 1999/00	$22,514,000	$23,641,000	$1,127,000	5.0%
2000/01	5,594,000	5,748,000	154,000	2.8%
2001/02	6,845,000	6,836,000	(9,000)	-0.1%
2002/03	6,019,000	6,093,000	74,000	1.2%
2003/04	4,133,000	4,103,000	(30,000)	-0.7%
2004/05	3,512,000	3,491,000	(21,000)	-0.6%
2005/06	3,340,000	3,357,000	17,000	0.5%
2006/07	3,732,000	3,841,000	109,000	2.9%
2007/08	3,202,000	3,300,000	98,000	3.1%
2008/09	2,064,000	2,181,000	117,000	5.7%
2009/10	3,406,000	3,446,000	40,000	1.2%
2010/11	2,768,000	2,720,000	(48,000)	-1.7%
2011/12	2,265,000	2,214,000	(51,000)	-2.3%
2012/13	2,229,000	2,101,000	(128,000)	-5.7%
2013/14	3,137,000	3,034,000	(103,000)	-3.3%
2014/15	4,887,000	4,739,000	(148,000)	-3.0%
2015/16	3,365,000	2,635,000	(730,000)	-21.7%
2016/17	4,046,000	4,213,000	167,000	4.1%
2017/18	4,053,000	4,662,000	609,000	15.0%
2018/19	4,134,000	4,498,000	364,000	8.8%
Total	$95,245,000	$96,853,000	$1,608,000	1.7%

Note: (2) is from the prior actuarial study.
(3) is from Exhibit WC-9 and Exhibit WC-10..

The estimate for 2015/16 has decreased from the prior projection, due to lower than expected paid and incurred loss development. Conversely, the estimate for 2017/18 has increased, due to greater than expected development.

Actual loss experience versus expected experience in the prior actuarial study, for both paid and incurred losses, is as shown in Table III-7E.

Table III-7E
Comparison of Actual and Expected Experience
June 30, 2017 to June 30, 2019

Claim Period (1)	Paid Losses in the Period			Incurred Losses in the Period		
	Paid Expected (2)	Paid Actual (3)	Difference (3) - (2) (4)	Incurred Expected (5)	Incurred Actual (6)	Difference (6) - (5) (7)
to 1999/00	$70,016	$411,595	$341,579	$29,048	$1,039,915	$1,010,867
2000/01	16,736	135,671	118,934	4,972	154,271	149,299
2001/02	11,698	8,472	(3,226)	2,712	(5,259)	(7,972)
2002/03	38,921	59,947	21,026	6,804	72,266	65,462
2003/04	9,784	7,126	(2,658)	1,377	(23,565)	(24,941)
2004/05	58,317	14,456	(43,861)	7,745	(17,186)	(24,931)
2005/06	35,950	38,338	2,388	4,280	18,888	14,608
2006/07	16,035	86,725	70,689	2,779	105,888	103,110
2007/08	42,432	105,244	62,811	7,997	99,965	91,968
2008/09	5,519	84,164	78,645	1,098	111,974	110,876
2009/10	40,205	39,873	(332)	12,498	52,536	40,038
2010/11	52,297	80,108	27,810	27,940	8,088	(19,852)
2011/12	73,438	26,070	(47,369)	46,105	11,044	(35,060)
2012/13	128,985	96,916	(32,069)	78,388	(7,864)	(86,253)
2013/14	367,959	377,751	9,791	262,404	160,607	(101,797)
2014/15	916,259	1,345,136	428,877	768,272	602,893	(165,379)
2015/16	1,006,465	633,508	(372,957)	752,872	163,631	(589,240)
2016/17	1,702,010	1,734,642	32,631	1,500,947	1,415,861	(85,086)
2017/18	1,731,397	2,047,628	316,231	2,714,421	3,299,447	585,026
2018/19	735,833	759,163	23,330	1,730,418	2,021,585	291,167
Total	$7,060,257	$8,092,531	$1,032,274	$7,963,078	$9,284,987	$1,321,909

Note: (2) and (5) are expected amounts from June 30, 2017 to June 30, 2019.
(3) and (6) are the actual experience from June 30, 2017 to June 30, 2019.

As part of our analysis, we project ultimate losses by year using paid loss development and incurred loss development (these are defined in the attached Glossary). Table III-7E shows how the paid and incurred claims emerged 12 months later based on loss development factors we selected in the actuarial study valued as of June 30, 2017. This analysis provides a peek into how the claims are actually emerging compared to the expected emergence which is based on historical development patterns.

Three claims which occurred in 1999/00 or earlier had a combined increase of over $900,000.

8. Size of Loss Distribution Analysis

Table III-8A shows the distribution of losses in various layers.

Table III-8A
Size of Loss Distribution

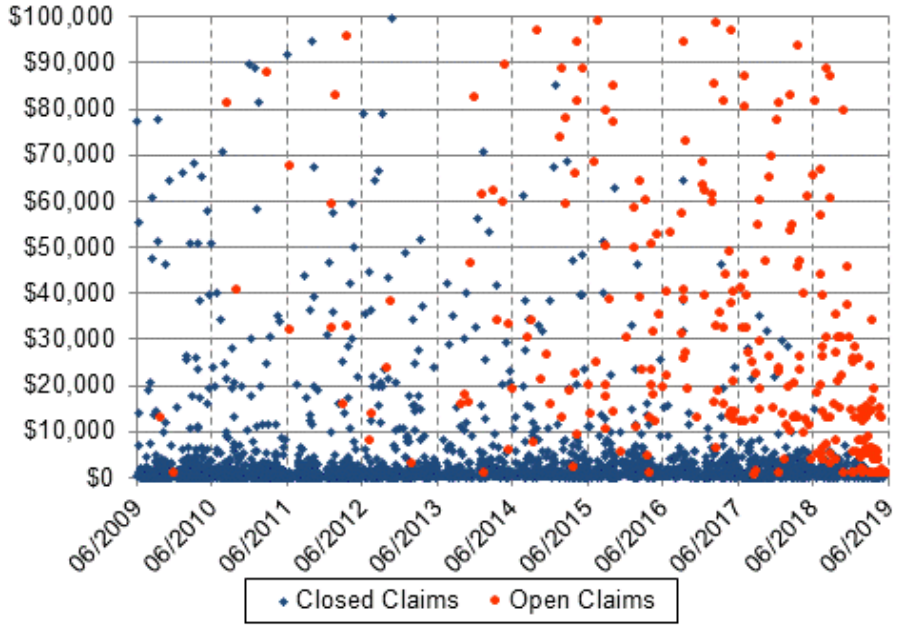
Claim Size (1)	Total Reported Claims (2)	Percent of Total (2)/Total(2) (3)	Cumulative Percent of Total (4)	Total Reported Incurred Losses (5)	Percent of Total (5)/Total(5) (6)	Cumulative Percent of Total (7)
(A) $1 to $5,000	6,769	81.2%	81.2%	$6,176,719	6.8%	6.8%
(B) $5,000 to $10,000	386	4.6%	85.8%	2,626,160	2.9%	9.7%
(C) $10,000 to $25,000	430	5.2%	91.0%	7,124,253	7.9%	17.6%
(D) $25,000 to $50,000	298	3.6%	94.6%	10,640,714	11.8%	29.3%
(E) $50,000 to $100,000	237	2.8%	97.4%	17,089,911	18.9%	48.2%
(F) $100,000 to $250,000	163	2.0%	99.4%	24,437,778	27.0%	75.2%
(G) $250,000 to $500,000	43	0.5%	99.9%	14,030,309	15.5%	90.7%
(H) $500,000 to $750,000	5	0.1%	100.0%	2,939,196	3.2%	93.9%
(I) $750,000 to $1,000,000	1	0.0%	100.0%	983,990	1.1%	95.0%
(J) Over $1,000,000	3	0.0%	100.0%	4,497,635	5.0%	100.0%
(K) Total (A) … (J)	8,335	100%		$90,546,665	100%	

Note: See Exhibit WC-16.

The average cost per claim is about $11,000. About 86% of the non-zero claims reported are below $10,000 and represent about 10% of the incurred amounts. The remaining 14% of the claims consume about 90% of the incurred amounts.

The reported workers compensation claim experience underlying our analysis is shown below in Graphs III-6 and III-7, with each point representing one claim. The amounts are gross of excess insurance.

Graph III-6
Distribution of Workers Compensation Losses
Incurred Less Than $100,000
2009/10 through 2018/19



Graph III-7
Distribution of Workers Compensation Losses
Incurred Greater Than $100,000
2009/10 through 2018/19

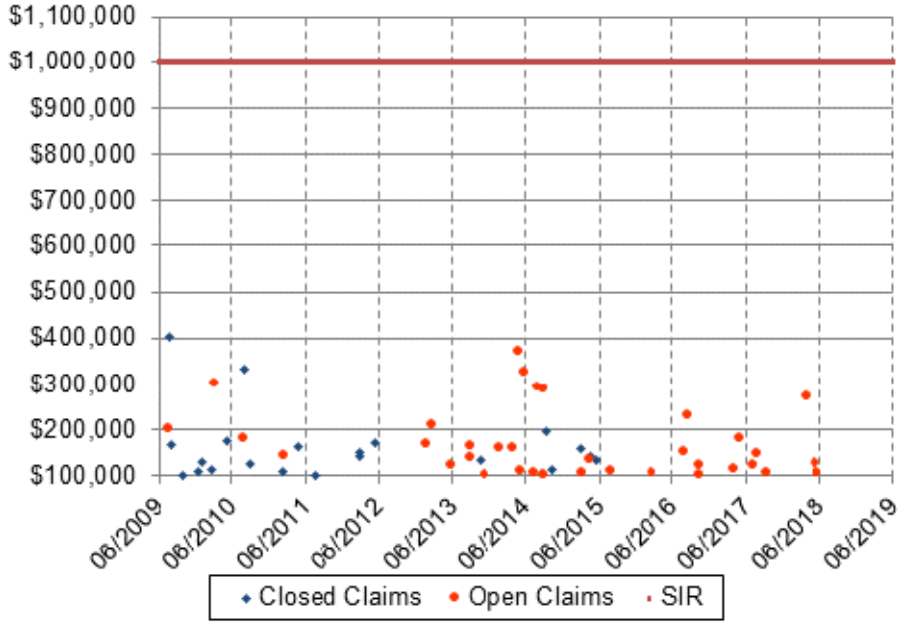


Table III-8B shows the distribution of claim counts and incurred losses (not developed or trended) by type of benefit.

Table III-8B
Loss Distribution by Type of Benefit
2009/10 through 2018/19

Claim Type (1)	Claim Counts		Incurred Losses	
	Count (2)	% (3)	Loss (4)	% (5)
(A) Medical Only	2,935	66.6%	$1,763,637	6.2%
(B) Claims with Indemnity				
(i) Indemnity			8,934,621	31.6%
(ii) Medical			11,284,909	39.8%
(iii) Expense			6,335,706	22.4%
(iv) Subtotal	1,469	33.4%	26,555,236	93.8%
(C) Total (A)+(Biv)	4,404	100%	$28,318,873	100%

Note: See Exhibit WC-17.

About 67% of the claims reported are Medical Only claims and represent about 6% of the incurred amounts. For the claims with indemnity, indemnity benefits are 31.6%, medical 39.8%, and expense 22.4% of the total benefit.

9. Affirm GASB Statement No. 10

We affirm the conclusions of this report are consistent with GASB Statement No. 10.

Appendix A

Conditions and Limitations

It is important to understand the conditions and limitations listed below. Each chapter and section is an integral part of the whole study. If there are questions, please contact Aon for clarification.

- **Data Quality** In conducting this analysis, we relied upon the provided data without audit or independent verification; however, we reviewed it for reasonableness and consistency. Any inaccuracies in quantitative data or qualitative representations could have a significant effect on the results of our review and analysis. Any material discrepancies discovered in the loss data by the organization or any other parties should be reported to us immediately, and if warranted, we will make appropriate amendments to the report.

- **Economic Environment.** Unless otherwise stated, we assumed the current economic conditions will continue in the foreseeable future.

- **Insurance Coverage.** Unless otherwise stated, we assumed no insurance coverage changes (including coverage provided by the organization to others) subsequent to the date this study was prepared. This includes coverage language, self-insured retention, limitations and similar issues.

- **Insurance Solvency.** Unless otherwise stated, we assumed all insurance purchased by the organization is from solvent sources payable in accordance with terms of the coverage document.

- **Interest Rate.** The exhibits specify the annual interest rate used.

- **Methodology.** In this study, different actuarial methods were applied. In some instances, the methods yield significantly disparate results. The estimates, projections and recommendations in this study reflect our judgments as to the best method or combination of methods that are most reliable and reflective of the exposure to loss.

- **Reproduction.** Use of this report is limited to the organization for the specific purpose described in the Introduction section. Other uses are prohibited without an executed release with Aon.

  Distribution by the organization is unrestricted. The report should only be distributed in its entirety including all supporting exhibits.

- **Risk and Variability.** Insurance is an inherently risky enterprise. Actual losses may vary significantly from our estimates, projections and recommendations. They may emerge higher or lower.

- **Statutory and Judicial Changes.** Legislatures and judiciaries may change statutes that govern indemnification. This includes benefit levels for workers compensation, immunities and limitations for liability, and other similar issues. Unless otherwise stated, we assumed no statutory changes subsequent to the date this study was prepared.

- **Supplemental Data.** In addition to the data provided by the organization, we supplemented our analysis with data from similar organizations and insurance industry statistics, as we deemed appropriate.

- **Usage.** This study has been prepared for the usage of the organization shown on the transmittal page. It was not prepared for and may not be appropriate for use by other organizations. Other organizations should obtain written permission from Aon prior to use of this study.

Appendix B

Glossary of Actuarial Terms

Actuarial Methods (Most Common)

A major objective of an actuarial study is to statistically project ultimate losses. The following actuarial methods are the most common:

- Developed Paid Losses
- Developed Reported Incurred Losses
- Developed Case Reserves
- Frequency Times Severity Analysis
- Loss Rate Analysis

The following describes each method:

1. **Developed Paid Losses.** Paid losses represent the amounts actually paid to claimants (less excess insurance recoveries). As time goes on, loss payments continue until all claims are closed and there are no remaining payments expected. At this time, the ultimate losses for the claim period are known. This common process is called "paid loss development."

   Paid loss development is an extrapolation of actual dollars paid. It does not depend on case reserve estimates. A potential shortcoming of utilizing this method is that only a small fraction of total payments have been made for the most recent claim periods. Extrapolating ultimate losses based on small amounts of actual payments may be speculative. A second potential shortcoming is that payment patterns can change over time.

2. **Developed Reported Incurred Losses.** Reported incurred losses are paid losses plus case reserves. In most programs, total reported incurred losses underestimate the ultimate losses. Over time, as more information about a body of claims becomes known, they are adjusted either up or down until they are closed. Though many individual claims settle for less than what was estimated, these decreases are generally more than offset by increases in the cost of other claims for which new information has emerged.

   The net effect is that total estimated costs are often revised upward over time. This normal process is called "reported incurred loss development." Actuaries typically review the development patterns of the recent past to make projections of the expected future loss development and, therefore, estimations of ultimate losses.

3. **Developed Case Reserves.** A case reserve is an estimate of the unpaid amount established by claims adjusters for which a particular claim will ultimately be settled or adjudicated. The developed case reserves method is a hybrid of the paid loss development and reported incurred loss development methods. It relies on the historical adequacy of case reserves to predict ultimate losses.

4. **Frequency Times Severity Analysis.** The frequency times severity analysis is an actuarial method that uses a preliminary projection of ultimate losses to project claims severity. The claims severity times the number of claims is a predictor of ultimate losses. The focus of the frequency times severity analysis is that ultimate losses each period are dependent on the number of claims.

5. **Loss Rate Analysis.** The loss rate analysis is based on the historical loss rates per exposure unit (such as payroll, vehicles or property value). The loss rates (projected ultimate losses divided by exposure units) are trended to reflect the effect of claim cost inflation and retention changes. The trended loss rates represent the rates that one would see if all of the claims had been handled in the claim cost environment that will be present in the upcoming period. The trended loss rate times the projected exposure units is a predictor of losses.

6. **Bornhuetter-Ferguson Method (B-F).** The B-F method is an actuarial method that weights a preliminary projection of ultimate losses with projections of ultimate losses determined by other actuarial methods (usually the developed paid losses and developed reported incurred losses methods). For less mature claim periods, the B-F method leans more heavily to the preliminary projection. It gradually converges to the projections of ultimate losses determined by the other actuarial methods as the claim periods mature.

Actuary

A specialist trained in mathematics, statistics, and finance who is responsible for rate, reserve, and dividend calculations and other statistical studies.

Allocated Loss Adjustment Expenses

Allocated loss adjustment expenses (ALAE) are the direct expenses to settle specific claims. These expenses are primarily legal expenses.

Governmental Accounting Standards Board (GASB) Statement No. 10 requires that ALAE be included in financial statements and that they be calculated by actuarial methods.

American Academy of Actuaries

A society concerned with the development of education in the field of actuarial science and with the enhancement of standards in the actuarial field. Members may use the designation MAAA (Member, American Academy of Actuaries).

Benefits

The financial reimbursement and other services provided insureds by insurers under the terms of an insurance contract. An example would be the benefits listed under a life or health insurance policy or benefits as prescribed by a workers compensation law.

Casualty Actuarial Society

A professional society for actuaries in areas of property and casualty insurance work. This society grants the designation of Associate of the Casualty Actuarial Society (ACAS) and Fellow of the Casualty Actuarial Society (FCAS).

Claim

Demand by an individual or entity to recover for a loss.

Claims Made

A policy written on this basis covers only those claims that are made during the policy period. Coverage for prior acts is provided back to what is known as the retroactive date, which is the effective date of the original claims made policy with the same insurer.

Composite Rate

A single rate with a single basis of premium (e.g., payroll or sales). For this single rate the insured is covered for a variety of hazards, such as premises and operations, completed operations, products liability, and automobile. Its primary value is to compute premium simply.

Confidence Level

A confidence level is the statistical certainty that an actuary believes funding will be sufficient. For example, an 80% confidence level means that the actuary believes funding will be sufficient in eight years out of ten.

Confidence levels are determined based on mathematical models. Coverages that are low frequency and high severity (such as excess liability) are subject to greater risk than coverages that are high frequency and low severity (such as automobile physical damage). Therefore, they need a greater margin to attain a given confidence level.

Coverage

The scope of the protection provided under a contract of insurance.

Credibility

Credibility is the belief that the sample data is an accurate reflection of the larger population. Credibility is highest when the sample data is large and the standard deviation (discussed later) of the larger population is low.

Dates

There are at least three milestone dates in a claim. They are the date of injury or accident, the date of report and the date of closure. It is best if each of these dates is recorded. Some organizations may also keep the date a claim becomes a lawsuit, as opposed to a demand. Aon recommends this additional level of detail, especially if the data is to be used for litigation management.

Deductible

The portion of an insured loss to be borne by the insured before he is entitled to recovery from the insurer. Deductibles may be expressed as a dollar amount, percentage or waiting period.

Disability

A condition that curtails a person's ability to carry on his normal pursuits. A disability may be partial or total, and temporary or permanent.

Dividend (Policyholder)

The return of part of the premium paid for a policy issued on a participating basis by either a mutual or a stock insurer.

Estimated Outstanding Losses

Estimated outstanding losses are the cost of claims that have occurred but have not yet been paid. They typically include indemnification and allocated loss adjustment expenses (ALAE), but not unallocated loss adjustment expenses (ULAE).

Estimated outstanding losses are calculated as projected ultimate losses less paid losses. Alternatively, they are the sum of case reserves and incurred but not reported (IBNR) claims.

Estimated outstanding losses are usually the largest single item listed as a liability on the balance sheet of a public entity's financial statement. GASB Statement No. 10 requires they be calculated by actuarial methods. Other common names for estimated outstanding losses are outstanding claims liabilities and unpaid claims.

Experience Rating

A method of adjusting the premium for a risk based on past loss experience for that risk compared to loss experience for an average risk.

Exposure Data

Exposure data refers to the activities of the organization. For example, payroll is the most common exposure measure for workers compensation. Aon suggests collecting exposure data with the following characteristics:

- **Readily Available.** The exposure data should be easily obtained. It is best if it is a byproduct of other activities, although this is not always possible. If getting data is arduous, it may discourage collection.

- **Vary With Losses.** The exposure data should correlate directly with losses. The ideal situation is where exposure and expected losses move in tandem. The exposure base needs to be fitting to the coverage. For example, the number of employees may vary with property losses (more employees = more office space = more losses), but property value is a clearly superior exposure base for property losses.

Generally Accepted Accounting Principles (GAAP)

These principles are intended to produce financial results (in the insurance industry) consistent with those of other industries and to assure consistency in financial reporting.

Incurred But Not Reported

IBNR is really comprised of two distinct items. These are the development of known case reserves (incurred but not enough reported [IBNER] and incurred but not yet reported [IBNYR]).

IBNER are the actuary's estimate of the inadequacy of case reserves. Most claims settle at amounts close to what is set by the claims administrator. Some claims close favorably and some emerge as more expensive. On balance, case reserves tend to be too low (especially for recent years). IBNER is the actuary's estimate of the amount total case reserves will rise upon closure.

IBNYR refers to those claims that have occurred, but have not yet been reported. A classic example is medical malpractice claim reported several years after the medical procedure was performed.

Insurance Services Office (ISO)

An organization of the property and casualty insurance business designed to gather statistics, promulgate rates, and develop policy forms.

Investment Income

The return received by entities from their investment portfolios, including interest, dividends and realized capital gains on stocks. Realized capital gains means the profit realized on

assets that have actually been sold for more than their purchase price.

Limited

Most programs purchase excess insurance for catastrophic claims. For example, they may purchase coverage for claims above a $500,000 per occurrence self-insured retention. “Limited” refers to an estimate or projection being limited to the self-insured retention. In contrast, “unlimited” means a loss projection not limited to the self-insured retention.

Other common names for limited are net of excess insurance or capped losses.

Loss Development

The difference between the amount of losses initially estimated by the insurer and the amount reported in an evaluation on a later date. Loss development is typically measured for paid losses, reported incurred losses and claim counts.

Manual Rates

Usually, the published rate for some unit of insurance. An example is in the workers compensation manual, where the rates shown apply to each $100 of the payroll of the insured, $100 being the “unit.”

National Council on Compensation Insurance (NCCI)

An association of workers compensation insurance companies whose main functions are collecting statistics and calculating rates, establishing policy wording, developing experience and retrospective rating plans, and serving as the filing organization for member companies.

Net

Many pooling programs assign deductibles to members. For example, each member may have a $5,000 per claim deductible. “Net” refers to a loss estimate or projection that excludes amounts below member deductibles.

Occurrence

An event that results in an insured loss. In some lines of insurance, such as general liability, it is distinguished from accident in that the loss does not have to be sudden and fortuitous and can result from continuous or repeated exposure that results in bodily injury or property damage neither expected nor intended by the insured.

Pool

An organization of entities through which particular types of risks are written with the premiums, losses, and expenses shared in agreed amounts among the members belonging to the organization.

Premium

The price of insurance protection for a specified risk for a specified period of time.

Present Value

The amount of money that future amounts receivable are currently worth. For example, a Life Insurance policy may provide for payments to be made monthly for ten years. The present value of that money would be less than the total amount of the regular periodic payments for 10 years because of the amount of interest that a present lump sum could earn during the term than the payments otherwise would have been made.

Probability

The probability is the likelihood of an event. It is a measure of how likely a value or event is to occur. It can be measured from data by calculating the number of occurrences of the value or event divided by the total number of occurrences. This calculation can be converted to a percentage. For example, tossing a coin has a 50% probability of heads or tails.

Projected Losses Paid

Projected losses paid are the projected claims disbursements in a period, regardless of when the claim occurred. They typically include indemnification and ALAE, but not unallocated loss adjustment expenses (ULAE).

“Projected losses paid” is a cash-flow analysis that can be used in making investment decisions.

Projected Ultimate Losses

Projected ultimate losses are the accrual value of claims. They are the total amount that is expected to be paid in a particular claim period after all claims are closed. Projected ultimate losses are the total loss costs for a particular period. They typically include indemnification and ALAE, but not ULAE.

Other common names for projected ultimate losses are expected losses, ultimate losses and total losses.

Rate

The cost of a given unit of insurance. For example, in life insurance, it is the price of $1,000 of the face amount. In property insurance, it is the rate per $100 of value to be insured. The premium is the rate multiplied by the number of units of insurance purchased.

Retrospective Rating

A method for which the final premium is not determined until the end of the coverage period, and is based on the insured's own loss experience for that same period. It is usually subject to a maximum and minimum premium. A plan of this type can be used in various types of insurance, especially workers compensation and liability, and is usually elected by only very large insureds.

Salvage

Property taken over by an entity to reduce its loss. Automobile physical damage losses can be reduced by the sale of recovered vehicles.

Schedule Rating

The application of debits or credits within established ranges for various characteristics of a risk according to an established schedule of items. Under liability and automobile insurance, the schedule rating plan allows credits and debits for various good or bad features of a particular commercial risk. An example in automobile schedule rating would be allowing credits for driver training classes or fleet maintenance programs.

Self-Insurance Retention (SIR)

That portion of a risk or potential loss assumed by an insured. It is often in the form of a per occurrence deductible.

Society of Actuaries (SOA)

A professional society for actuaries in areas of pensions, and life and health insurance work. The SOA grants the designation Associate of the Society of Actuaries (ASA) and Fellow of the Society of Actuaries (FSA).

Standard Premium

Most often used in connection with retrospective rating for Workers Compensation and General Liability Insurance. It is the premium of which the basic premium is a percentage and is developed by applying the regular rates to an insured's payroll.

State Fund

A fund set up by a state government to finance a mandatory insurance system, such as Workers Compensation or non-occupational disability benefits. Such a fund may be monopolistic, i.e., purchasers of the type of insurance required must place it in the state fund; or it may be competitive, i.e., an alternative to private insurance if the purchaser desires to use it.

Statutory Accounting Principles (SAP)

Those principles required by statute that must be followed by an insurance company or other similar entity when submitting its financial statement to the state insurance department. Such principles differ from (GAAP) in some important respects. For one thing SAP requires that expenses must be recorded immediately and cannot be deferred to track with premiums as they are earned and taken into revenue.

Unallocated Loss Adjustment Expenses

Unallocated loss adjustment expenses (ULAE) are the indirect expenses to settle claims. These expenses are primarily administration and claims handling expenses.

GASB Statement No. 10 requires that ULAE be included in financial statements and that they be calculated by actuarial methods.

Appendix C

Exhibits

The attached exhibits detail our analysis.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Data Summary as of June 30, 2019
Losses Limited to Self-Insured Retention

Claim Period (1)	Specific Self-Insured Retention (2)	Aggregate Retention (3)	Months of Development 6/30/19 (4)	Payroll (000) (5)	Reported Claims 6/30/19 (6)	Open Claims 6/30/19 (7)	Limited Paid Losses 6/30/19 (8)	Limited Case Reserves 6/30/19 (9)	Limited Reported Incurred Losses 6/30/19 (10)
to 1999/00	See Note	None	240.0	Not Provided	615	18	$22,293,322	$1,173,479	$23,466,801
2000/01	Unlimited	None	228.0	237,785	679	5	5,611,793	116,184	5,727,977
2001/02	Unlimited	None	216.0	249,675	789	3	6,782,620	44,504	6,827,124
2002/03	Unlimited	None	204.0	307,072	693	4	5,878,386	178,587	6,056,974
2003/04	Unlimited	None	192.0	294,759	616	1	4,094,306	7,337	4,101,642
2004/05	Unlimited	None	180.0	284,445	487	2	3,239,383	208,768	3,448,151
2005/06	Unlimited	None	168.0	289,808	466	4	3,199,649	131,195	3,330,844
2006/07	Unlimited	None	156.0	331,250	507	3	3,751,003	75,599	3,826,602
2007/08	Unlimited	None	144.0	342,744	503	8	3,152,973	123,661	3,276,635
2008/09	Unlimited	None	132.0	322,456	486	3	2,129,175	43,366	2,172,541
2009/10	1,000,000	None	120.0	328,981	498	4	3,307,953	114,658	3,422,611
2010/11	1,000,000	None	108.0	315,947	502	5	2,663,671	46,403	2,710,074
2011/12	1,000,000	None	96.0	310,723	462	8	2,041,688	130,915	2,172,603
2012/13	1,000,000	None	84.0	313,335	447	8	1,900,997	138,513	2,039,510
2013/14	1,000,000	None	72.0	327,427	421	20	2,289,809	514,582	2,804,391
2014/15	1,000,000	None	60.0	346,464	461	28	3,680,835	641,932	4,322,767
2015/16	1,000,000	None	48.0	385,124	409	36	1,669,685	580,080	2,249,766
2016/17	1,000,000	None	36.0	384,332	394	47	2,271,673	996,946	3,268,619
2017/18	1,000,000	None	24.0	384,990	413	60	2,047,628	1,251,819	3,299,447
2018/19	1,000,000	None	12.0	392,092	397	114	759,163	1,262,422	2,021,585
Total					10,245	381	$82,765,713	$7,780,952	$90,546,665

* The specific self-insured retention changes are as follows:

Effective Date	Retention
07/01/86	Unlimited
11/01/09	1,000,000

(8), (9) and (10) are net of the specific self-insured retention and other recoveries.

Data was provided by the District.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Data Summary as of June 30, 2019
Net Unlimited Losses

Claim Period (1)	Specific Self-Insured Retention (2)	Aggregate Retention (3)	Months of Development 6/30/19 (4)	Payroll (000) (5)	Reported Claims 6/30/19 (6)	Open Claims 6/30/19 (7)	Net Unlimited Paid Losses 6/30/19 (8)	Net Unlimited Case Reserves 6/30/19 (9)	Net Unlimited Reported Incurred Losses 6/30/19 (10)
to 1999/00	Unlimited	None	240.0	Not Provided	615	18	$22,293,322	$1,173,479	$23,466,801
2000/01	Unlimited	None	228.0	237,785	679	5	5,611,793	116,184	5,727,977
2001/02	Unlimited	None	216.0	249,675	789	3	6,782,620	44,504	6,827,124
2002/03	Unlimited	None	204.0	307,072	693	4	5,878,386	178,587	6,056,974
2003/04	Unlimited	None	192.0	294,759	616	1	4,094,306	7,337	4,101,642
2004/05	Unlimited	None	180.0	284,445	487	2	3,239,383	208,768	3,448,151
2005/06	Unlimited	None	168.0	289,808	466	4	3,199,649	131,195	3,330,844
2006/07	Unlimited	None	156.0	331,250	507	3	3,751,003	75,599	3,826,602
2007/08	Unlimited	None	144.0	342,744	503	8	3,152,973	123,661	3,276,635
2008/09	Unlimited	None	132.0	322,456	486	3	2,129,175	43,366	2,172,541
2009/10	Unlimited	None	120.0	328,981	498	4	3,307,953	114,658	3,422,611
2010/11	Unlimited	None	108.0	315,947	502	5	2,663,671	46,403	2,710,074
2011/12	Unlimited	None	96.0	310,723	462	8	2,041,688	130,915	2,172,603
2012/13	Unlimited	None	84.0	313,335	447	8	1,900,997	138,513	2,039,510
2013/14	Unlimited	None	72.0	327,427	421	20	2,289,809	514,582	2,804,391
2014/15	Unlimited	None	60.0	346,464	461	28	3,680,835	641,932	4,322,767
2015/16	Unlimited	None	48.0	385,124	409	36	1,669,685	580,080	2,249,766
2016/17	Unlimited	None	36.0	384,332	394	47	2,271,673	996,946	3,268,619
2017/18	Unlimited	None	24.0	384,990	413	60	2,047,628	1,251,819	3,299,447
2018/19	Unlimited	None	12.0	392,092	397	114	759,163	1,262,422	2,021,585
Total					10,245	381	$82,765,713	$7,780,952	$90,546,665

(8), (9) and (10) are gross of the specific self-insured retention and net of other recoveries.

Data was provided by the District.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Data Summary as of June 30, 2019
Gross Unlimited Losses

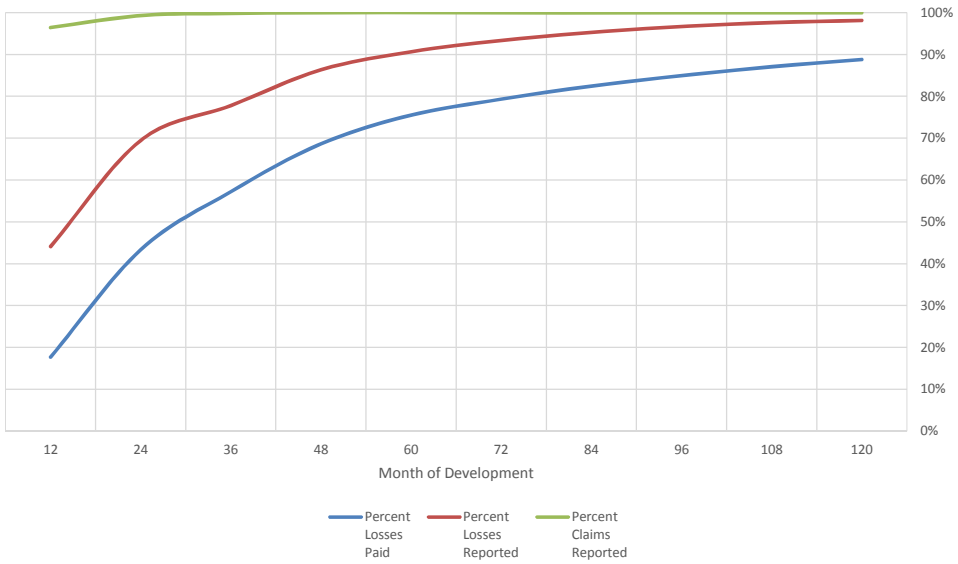
Claim Period (1)	Specific Self-Insured Retention (2)	Aggregate Retention (3)	Months of Development 6/30/19 (4)	Payroll (000) (5)	Reported Claims 6/30/19 (6)	Open Claims 6/30/19 (7)	Gross Unlimited Paid Losses 6/30/19 (8)	Gross Unlimited Case Reserves 6/30/19 (9)	Gross Unlimited Reported Incurred Losses 6/30/19 (10)
to 1999/00	Unlimited	None	240.0	Not Provided	615	18	$22,316,832	$1,173,479	$23,490,311
2000/01	Unlimited	None	228.0	237,785	679	5	5,612,514	116,184	5,728,698
2001/02	Unlimited	None	216.0	249,675	789	3	6,782,650	44,504	6,827,154
2002/03	Unlimited	None	204.0	307,072	693	4	5,914,617	178,587	6,093,205
2003/04	Unlimited	None	192.0	294,759	616	1	4,094,610	7,337	4,101,947
2004/05	Unlimited	None	180.0	284,445	487	2	3,239,413	208,768	3,448,181
2005/06	Unlimited	None	168.0	289,808	466	4	3,199,649	131,195	3,330,844
2006/07	Unlimited	None	156.0	331,250	507	3	3,751,003	75,599	3,826,602
2007/08	Unlimited	None	144.0	342,744	503	8	3,152,973	123,661	3,276,635
2008/09	Unlimited	None	132.0	322,456	486	3	2,129,175	43,366	2,172,541
2009/10	Unlimited	None	120.0	328,981	498	4	3,307,953	114,658	3,422,611
2010/11	Unlimited	None	108.0	315,947	502	5	2,663,671	46,403	2,710,074
2011/12	Unlimited	None	96.0	310,723	462	8	2,049,188	130,915	2,180,103
2012/13	Unlimited	None	84.0	313,335	447	8	1,900,997	138,513	2,039,510
2013/14	Unlimited	None	72.0	327,427	421	20	2,289,809	514,582	2,804,391
2014/15	Unlimited	None	60.0	346,464	461	28	3,680,835	641,932	4,322,767
2015/16	Unlimited	None	48.0	385,124	409	36	1,669,685	580,080	2,249,766
2016/17	Unlimited	None	36.0	384,332	394	47	2,271,673	996,946	3,268,619
2017/18	Unlimited	None	24.0	384,990	413	60	2,047,628	1,251,819	3,299,447
2018/19	Unlimited	None	12.0	392,092	397	114	759,163	1,262,422	2,021,585
Total					10,245	381	$82,834,039	$7,780,952	$90,614,991

(8), (9) and (10) are gross of the specific self-insured retention and other recoveries.

Data was provided by the District.

Summary of Percent Losses Paid, Losses Reported and Claims Reported

Months of Development (1)	Percent Losses Paid (2)	Percent Losses Reported (3)	Percent Claims Reported (4)
360.0	99.9%	100.0%	100.0%
348.0	99.8%	100.0%	100.0%
336.0	99.8%	100.0%	100.0%
324.0	99.7%	100.0%	100.0%
312.0	99.5%	100.0%	100.0%
300.0	99.4%	100.0%	100.0%
288.0	99.1%	100.0%	100.0%
276.0	98.7%	100.0%	100.0%
264.0	98.1%	100.0%	100.0%
252.0	97.3%	99.9%	100.0%
240.0	96.2%	99.5%	100.0%
228.0	96.0%	99.4%	100.0%
216.0	95.7%	99.3%	100.0%
204.0	95.3%	99.2%	100.0%
192.0	94.8%	99.1%	100.0%
180.0	94.2%	99.0%	100.0%
168.0	93.4%	98.9%	100.0%
156.0	92.7%	98.8%	100.0%
144.0	91.8%	98.7%	100.0%
132.0	90.4%	98.4%	100.0%
120.0	88.8%	98.1%	100.0%
108.0	87.1%	97.6%	100.0%
96.0	84.9%	96.7%	100.0%
84.0	82.5%	95.2%	100.0%
72.0	79.3%	93.4%	100.0%
60.0	75.5%	90.7%	100.0%
48.0	68.6%	86.3%	100.0%
36.0	57.2%	77.8%	99.8%
24.0	43.3%	69.4%	99.3%
12.0	17.7%	44.1%	96.4%



(2) is from Exhibit WC-2 (page 2).

(3) is from Exhibit WC-2 (page 3).

(4) is from Exhibit WC-2 (page 4).

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Historical Unlimited Paid Losses ($000) and Unlimited Paid Loss Development

I. Historical Unlimited Paid Losses ($000)

Claim Period	Months of Development: 12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
to 1999/00																	$21,149	$21,311	$22,151	$22,317
2000/01		1,546	2,455	3,001	3,315	3,833	4,366	4,593	4,822	5,059	5,207	5,300	5,419	5,437	5,459	5,468	5,477	5,491	5,613	
2001/02	776	2,023	2,851	3,406	3,922	4,490	5,054	5,516	5,754	5,970	6,145	6,259	6,359	6,686	6,756	6,774	6,776	6,783		
2002/03	827	1,968	2,774	3,708	4,346	4,945	5,257	5,444	5,562	5,629	5,674	5,766	5,793	5,840	5,855	5,872	5,915			
2003/04	483	1,405	2,240	2,856	3,492	3,709	3,848	3,962	3,998	4,026	4,034	4,036	4,082	4,087	4,092	4,095				
2004/05	423	1,246	1,715	2,065	2,257	2,573	2,905	2,959	3,058	3,097	3,159	3,191	3,225	3,236	3,239					
2005/06	595	1,395	1,923	2,277	2,496	2,777	2,878	2,986	3,019	3,100	3,120	3,161	3,174	3,200						
2006/07	1,086	2,264	2,629	2,838	3,164	3,234	3,518	3,578	3,607	3,620	3,664	3,710	3,751							
2007/08	507	1,520	2,008	2,434	2,664	2,761	2,916	2,978	3,025	3,048	3,088	3,153								
2008/09	490	1,008	1,361	1,659	1,826	1,943	2,002	1,981	2,045	2,124	2,129									
2009/10	580	1,735	2,543	3,025	2,962	3,114	3,237	3,268	3,290	3,308										
2010/11	707	1,375	1,785	2,349	2,442	2,534	2,584	2,607	2,664											
2011/12	506	1,303	1,641	1,907	1,996	2,023	2,041	2,049												
2012/13	525	1,197	1,495	1,739	1,804	1,882	1,901													
2013/14	472	1,168	1,651	1,912	2,192	2,290														
2014/15	631	1,597	2,336	3,274	3,681															
2015/16	636	1,036	1,356	1,670																
2016/17	537	1,807	2,272																	
2017/18	810	2,048																		
2018/19	759																			

II. Unlimited Paid Loss Development

Claim Period	Months of Development: 12-24	24-36	36-48	48-60	60-72	72-84	84-96	96-108	108-120	120-132	132-144	144-156	156-168	168-180	180-192	192-204	204-216	216-228	228-240	240-Ult
to 1999/00																	1.008	1.039	1.008	
2000/01		1.588	1.222	1.105	1.156	1.139	1.052	1.050	1.049	1.029	1.018	1.022	1.003	1.004	1.002	1.002	1.003	1.022		
2001/02	2.606	1.409	1.195	1.152	1.145	1.126	1.091	1.043	1.038	1.029	1.019	1.016	1.051	1.010	1.003	1.000	1.001			
2002/03	2.381	1.409	1.337	1.172	1.138	1.063	1.035	1.022	1.012	1.008	1.016	1.005	1.008	1.002	1.003	1.007				
2003/04	2.909	1.595	1.275	1.223	1.062	1.037	1.030	1.009	1.007	1.002	1.001	1.011	1.001	1.001	1.001					
2004/05	2.949	1.376	1.205	1.093	1.140	1.129	1.019	1.033	1.013	1.020	1.010	1.011	1.004	1.001						
2005/06	2.346	1.378	1.184	1.096	1.113	1.036	1.038	1.011	1.027	1.006	1.013	1.004	1.008							
2006/07	2.085	1.162	1.079	1.115	1.022	1.088	1.017	1.008	1.004	1.012	1.012	1.011								
2007/08	2.998	1.321	1.212	1.094	1.037	1.056	1.021	1.016	1.008	1.013	1.021									
2008/09	2.056	1.350	1.219	1.101	1.064	1.030	0.990	1.032	1.038	1.003										
2009/10	2.992	1.466	1.190	0.979	1.051	1.040	1.010	1.007	1.006											
2010/11	1.943	1.298	1.316	1.040	1.037	1.020	1.009	1.022												
2011/12	2.575	1.260	1.162	1.046	1.014	1.009	1.004													
2012/13	2.281	1.249	1.163	1.037	1.043	1.010														
2013/14	2.476	1.414	1.158	1.147	1.044															
2014/15	2.529	1.463	1.402	1.124																
2015/16	1.628	1.308	1.231																	
2016/17	3.364	1.257																		
2017/18	2.527																			
2018/19																				
Average																				
All	2.509	1.371	1.222	1.102	1.076	1.060	1.026	1.023	1.020	1.014	1.014	1.011	1.013	1.004	1.002	1.003	1.004	1.031	1.008	
Wtd 3	2.465	1.343	1.283	1.109	1.034	1.014	1.008	1.018	1.014	1.010	1.015	1.009	1.004	1.002	1.002	1.003	1.005			
Last 3	2.506	1.343	1.264	1.103	1.034	1.013	1.008	1.020	1.017	1.009	1.016	1.009	1.004	1.002	1.002	1.003	1.004			
Last 5	2.511	1.327	1.186	1.070	1.042	1.020	1.008	1.015	1.013	1.011	1.012	1.009	1.007	1.003						
x-hi,low																				
Similar	2.679	1.495	1.238	1.128	1.081	1.057	1.042	1.031	1.027	1.023	1.019	1.015	1.012	1.012	1.010	1.009	1.008	1.008	1.083	
Previous	2.400	1.350	1.170	1.080	1.060	1.050	1.035	1.030	1.025	1.020	1.015	1.010	1.008	1.008	1.007	1.005	1.004	1.003	1.002	1.040
Selected	2.450	1.320	1.200	1.100	1.050	1.040	1.030	1.025	1.020	1.018	1.015	1.010	1.008	1.008	1.007	1.005	1.004	1.003	1.002	1.040
Cumulative	5.653	2.307	1.748	1.457	1.324	1.261	1.213	1.177	1.149	1.126	1.106	1.090	1.079	1.071	1.062	1.055	1.049	1.045	1.042	1.040
Percent	17.7%	43.3%	57.2%	68.6%	75.5%	79.3%	82.5%	84.9%	87.1%	88.8%	90.4%	91.8%	92.7%	93.4%	94.2%	94.8%	95.3%	95.7%	96.0%	96.2%

Amounts are unlimited (gross of excess insurance).

Data was provided by the District.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Historical Unlimited Reported Incurred Losses ($000) and Unlimited Reported Incurred Loss Development

I. Historical Unlimited Reported Incurred Losses ($000)

Claim Period	Months of Development: 12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
to 1999/00																	$22,231	$22,248	$22,733	$23,490
2000/01		3,193	3,814	4,506	4,710	4,747	5,041	5,187	5,291	5,933	6,186	6,062	5,860	5,693	5,684	5,574	5,574	5,577	5,729	
2001/02	2,324	3,437	4,376	4,717	4,921	5,217	5,662	6,251	7,249	7,301	7,368	7,576	7,561	6,967	7,030	6,832	6,844	6,827		
2002/03	1,734	3,564	4,285	4,799	5,325	5,754	5,791	6,009	5,980	5,939	5,901	5,938	5,975	6,024	6,021	6,062	6,093			
2003/04	2,239	3,164	3,314	3,504	3,916	4,147	4,133	4,164	4,114	4,109	4,072	4,075	4,131	4,126	4,143	4,102				
2004/05	798	1,534	2,190	2,540	2,898	3,676	3,393	3,291	3,429	3,391	3,413	3,442	3,465	3,462	3,448					
2005/06	1,011	1,952	2,499	2,876	3,913	4,010	3,696	3,683	3,664	3,242	3,297	3,312	3,308	3,331						
2006/07	1,538	2,924	3,342	3,920	3,708	3,659	3,947	3,839	3,814	3,716	3,721	3,795	3,827							
2007/08	1,205	2,580	3,232	3,763	3,502	3,290	3,302	3,218	3,279	3,177	3,209	3,277								
2008/09	1,189	2,109	2,313	2,035	2,226	2,178	2,104	2,005	2,061	2,164	2,173									
2009/10	2,364	4,962	4,389	4,189	3,486	3,545	3,422	3,370	3,372	3,423										
2010/11	2,493	2,195	2,442	2,762	2,779	2,776	2,702	2,678	2,710											
2011/12	1,991	2,486	2,401	2,320	2,286	2,169	2,167	2,180												
2012/13	2,162	2,156	2,152	2,163	2,047	2,032	2,040													
2013/14	1,293	2,220	2,383	2,644	2,813	2,804														
2014/15	2,129	3,318	3,720	4,111	4,323															
2015/16	2,131	2,086	2,071	2,250																
2016/17	1,853	3,052	3,269																	
2017/18	2,309	3,299																		
2018/19	2,022																			

II. Unlimited Reported Incurred Loss Development

Claim Period	Months of Development: 12-24	24-36	36-48	48-60	60-72	72-84	84-96	96-108	108-120	120-132	132-144	144-156	156-168	168-180	180-192	192-204	204-216	216-228	228-240	240-Ult
to 1999/00																	1.001	1.022	1.033	
2000/01		1.195	1.182	1.045	1.008	1.062	1.029	1.020	1.121	1.043	0.980	0.967	0.972	0.998	0.981	1.000	1.001	1.027		
2001/02	1.479	1.273	1.078	1.043	1.060	1.085	1.104	1.160	1.007	1.009	1.028	0.998	0.921	1.009	0.972	1.002	0.998			
2002/03	2.056	1.202	1.120	1.109	1.081	1.006	1.038	0.995	0.993	0.994	1.006	1.006	1.008	1.000	1.007	1.005				
2003/04	1.413	1.047	1.057	1.118	1.059	0.996	1.008	0.988	0.999	0.991	1.001	1.014	0.999	1.004	0.990					
2004/05	1.923	1.428	1.160	1.141	1.268	0.923	0.970	1.042	0.989	1.006	1.008	1.007	0.999	0.996						
2005/06	1.931	1.280	1.151	1.361	1.025	0.922	0.996	0.995	0.885	1.017	1.004	0.999	1.007							
2006/07	1.901	1.143	1.173	0.946	0.987	1.079	0.973	0.993	0.974	1.001	1.020	1.008								
2007/08	2.141	1.253	1.164	0.931	0.939	1.003	0.975	1.019	0.969	1.010	1.021									
2008/09	1.773	1.097	0.880	1.094	0.979	0.966	0.953	1.028	1.050	1.004										
2009/10	2.099	0.884	0.954	0.832	1.017	0.965	0.985	1.000	1.015											
2010/11	0.880	1.113	1.131	1.006	0.999	0.973	0.991	1.012												
2011/12	1.249	0.966	0.966	0.985	0.949	0.999	1.006													
2012/13	0.997	0.998	1.005	0.946	0.993	1.004														
2013/14	1.716	1.073	1.110	1.064	0.997															
2014/15	1.559	1.121	1.105	1.052																
2015/16	0.979	0.993	1.087																	
2016/17	1.647	1.071																		
2017/18	1.429																			
2018/19																				
Average																				
All	1.598	1.126	1.083	1.045	1.026	0.999	1.002	1.023	1.000	1.008	1.009	1.000	0.984	1.001	0.987	1.002	1.000	1.024	1.033	
Wtd 3	1.341	1.071	1.102	1.030	0.980	0.990	0.992	1.011	1.006	1.005	1.015	1.005	1.001	1.000	0.988	1.002	1.000			
Last 3	1.352	1.062	1.100	1.021	0.979	0.992	0.994	1.013	1.011	1.005	1.015	1.005	1.002	1.000	0.990	1.002	1.000			
Last 5	1.545	1.048	1.066	1.014	0.996	0.979	0.984	1.010	0.986	1.007	1.011	1.007	1.002	1.001						
x-hi,low																				
Similar	1.569	1.199	1.094	1.048	1.031	1.022	1.015	1.010	1.012	1.009	1.008	1.006	1.004	1.004	1.003	1.002	1.002	1.001	1.028	
Previous	1.600	1.150	1.110	1.050	1.030	1.025	1.020	1.010	1.005	1.003	1.003	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.005
Selected	1.575	1.120	1.110	1.050	1.030	1.020	1.015	1.010	1.005	1.003	1.003	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.005
Cumulative	2.268	1.440	1.286	1.158	1.103	1.071	1.050	1.034	1.024	1.019	1.016	1.013	1.012	1.011	1.010	1.009	1.008	1.007	1.006	1.005
Percent	44.1%	69.4%	77.8%	86.3%	90.7%	93.4%	95.2%	96.7%	97.6%	98.1%	98.4%	98.7%	98.8%	98.9%	99.0%	99.1%	99.2%	99.3%	99.4%	99.5%

Amounts are unlimited (gross of excess insurance).

Data was provided by the District.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Historical Reported Claims and Reported Claim Development

I. Historical Reported Claims

Claim Period	Months of Development: 12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
to 1999/00																	614	615	615	615
2000/01		675	676	677	677	678	678	679	680	680	680	679	679	679	679	679	679	679	679	
2001/02	613	628	632	637	787	787	788	788	788	789	789	789	789	789	789	789	789	789		
2002/03	589	590	598	689	691	691	691	691	692	693	693	693	693	693	693	693	693			
2003/04	424	398	610	611	613	615	615	615	615	616	616	616	616	616	616	616				
2004/05	370	477	481	482	482	484	486	486	486	487	487	487	487	487	487					
2005/06	448	464	466	466	466	466	466	466	466	466	466	466	466	466						
2006/07	488	502	503	504	504	504	507	507	507	507	507	507	507							
2007/08	491	499	500	501	502	503	503	503	503	503	503	503								
2008/09	473	484	483	485	485	486	486	485	486	486	486									
2009/10	487	496	498	497	497	497	498	498	498	498										
2010/11	487	494	497	501	502	502	502	502	502											
2011/12	453	460	461	461	461	461	461	462												
2012/13	435	444	447	447	447	447	447													
2013/14	404	417	421	421	421	421														
2014/15	447	458	461	461	461															
2015/16	403	406	407	409																
2016/17	381	393	394																	
2017/18	400	413																		
2018/19	397																			

II. Reported Claim Development

Claim Period	Months of Development: 12-24	24-36	36-48	48-60	60-72	72-84	84-96	96-108	108-120	120-132	132-144	144-156	156-168	168-180	180-192	192-204	204-216	216-228	228-240	240-Ult
to 1999/00																	1.002	1.000	1.000	
2000/01		1.001	1.001	1.000	1.001	1.000	1.001	1.001	1.000	1.000	0.999	1.000	1.000	1.000	1.000	1.000	1.000	1.000		
2001/02	1.024	1.006	1.008	1.235	1.000	1.001	1.000	1.000	1.001	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000			
2002/03	1.002	1.014	1.152	1.003	1.000	1.000	1.000	1.001	1.001	1.000	1.000	1.000	1.000	1.000	1.000	1.000				
2003/04	0.939	1.533	1.002	1.003	1.003	1.000	1.000	1.000	1.002	1.000	1.000	1.000	1.000	1.000	1.000					
2004/05	1.289	1.008	1.002	1.000	1.004	1.004	1.000	1.000	1.002	1.000	1.000	1.000	1.000	1.000						
2005/06	1.036	1.004	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000							
2006/07	1.029	1.002	1.002	1.000	1.000	1.006	1.000	1.000	1.000	1.000	1.000	1.000								
2007/08	1.016	1.002	1.002	1.002	1.002	1.000	1.000	1.000	1.000	1.000	1.000									
2008/09	1.023	0.998	1.004	1.000	1.002	1.000	0.998	1.002	1.000	1.000										
2009/10	1.018	1.004	0.998	1.000	1.000	1.002	1.000	1.000	1.000											
2010/11	1.014	1.006	1.008	1.002	1.000	1.000	1.000	1.000												
2011/12	1.015	1.002	1.000	1.000	1.000	1.000	1.002													
2012/13	1.021	1.007	1.000	1.000	1.000	1.000														
2013/14	1.032	1.010	1.000	1.000	1.000															
2014/15	1.025	1.007	1.000	1.000																
2015/16	1.007	1.002	1.005																	
2016/17	1.031	1.003																		
2017/18	1.033																			
2018/19																				
Average																				
All	1.033	1.036	1.012	1.016	1.001	1.001	1.000	1.000	1.001	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.001	1.000	1.000	
Wtd 3	1.024	1.004	1.002	1.000	1.000	1.000	1.001	1.001	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000			
Last 3	1.024	1.004	1.002	1.000	1.000	1.000	1.001	1.001	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.001			
Last 5	1.029	1.005	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000						
x-hi,low																				
Similar	1.131	1.019	1.010	1.007	1.007	1.005	1.005	1.006	1.006	1.001	1.001	1.001	1.001	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Previous	1.025	1.007	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Selected	1.030	1.005	1.002	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Cumulative	1.037	1.007	1.002	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Percent	96.4%	99.3%	99.8%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Data was provided by the District.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Historical Ratio of Unlimited Paid Losses and Unlimited Reported Incurred Losses

Claim Period	Months of Development: 12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
to 1999/00																	95.1%	95.8%	97.4%	95.0%
2000/01		48.4%	64.4%	66.6%	70.4%	80.7%	86.6%	88.6%	91.1%	85.3%	84.2%	87.4%	92.5%	95.5%	96.0%	98.1%	98.2%	98.4%	98.0%	
2001/02	33.4%	58.9%	65.1%	72.2%	79.7%	86.1%	89.3%	88.2%	79.4%	81.8%	83.4%	82.6%	84.1%	96.0%	96.1%	99.1%	99.0%	99.3%		
2002/03	47.7%	55.2%	64.7%	77.3%	81.6%	85.9%	90.8%	90.6%	93.0%	94.8%	96.1%	97.1%	97.0%	96.9%	97.2%	96.9%	97.1%			
2003/04	21.6%	44.4%	67.6%	81.5%	89.2%	89.4%	93.1%	95.1%	97.2%	98.0%	99.1%	99.1%	98.8%	99.1%	98.8%	99.8%				
2004/05	53.0%	81.2%	78.3%	81.3%	77.9%	70.0%	85.6%	89.9%	89.2%	91.3%	92.6%	92.7%	93.1%	93.5%	93.9%					
2005/06	58.8%	71.5%	77.0%	79.2%	63.8%	69.2%	77.9%	81.1%	82.4%	95.6%	94.6%	95.5%	96.0%	96.1%						
2006/07	70.6%	77.4%	78.7%	72.4%	85.3%	88.4%	89.1%	93.2%	94.6%	97.4%	98.5%	97.7%	98.0%							
2007/08	42.1%	58.9%	62.1%	64.7%	76.1%	83.9%	88.3%	92.5%	92.2%	95.9%	96.2%	96.2%								
2008/09	41.2%	47.8%	58.8%	81.5%	82.0%	89.2%	95.2%	98.8%	99.2%	98.1%	98.0%									
2009/10	24.5%	35.0%	57.9%	72.2%	85.0%	87.8%	94.6%	97.0%	97.6%	96.6%										
2010/11	28.4%	62.6%	73.1%	85.0%	87.9%	91.3%	95.6%	97.3%	98.3%											
2011/12	25.4%	52.4%	68.4%	82.2%	87.3%	93.3%	94.2%	94.0%												
2012/13	24.3%	55.5%	69.5%	80.4%	88.1%	92.6%	93.2%													
2013/14	36.5%	52.6%	69.3%	72.3%	77.9%	81.7%														
2014/15	29.7%	48.1%	62.8%	79.6%	85.1%															
2015/16	29.9%	49.7%	65.5%	74.2%																
2016/17	29.0%	59.2%	69.5%																	
2017/18	35.1%	62.1%																		
2018/19	37.6%																			
Average																				
All	37.1%	56.7%	67.8%	76.4%	81.2%	85.0%	90.3%	92.2%	92.2%	93.5%	93.6%	93.5%	94.2%	96.2%	96.4%	98.5%	97.4%	97.9%	97.7%	95.0%
Last 3	33.9%	57.0%	65.9%	75.4%	83.7%	89.2%	94.3%	96.1%	98.4%	96.9%	97.6%	96.5%	95.7%	96.2%	96.7%	98.6%	98.1%	97.9%		
Last 5	31.5%	53.8%	68.1%	78.1%	86.8%	90.6%	94.7%	96.1%	96.8%	96.7%	96.3%	96.5%	97.0%	96.3%	96.5%					
x-hi,low																				
Implicit	40.1%	62.4%	73.6%	79.5%	83.3%	84.9%	86.6%	87.9%	89.2%	90.5%	91.9%	93.0%	93.8%	94.4%	95.1%	95.7%	96.1%	96.3%	96.5%	96.6%

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Developed Limited Paid Losses

Claim Period (1)	Months of Development 6/30/19 (2)	Limited Paid Losses 6/30/19 (3)	Percent Losses Paid (4)	Developed Limited Paid Losses (3)/(4) (5)
to 1999/00	240.0	$22,293,322	96.2%	$23,185,055
2000/01	228.0	5,611,793	96.0%	5,847,937
2001/02	216.0	6,782,620	95.7%	7,089,236
2002/03	204.0	5,878,386	95.3%	6,168,703
2003/04	192.0	4,094,306	94.8%	4,317,994
2004/05	180.0	3,239,383	94.2%	3,440,278
2005/06	168.0	3,199,649	93.4%	3,425,264
2006/07	156.0	3,751,003	92.7%	4,047,620
2007/08	144.0	3,152,973	91.8%	3,436,323
2008/09	132.0	2,129,175	90.4%	2,355,326
2009/10	120.0	3,307,953	88.8%	3,725,176
2010/11	108.0	2,663,671	87.1%	3,059,626
2011/12	96.0	2,041,688	84.9%	2,403,814
2012/13	84.0	1,900,997	82.5%	2,305,315
2013/14	72.0	2,289,809	79.3%	2,887,895
2014/15	60.0	3,680,835	75.5%	4,874,362
2015/16	48.0	1,669,685	68.6%	2,432,197
2016/17	36.0	2,271,673	57.2%	3,970,920
2017/18	24.0	2,047,628	43.3%	4,724,658
2018/19	12.0	759,163	17.7%	4,291,614
Total		$82,765,713		$97,989,312

(3) is from Exhibit WC-1.

(4) is from Exhibit WC-2.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Developed Limited Reported Incurred Losses

Claim Period (1)	Months of Development 6/30/19 (2)	Limited Reported Incurred Losses 6/30/19 (3)	Percent Losses Reported (4)	Developed Limited Reported Incurred Losses (3)/(4) (5)
to 1999/00	240.0	$23,466,801	99.5%	$23,584,135
2000/01	228.0	5,727,977	99.4%	5,762,374
2001/02	216.0	6,827,124	99.3%	6,874,989
2002/03	204.0	6,056,974	99.2%	6,105,539
2003/04	192.0	4,101,642	99.1%	4,138,664
2004/05	180.0	3,448,151	99.0%	3,482,754
2005/06	168.0	3,330,844	98.9%	3,367,633
2006/07	156.0	3,826,602	98.8%	3,872,736
2007/08	144.0	3,276,635	98.7%	3,319,454
2008/09	132.0	2,172,541	98.4%	2,207,535
2009/10	120.0	3,422,611	98.1%	3,488,173
2010/11	108.0	2,710,074	97.6%	2,775,798
2011/12	96.0	2,172,603	96.7%	2,247,545
2012/13	84.0	2,039,510	95.2%	2,141,508
2013/14	72.0	2,804,391	93.4%	3,003,535
2014/15	60.0	4,322,767	90.7%	4,768,626
2015/16	48.0	2,249,766	86.3%	2,605,902
2016/17	36.0	3,268,619	77.8%	4,202,502
2017/18	24.0	3,299,447	69.4%	4,751,196
2018/19	12.0	2,021,585	44.1%	4,584,948
Total		$90,546,665		$97,285,546

(3) is from Exhibit WC-1.

(4) is from Exhibit WC-2.

Developed Limited Case Reserves

Claim Period (1)	Months of Development 6/30/19 (2)	Percent Losses Paid (3)	Percent Losses Reported (4)	Percent Losses Reserved 6/30/19 [(4)-(3)]/ [100.0%-(3)] (5)	Limited Paid Losses 6/30/19 (6)	Limited Case Reserves 6/30/19 (7)	Developed Limited Case Reserves (6)+(7)/(5) (8)
to 1999/00	240.0	96.2%	99.5%	87.1%	$22,293,322	$1,173,479	$23,641,146
2000/01	228.0	96.0%	99.4%	85.2%	5,611,793	116,184	5,748,131
2001/02	216.0	95.7%	99.3%	83.9%	6,782,620	44,504	6,835,662
2002/03	204.0	95.3%	99.2%	83.1%	5,878,386	178,587	6,093,297
2003/04	192.0	94.8%	99.1%	82.7%	4,094,306	7,337	4,103,174
2004/05	180.0	94.2%	99.0%	83.0%	3,239,383	208,768	3,490,954
2005/06	168.0	93.4%	98.9%	83.4%	3,199,649	131,195	3,356,930
2006/07	156.0	92.7%	98.8%	83.7%	3,751,003	75,599	3,841,277
2007/08	144.0	91.8%	98.7%	84.4%	3,152,973	123,661	3,299,568
2008/09	132.0	90.4%	98.4%	83.5%	2,129,175	43,366	2,181,116
2009/10	120.0	88.8%	98.1%	83.2%	3,307,953	114,658	3,445,733
2010/11	108.0	87.1%	97.6%	81.7%	2,663,671	46,403	2,720,465
2011/12	96.0	84.9%	96.7%	77.9%	2,041,688	130,915	2,209,816
2012/13	84.0	82.5%	95.2%	72.8%	1,900,997	138,513	2,091,149
2013/14	72.0	79.3%	93.4%	68.0%	2,289,809	514,582	3,046,714
2014/15	60.0	75.5%	90.7%	61.8%	3,680,835	641,932	4,719,304
2015/16	48.0	68.6%	86.3%	56.4%	1,669,685	580,080	2,698,057
2016/17	36.0	57.2%	77.8%	48.1%	2,271,673	996,946	4,345,625
2017/18	24.0	43.3%	69.4%	46.1%	2,047,628	1,251,819	4,764,657
2018/19	12.0	17.7%	44.1%	32.1%	759,163	1,262,422	4,694,825
Total					$82,765,713	$7,780,952	$97,327,600

(3) and (4) are from Exhibit WC-2.

(6) and (7) are from Exhibit WC-1.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Preliminary Projected Ultimate Limited Losses to 2018/19

Claim Period (1)	Developed Limited Paid Losses (2)	Developed Limited Reported Incurred Losses (3)	Developed Limited Case Reserves (4)	Preliminary Projected Ultimate Limited Losses (5)
to 1999/00	$23,185,055	$23,584,135	$23,641,146	$23,641,146
2000/01	5,847,937	5,762,374	5,748,131	5,748,131
2001/02	7,089,236	6,874,989	6,835,662	6,835,662
2002/03	6,168,703	6,105,539	6,093,297	6,093,297
2003/04	4,317,994	4,138,664	4,103,174	4,103,174
2004/05	3,440,278	3,482,754	3,490,954	3,490,954
2005/06	3,425,264	3,367,633	3,356,930	3,356,930
2006/07	4,047,620	3,872,736	3,841,277	3,841,277
2007/08	3,436,323	3,319,454	3,299,568	3,299,568
2008/09	2,355,326	2,207,535	2,181,116	2,181,116
2009/10	3,725,176	3,488,173	3,445,733	3,445,733
2010/11	3,059,626	2,775,798	2,720,465	2,720,465
2011/12	2,403,814	2,247,545	2,209,816	2,213,589
2012/13	2,305,315	2,141,508	2,091,149	2,101,221
2013/14	2,887,895	3,003,535	3,046,714	3,033,760
2014/15	4,874,362	4,768,626	4,719,304	4,739,033
2015/16	2,432,197	2,605,902	2,698,057	2,634,609
2016/17	3,970,920	4,202,502	4,345,625	4,213,435
2017/18	4,724,658	4,751,196	4,764,657	4,751,273
2018/19	4,291,614	4,584,948	4,694,825	4,570,232
Total	$97,989,312	$97,285,546	$97,327,600	$97,014,604

(2) is from Exhibit WC-3.

(3) is from Exhibit WC-4.

(4) is from Exhibit WC-5.

(5) is based on (2) to (4) and actuarial judgment.

Bornhuetter - Ferguson Analysis

I. A-priori Loss Rate

Claim Period (1)	Preliminary Projected Ultimate Limited Losses (2)	Payroll (000) (3)	Limited Loss Rate per $100 of Payroll (2)/(3)/10 (4)	Loss Rate Trend (2019/20 = 1.000) (5)	Trended Limited Loss Rate per $100 of Payroll (4)X(5) (6)	Projected A-priori Loss Rate per $100 of Payroll (7)/(5) (8)
2009/10	$3,445,733	$328,981	$1.05	1.150	$1.21	$1.01
2010/11	2,720,465	315,947	0.86	1.147	0.99	1.01
2011/12	2,213,589	310,723	0.71	1.142	0.81	1.02
2012/13	2,101,221	313,335	0.67	1.149	0.77	1.01
2013/14	3,033,760	327,427	0.93	1.139	1.06	1.02
2014/15	4,739,033	346,464	1.37	1.109	1.52	1.05
2015/16	2,634,609	385,124	0.68	1.086	0.74	1.07
2016/17	4,213,435	384,332	1.10	1.063	1.17	1.09
2017/18	4,751,273	384,990	1.23	1.041	1.29	1.11
2018/19	4,570,232	392,092	1.17	1.020	1.19	1.14

(7) Projected 2019/20 a-priori loss rate per $100 of Payroll $1.16

II. Bornhuetter - Ferguson Analysis Based on Limited Paid Losses

Claim Period (1)	Limited Paid Losses 6/30/19 (2)	Percent Losses Paid (3)	Projected A-priori Loss Rate per $100 of Payroll (4)	Payroll (000) (5)	B-F Unpaid Losses [100.0%-(3)] X(4)X(5)X10 (6)	B-F Ultimate Limited Paid Losses (2)+(6) (7)
2014/15	$3,680,835	75.5%	$1.05	$346,464	$886,544	$4,567,379
2015/16	1,669,685	68.6%	1.07	385,124	1,288,924	2,958,609
2016/17	2,271,673	57.2%	1.09	384,332	1,792,789	4,064,462
2017/18	2,047,628	43.3%	1.11	384,990	2,428,090	4,475,719
2018/19	759,163	17.7%	1.14	392,092	3,667,852	4,427,015

III. Bornhuetter - Ferguson Analysis Based on Limited Reported Incurred Losses

Claim Period (1)	Limited Reported Incurred Losses 6/30/19 (2)	Percent Losses Reported (3)	Projected A-priori Loss Rate per $100 of Payroll (4)	Payroll (000) (5)	B-F Unreported Losses [100.0%-(3)] X(4)X(5)X10 (6)	B-F Ultimate Limited Reported Losses (2)+(6) (7)
2014/15	$4,322,767	90.7%	$1.05	$346,464	$338,524	$4,661,292
2015/16	2,249,766	86.3%	1.07	385,124	561,872	2,811,638
2016/17	3,268,619	77.8%	1.09	384,332	930,998	4,199,616
2017/18	3,299,447	69.4%	1.11	384,990	1,309,394	4,608,842
2018/19	2,021,585	44.1%	1.14	392,092	2,491,334	4,512,919

Section I, (2) is from Exhibit WC-6.

Section I, (3), Section II, (5) and Section III, (5) are from Exhibit WC-10.

Section I, (5) is from Exhibit WC-14 and adjusted for change in retention.

Section I, (7) is based on Section I, (6) and actuarial judgment.

Sections II and III, (2) are from Exhibit WC-1.

Sections II and III, (3) are from Exhibit WC-2.

Sections II and III, (4) are from Section I, (8).

Frequency Times Severity Analysis

I. Projected Ultimate Claims

Claim Period (1)	Months of Development 6/30/19 (2)	Reported Claims 6/30/19 (3)	Percent Claims Reported (4)	Projected Ultimate Claims (3)/(4) (5)	Payroll (000) (6)	Frequency (per $1M of Payroll) (5)/(6)X1,000 (7)
2009/10	120.0	498	100.0%	498	$328,981	1.51
2010/11	108.0	502	100.0%	502	315,947	1.59
2011/12	96.0	462	100.0%	462	310,723	1.49
2012/13	84.0	447	100.0%	447	313,335	1.43
2013/14	72.0	421	100.0%	421	327,427	1.29
2014/15	60.0	461	100.0%	461	346,464	1.33
2015/16	48.0	409	100.0%	409	385,124	1.06
2016/17	36.0	394	99.8%	395	384,332	1.03
2017/18	24.0	413	99.3%	416	384,990	1.08
2018/19	12.0	397	96.4%	412	392,092	1.05

II. Frequency Times Severity

Claim Period (1)	Preliminary Projected Ultimate Limited Losses (2)	Projected Ultimate Claims (3)	Average Severity (2)/(3) (4)	Severity Trend (2019/20 = 1.000) (5)	Trended Average Claim Severity (4)X(5) (6)	De-Trended Projected 2019/20 Average Claim Severity (7)/(5) (8)	Frequency Times Severity (3)X(8) (9)
2009/10	$3,445,733	498	$6,919	1.546	$10,698	$7,283	$3,626,720
2010/11	2,720,465	502	5,419	1.496	8,109	7,525	3,777,429
2011/12	2,213,589	462	4,791	1.447	6,932	7,783	3,595,755
2012/13	2,101,221	447	4,701	1.413	6,642	7,969	3,562,331
2013/14	3,033,760	421	7,206	1.360	9,799	8,281	3,486,120
2014/15	4,739,033	461	10,280	1.286	13,220	8,756	4,036,558
2015/16	2,634,609	409	6,442	1.222	7,873	9,213	3,768,097
2016/17	4,213,435	395	10,667	1.162	12,395	9,690	3,827,465
2017/18	4,751,273	416	11,421	1.105	12,619	10,191	4,239,555
2018/19	4,570,232	412	11,093	1.051	11,654	10,718	4,415,679
	(7) Projected 2019/20 average claim severity				$11,260		

Section I, (3) is from Exhibit WC-1.

Section I, (4) is from Exhibit WC-2.

Section I, (6) is from Exhibit WC-10.

Section II, (2) is from Exhibit WC-6.

Section II, (3) is from Section I, (5).

Section II, (5) is from Exhibit WC-14 and adjusted for change in retention.

Section II, (7) is based on (6) and actuarial judgment.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Projected Ultimate Limited Losses to 2018/19

Claim Period (1)	Developed Limited Paid Losses (2)	Developed Limited Reported Incurred Losses (3)	Developed Limited Case Reserves (4)	B-F Ultimate Limited Paid Losses (5)	B-F Ultimate Limited Reported Losses (6)	Frequency Times Severity (7)	Projected Ultimate Limited Losses (8)
to 1999/00	$23,185,055	$23,584,135	$23,641,146				$23,641,000
2000/01	5,847,937	5,762,374	5,748,131				5,748,000
2001/02	7,089,236	6,874,989	6,835,662				6,836,000
2002/03	6,168,703	6,105,539	6,093,297				6,093,000
2003/04	4,317,994	4,138,664	4,103,174				4,103,000
2004/05	3,440,278	3,482,754	3,490,954				3,491,000
2005/06	3,425,264	3,367,633	3,356,930				3,357,000
2006/07	4,047,620	3,872,736	3,841,277				3,841,000
2007/08	3,436,323	3,319,454	3,299,568				3,300,000
2008/09	2,355,326	2,207,535	2,181,116				2,181,000
2009/10	3,725,176	3,488,173	3,445,733				3,446,000
2010/11	3,059,626	2,775,798	2,720,465				2,720,000
2011/12	2,403,814	2,247,545	2,209,816				2,214,000
2012/13	2,305,315	2,141,508	2,091,149				2,101,000
2013/14	2,887,895	3,003,535	3,046,714				3,034,000
2014/15	4,874,362	4,768,626	4,719,304	4,567,379	4,661,292	4,036,558	4,739,000
2015/16	2,432,197	2,605,902	2,698,057	2,958,609	2,811,638	3,768,097	2,635,000
2016/17	3,970,920	4,202,502	4,345,625	4,064,462	4,199,616	3,827,465	4,213,000
2017/18	4,724,658	4,751,196	4,764,657	4,475,719	4,608,842	4,239,555	4,662,000
2018/19	4,291,614	4,584,948	4,694,825	4,427,015	4,512,919	4,415,679	4,498,000

(2) is from Exhibit WC-3.

(3) is from Exhibit WC-4.

(4) is from Exhibit WC-5.

(5) and (6) are from Exhibit WC-7.

(7) is from Exhibit WC-8.

(8) is based on (2) to (7) and actuarial judgment.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Projected Ultimate Limited Losses for 2019/20 and Subsequent

Claim Period (1)	Projected Ultimate Limited Losses (2)	Payroll (000) (3)	Limited Loss Rate per $100 of Payroll (2)/(3)/10 (4)	Loss Rate Trend (2019/20 = 1.000) (5)	Trended Limited Loss Rate per $100 of Payroll (4)X(5) (6)
2009/10	$3,446,000	$328,981	$1.05	1.150	$1.21
2010/11	2,720,000	315,947	0.86	1.147	0.99
2011/12	2,214,000	310,723	0.71	1.142	0.81
2012/13	2,101,000	313,335	0.67	1.149	0.77
2013/14	3,034,000	327,427	0.93	1.139	1.06
2014/15	4,739,000	346,464	1.37	1.109	1.52
2015/16	2,635,000	385,124	0.68	1.086	0.74
2016/17	4,213,000	384,332	1.10	1.063	1.17
2017/18	4,662,000	384,990	1.21	1.041	1.26
2018/19	4,498,000	392,092	1.15	1.020	1.17
Total	$34,262,000	$3,489,414	$0.98		$1.07

Claim Period (1)	Projected Limited Loss Rate per $100 of Payroll (7)	Projected Payroll (000) (8)	Projected Ultimate Limited Losses (7)X(8)X10 (9)	Present Value Factor (10)	Present Value of Projected Limited Loss Rate per $100 of Payroll (7)X(10) (11)	Present Value of Projected Ultimate Limited Losses (8)X(11)X10 (12)
2019/20	$1.15	$405,204	$4,668,000	0.98	$1.13	$4,570,000
2020/21	1.18	401,613	4,719,000	0.98	1.15	4,620,000

(2) is from Exhibit WC-9.

(3) was provided by the District.

(5) is from Exhibit WC-14 and adjusted for change in retention.

(7) 2019/20 is based on (6) and actuarial judgment.
Other period(s) based on 2019/20 plus the trend in Exhibit WC-14.

(8) to 2020/21 was provided by the District. Other claim periods are based on a 0% trend.

(10) is based on a 0.5% interest rate and the payout pattern in Exhibit WC-2.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Estimated Outstanding Losses as of June 30, 2019

Claim Period (1)	Limited Paid Losses 6/30/19 (2)	Limited Case Reserves 6/30/19 (3)	Limited Reported Incurred Losses 6/30/19 (4)	Projected Ultimate Limited Losses (5)	Estimated IBNR 6/30/19 (5)-(4) (6)	Estimated Outstanding Losses 6/30/19 (3)+(6) (7)	Present Value Factor (8)	Present Value of Estimated Outstanding Losses 6/30/19 (7)X(8) (9)
to 1999/00	$22,293,322	$1,173,479	$23,466,801	$23,641,000	$174,199	$1,347,678	0.99	$1,329,309
2000/01	5,611,793	116,184	5,727,977	5,748,000	20,023	136,207	0.98	133,786
2001/02	6,782,620	44,504	6,827,124	6,836,000	8,876	53,380	0.98	52,242
2002/03	5,878,386	178,587	6,056,974	6,093,000	36,026	214,613	0.98	209,404
2003/04	4,094,306	7,337	4,101,642	4,103,000	1,358	8,695	0.97	8,463
2004/05	3,239,383	208,768	3,448,151	3,491,000	42,849	251,617	0.97	244,508
2005/06	3,199,649	131,195	3,330,844	3,357,000	26,156	157,351	0.97	152,691
2006/07	3,751,003	75,599	3,826,602	3,841,000	14,398	89,997	0.97	87,188
2007/08	3,152,973	123,661	3,276,635	3,300,000	23,365	147,026	0.97	142,277
2008/09	2,129,175	43,366	2,172,541	2,181,000	8,459	51,825	0.97	50,155
2009/10	3,307,953	114,658	3,422,611	3,446,000	23,389	138,047	0.97	133,615
2010/11	2,663,671	46,403	2,710,074	2,720,000	9,926	56,329	0.97	54,510
2011/12	2,041,688	130,915	2,172,603	2,214,000	41,397	172,312	0.97	166,759
2012/13	1,900,997	138,513	2,039,510	2,101,000	61,490	200,003	0.97	193,569
2013/14	2,289,809	514,582	2,804,391	3,034,000	229,609	744,191	0.97	720,600
2014/15	3,680,835	641,932	4,322,767	4,739,000	416,233	1,058,165	0.97	1,025,075
2015/16	1,669,685	580,080	2,249,766	2,635,000	385,234	965,314	0.97	937,577
2016/17	2,271,673	996,946	3,268,619	4,213,000	944,381	1,941,327	0.97	1,892,295
2017/18	2,047,628	1,251,819	3,299,447	4,662,000	1,362,553	2,614,372	0.98	2,553,334
2018/19	759,163	1,262,422	2,021,585	4,498,000	2,476,415	3,738,837	0.98	3,663,341
Total	$82,765,713	$7,780,952	$90,546,665	$96,853,000	$6,306,336	$14,087,286		$13,750,698

(2), (3) and (4) are net of specific self-insured retention and aggregate retention.

(5) is from Exhibit WC-9.

(8) is based on a 0.5% interest rate and the payout pattern in Exhibit WC-2.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Projected Losses Paid July 1, 2019 to June 30, 2020

Claim Period (1)	Months of Development 6/30/19 (2)	Percent Losses Paid (3)	Months of Development 6/30/20 (4)	Percent Losses Paid (5)	Percent Outstanding Losses Paid 7/1/19 to 6/30/20 [(5)-(3)]/ [100.0%-(3)] (6)	Estimated Outstanding Losses 6/30/19 (7)	Projected Losses Paid (6)X(7) (8)	Estimated Outstanding Losses 6/30/20 (7)-(8) (9)	Present Value Factor (10)	Present Value of Estimated Outstanding Losses 6/30/20 (9)X(10) (11)
to 1999/00	240.0	96.2%	252.0	97.3%	30.0%	$1,347,678	$404,303	$943,375	0.99	$930,643
2000/01	228.0	96.0%	240.0	96.2%	4.8%	136,207	6,474	129,733	0.99	127,965
2001/02	216.0	95.7%	228.0	96.0%	6.6%	53,380	3,542	49,838	0.98	48,952
2002/03	204.0	95.3%	216.0	95.7%	8.1%	214,613	17,382	197,231	0.98	193,026
2003/04	192.0	94.8%	204.0	95.3%	9.2%	8,695	796	7,899	0.98	7,707
2004/05	180.0	94.2%	192.0	94.8%	11.3%	251,617	28,401	223,216	0.97	217,259
2005/06	168.0	93.4%	180.0	94.2%	11.3%	157,351	17,852	139,499	0.97	135,558
2006/07	156.0	92.7%	168.0	93.4%	10.1%	89,997	9,105	80,892	0.97	78,496
2007/08	144.0	91.8%	156.0	92.7%	11.1%	147,026	16,360	130,666	0.97	126,588
2008/09	132.0	90.4%	144.0	91.8%	14.1%	51,825	7,319	44,506	0.97	43,068
2009/10	120.0	88.8%	132.0	90.4%	14.3%	138,047	19,701	118,346	0.97	114,532
2010/11	108.0	87.1%	120.0	88.8%	13.5%	56,329	7,579	48,750	0.97	47,185
2011/12	96.0	84.9%	108.0	87.1%	14.1%	172,312	24,288	148,024	0.97	143,244
2012/13	84.0	82.5%	96.0	84.9%	14.1%	200,003	28,211	171,792	0.97	166,256
2013/14	72.0	79.3%	84.0	82.5%	15.3%	744,191	113,967	630,224	0.97	609,951
2014/15	60.0	75.5%	72.0	79.3%	15.4%	1,058,165	163,169	894,996	0.97	866,624
2015/16	48.0	68.6%	60.0	75.5%	21.9%	965,314	211,377	753,937	0.97	730,361
2016/17	36.0	57.2%	48.0	68.6%	26.7%	1,941,327	519,060	1,422,267	0.97	1,381,401
2017/18	24.0	43.3%	36.0	57.2%	24.5%	2,614,372	639,905	1,974,467	0.97	1,924,598
2018/19	12.0	17.7%	24.0	43.3%	31.2%	3,738,837	1,165,101	2,573,736	0.98	2,513,647
2019/20	0.0	0.0%	12.0	17.7%	17.7%	4,668,000	825,744	3,842,256	0.98	3,764,671
Total						$18,755,286	$4,229,636	$14,525,650		$14,171,732

(3) and (5) are from Exhibit WC-2.

(7) to 2018/19 is from Exhibit WC-11. The amount for 2019/20 is from Exhibit WC-10.

(10) is based on a 0.5% interest rate and the payout pattern in Exhibit WC-2.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Projected Losses Paid July 1, 2020 to June 30, 2021

Claim Period (1)	Months of Development 6/30/20 (2)	Percent Losses Paid (3)	Months of Development 6/30/21 (4)	Percent Losses Paid (5)	Percent Outstanding Losses Paid 7/1/20 to 6/30/21 [(5)-(3)]/ [100.0%-(3)] (6)	Estimated Outstanding Losses 6/30/20 (7)	Projected Losses Paid (6)X(7) (8)	Estimated Outstanding Losses 6/30/21 (7)-(8) (9)	Present Value Factor (10)	Present Value of Estimated Outstanding Losses 6/30/21 (9)X(10) (11)
to 1999/00	252.0	97.3%	264.0	98.1%	30.0%	$943,375	$283,013	$660,362	0.99	$651,577
2000/01	240.0	96.2%	252.0	97.3%	30.0%	129,733	38,920	90,813	0.99	89,587
2001/02	228.0	96.0%	240.0	96.2%	4.8%	49,838	2,369	47,469	0.99	46,822
2002/03	216.0	95.7%	228.0	96.0%	6.6%	197,231	13,089	184,142	0.98	180,869
2003/04	204.0	95.3%	216.0	95.7%	8.1%	7,899	640	7,259	0.98	7,104
2004/05	192.0	94.8%	204.0	95.3%	9.2%	223,216	20,428	202,788	0.98	197,866
2005/06	180.0	94.2%	192.0	94.8%	11.3%	139,499	15,746	123,753	0.97	120,450
2006/07	168.0	93.4%	180.0	94.2%	11.3%	80,892	9,178	71,714	0.97	69,688
2007/08	156.0	92.7%	168.0	93.4%	10.1%	130,666	13,219	117,447	0.97	113,969
2008/09	144.0	91.8%	156.0	92.7%	11.1%	44,506	4,952	39,554	0.97	38,319
2009/10	132.0	90.4%	144.0	91.8%	14.1%	118,346	16,713	101,633	0.97	98,350
2010/11	120.0	88.8%	132.0	90.4%	14.3%	48,750	6,957	41,793	0.97	40,446
2011/12	108.0	87.1%	120.0	88.8%	13.5%	148,024	19,916	128,108	0.97	123,995
2012/13	96.0	84.9%	108.0	87.1%	14.1%	171,792	24,214	147,578	0.97	142,813
2013/14	84.0	82.5%	96.0	84.9%	14.1%	630,224	88,895	541,329	0.97	523,884
2014/15	72.0	79.3%	84.0	82.5%	15.3%	894,996	137,062	757,934	0.97	733,553
2015/16	60.0	75.5%	72.0	79.3%	15.4%	753,937	116,257	637,680	0.97	617,465
2016/17	48.0	68.6%	60.0	75.5%	21.9%	1,422,267	311,436	1,110,831	0.97	1,076,094
2017/18	36.0	57.2%	48.0	68.6%	26.7%	1,974,467	527,921	1,446,546	0.97	1,404,982
2018/19	24.0	43.3%	36.0	57.2%	24.5%	2,573,736	629,958	1,943,778	0.97	1,894,684
2019/20	12.0	17.7%	24.0	43.3%	31.2%	3,842,256	1,197,329	2,644,927	0.98	2,583,176
2020/21	0.0	0.0%	12.0	17.7%	17.7%	4,719,000	834,766	3,884,234	0.98	3,805,802
Total						$19,244,650	$4,312,978	$14,931,672		$14,561,495

(3) and (5) are from Exhibit WC-2.

(7) to 2019/20 is from Exhibit WC-12, (9). The amount for 2020/21 is from Exhibit WC-10.

(10) is based on a 0.5% interest rate and the payout pattern in Exhibit WC-2.

Loss Rate and Severity Trend

I. Benefit Level Changes

Effecitive Date (1)	Benefit Level Change (2)	Cumulative Benefit Level Change (3)
01/01/10	1.001	1.001
01/01/11	0.987	0.988
01/01/12	0.982	0.970
01/01/13	0.967	0.938
01/01/14	1.012	0.949
01/01/15	1.001	0.950
01/01/16	1.002	0.952
01/01/17	1.000	0.952
01/01/18	1.002	0.954

II. Loss Rate and Severity Trend

Claim Period (1)	Benefit Trend (2019/20 = 1.000) (2)	Residual Trend (2019/20 = 1.000) (3)	Retention Index (2019/20 = 1.000) (4)	Loss Rate Trend (2019/20 = 1.000) (2)X(3)X(4) (5)	Wage Trend (2019/20 = 1.000) (6)	Severity Trend (2019/20 = 1.000) (5)X(6) (7)
2009/10	0.953	1.219	0.990	1.150	1.344	1.546
2010/11	0.960	1.195	1.000	1.147	1.305	1.496
2011/12	0.975	1.172	1.000	1.142	1.267	1.447
2012/13	1.000	1.149	1.000	1.149	1.230	1.413
2013/14	1.011	1.126	1.000	1.139	1.194	1.360
2014/15	1.005	1.104	1.000	1.109	1.159	1.286
2015/16	1.003	1.082	1.000	1.086	1.126	1.222
2016/17	1.002	1.061	1.000	1.063	1.093	1.162
2017/18	1.001	1.040	1.000	1.041	1.061	1.105
2018/19	1.000	1.020	1.000	1.020	1.030	1.051
2019/20	1.000	1.000	1.000	1.000	1.000	1.000
2020/21	1.000	0.980	1.000	0.980	0.971	0.952

Section I, (2) and (3) reflect data published by the NCCI.

Section II, (2) is based on Section I, (2).

Section II, (3) is based on 2% trend per actuarial judgment.

Section II, (4) is based on industry statistics and actuarial judgment.

Section II, (6) is based on 3% trend.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

List of Large Claims
Reported Incurred Losses Greater Than $250,000

Claim Number (1)	Date of Loss (2)	Claim Period (3)	Specific Self-Insured Retention (4)	Unlimited Paid Losses 6/30/19 (5)	Unlimited Case Reserves 6/30/19 (6)	Unlimited Reported Incurred Losses 6/30/19 (7)
SUSD-000010	12/19/86	to 1999/00	Unlimited	$294,839	$9,324	$304,164
SUSD-000015	12/14/88	to 1999/00	Unlimited	327,763	0	327,763
SUSD-000017	05/31/89	to 1999/00	Unlimited	304,444	0	304,444
SUSD-000019	12/01/89	to 1999/00	Unlimited	259,829	19,435	279,263
SUSD-000024	09/25/90	to 1999/00	Unlimited	284,391	0	284,391
SUSD-000026	03/01/91	to 1999/00	Unlimited	509,097	0	509,097
SUSD-000035	07/27/92	to 1999/00	Unlimited	519,552	136,872	656,424
SUSD-000036	08/04/92	to 1999/00	Unlimited	263,530	0	263,530
SUSD-000060	02/27/95	to 1999/00	Unlimited	855,420	128,570	983,990
SUSD-000070	01/30/96	to 1999/00	Unlimited	268,821	0	268,821
SUSD-000076	06/30/96	to 1999/00	Unlimited	356,606	0	356,606
SUSD-000112	08/21/97	to 1999/00	Unlimited	498,342	0	498,342
SUSD-000140	11/24/97	to 1999/00	Unlimited	429,606	36,417	466,023
SUSD-000147	01/05/98	to 1999/00	Unlimited	244,571	15,426	259,997
SUSD-000185	05/01/98	to 1999/00	Unlimited	393,357	27,322	420,679
SUSD-000207	06/22/98	to 1999/00	Unlimited	408,465	0	408,465
SUSD-000314	05/01/99	to 1999/00	Unlimited	508,237	38,603	546,840
SUSD-000321	05/13/99	to 1999/00	Unlimited	390,497	0	390,497
SUSD-000353	09/07/99	to 1999/00	Unlimited	691,307	0	691,307
SUSD-000544	05/05/00	to 1999/00	Unlimited	282,669	0	282,669
SUSD-000578	06/02/00	to 1999/00	Unlimited	1,101,730	646,092	1,747,822
SUSD-000770	10/25/00	2000/01	Unlimited	257,420	0	257,420
SUSD-001118	04/20/01	2000/01	Unlimited	370,230	0	370,230
SUSD-001154	05/04/01	2000/01	Unlimited	289,712	9,191	298,902
SUSD-001877	04/11/02	2001/02	Unlimited	257,856	0	257,856
SUSD-001885	04/15/02	2001/02	Unlimited	1,445,916	0	1,445,916
SUSD-001906	04/24/02	2001/02	Unlimited	298,568	0	298,568
SUSD-001981	05/22/02	2001/02	Unlimited	276,832	0	276,832
SUSD-002245	10/05/02	2002/03	Unlimited	302,189	0	302,189
SUSD-002393	12/11/02	2002/03	Unlimited	268,350	0	268,350
SUSD-002418	01/07/03	2002/03	Unlimited	350,347	78,162	428,508
SUSD-002449	01/17/03	2002/03	Unlimited	205,579	67,851	273,430
SUSD-002605	04/02/03	2002/03	Unlimited	318,762	0	318,762
SUSD-003019	11/25/03	2003/04	Unlimited	301,136	0	301,136
SUSD-003407	07/26/04	2004/05	Unlimited	336,302	199,226	535,528
SUSD-003442	08/26/04	2004/05	Unlimited	265,656	0	265,656
SUSD-003848	06/15/05	2004/05	Unlimited	267,989	0	267,989
SUSD-003874	07/25/05	2005/06	Unlimited	297,916	0	297,916
SUSD-003915	08/24/05	2005/06	Unlimited	378,531	0	378,531
SUSD-004195	04/08/06	2005/06	Unlimited	186,975	68,380	255,355
SUSD-004473	10/18/06	2006/07	Unlimited	1,303,896	0	1,303,896
SUSD-004583	01/16/07	2006/07	Unlimited	442,233	44,314	486,548
SUSD-005265	05/19/08	2007/08	Unlimited	381,251	42,764	424,015
SUSD-005869	06/18/09	2008/09	Unlimited	277,788	27,196	304,984
SUSD-005882	09/03/09	2009/10	Unlimited	405,047	0	405,047
SUSD-006190	04/14/10	2009/10	1,000,000	244,423	56,156	300,579
SUSD-006277	08/31/10	2010/11	1,000,000	331,237	0	331,237
SUSJ-008568	06/01/14	2013/14	1,000,000	159,378	210,125	369,503
SUSD-008184	07/02/14	2014/15	1,000,000	276,257	48,963	325,220
SUSJ-008236	09/05/14	2014/15	1,000,000	229,995	62,284	292,279
SUSJ-008275	09/29/14	2014/15	1,000,000	167,646	119,506	287,152
SUSJ-009821	05/03/18	2017/18	1,000,000	116,572	153,889	270,462

Amounts are gross of excess insurance and net of other recoveries.

(1) through (7) were provided by the District.

SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Size of Loss Distribution

I. Reported Claim Count

Claim Size (1)	Prior (2)	2014/15 (3)	2015/16 (4)	2016/17 (5)	2017/18 (6)	2018/19 (7)	Total (2)…(7) (8)	Non-Zero Claim Cumulative Total (9)	Non-Zero Claim Cumulative % of Total (10)
0	1,414	136	121	95	48	96	1,910		
0.01 - 5,000	5,567	245	219	226	286	226	6,769	6,769	81.2%
5,000 - 10,000	290	22	20	15	18	21	386	7,155	85.8%
10,000 - 25,000	313	19	24	21	24	29	430	7,585	91.0%
25,000 - 50,000	221	14	11	17	18	17	298	7,883	94.6%
50,000 - 100,000	177	13	12	14	13	8	237	8,120	97.4%
100,000 - 250,000	141	9	2	6	5	0	163	8,283	99.4%
250,000 - 500,000	39	3	0	0	1	0	43	8,326	99.9%
500,000 - 750,000	5	0	0	0	0	0	5	8,331	100.0%
750,000 - 1,000,000	1	0	0	0	0	0	1	8,332	100.0%
Over 1,000,000	3	0	0	0	0	0	3	8,335	100.0%
Total	8,171	461	409	394	413	397	10,245	8,335	

II. Total Reported Incurred Losses

Claim Size (1)	Prior (2)	2014/15 (3)	2015/16 (4)	2016/17 (5)	2017/18 (6)	2018/19 (7)	Total (2)…(7) (8)	Non-Zero Claim Cumulative Total (9)	Non-Zero Claim Cumulative % of Total (10)
0	$0	$0	$0	$0	$0	$0	$0		
0.01 - 5,000	4,695,121	253,399	276,885	295,728	359,258	296,327	6,176,719	6,176,719	6.8%
5,000 - 10,000	1,971,702	155,735	140,141	97,324	124,277	136,981	2,626,160	8,802,879	9.7%
10,000 - 25,000	5,242,036	303,796	390,283	336,118	394,776	457,244	7,124,253	15,927,132	17.6%
25,000 - 50,000	7,914,726	504,103	419,084	628,896	628,525	545,379	10,640,714	26,567,846	29.3%
50,000 - 100,000	12,749,132	1,008,477	808,114	1,018,733	919,800	585,654	17,089,911	43,657,756	48.2%
100,000 - 250,000	21,535,746	1,192,605	215,258	891,819	602,350	0	24,437,778	68,095,535	75.2%
250,000 - 500,000	12,855,196	904,652	0	0	270,462	0	14,030,309	82,125,844	90.7%
500,000 - 750,000	2,939,196	0	0	0	0	0	2,939,196	85,065,040	93.9%
750,000 - 1,000,000	983,990	0	0	0	0	0	983,990	86,049,030	95.0%
Over 1,000,000	4,497,635	0	0	0	0	0	4,497,635	90,546,665	100.0%
Total	$75,384,480	$4,322,767	$2,249,766	$3,268,619	$3,299,447	$2,021,585	$90,546,665	$90,546,665	

Amounts are gross of excess insurance and net of other recoveries.

Data was provided by the District.

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SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Loss Distribution by Type

I. Claim Counts and Incurred Losses

	Reported Claims 6/30/19			Unlimited Reported Incurred Losses 6/30/19				
					Claims w/ Indemnity			
Claim Period (1)	Medical Only (2)	Claims w/ Indemnity (3)	Total (2)…(3) (4)	Medical Only (5)	Indemnity (6)	Medical (7)	Expense (8)	Total (5)…(8) (9)
2009/10	382	116	498	$268,250	$1,134,748	$1,221,495	$798,117	$3,422,611
2010/11	349	153	502	204,305	821,658	1,100,569	583,542	2,710,074
2011/12	343	119	462	167,427	757,341	769,388	485,948	2,180,103
2012/13	305	142	447	141,319	663,359	633,634	601,198	2,039,510
2013/14	281	140	421	133,577	1,056,721	991,415	622,679	2,804,391
2014/15	284	177	461	120,380	1,437,089	1,784,605	980,694	4,322,767
2015/16	249	160	409	136,100	609,040	970,588	534,038	2,249,766
2016/17	232	162	394	141,464	1,114,036	1,414,102	599,017	3,268,619
2017/18	236	177	413	197,448	906,188	1,531,336	664,476	3,299,447
2018/19	274	123	397	253,369	434,443	867,777	465,997	2,021,585
Total	2,935	1,469	4,404	$1,763,637	$8,934,621	$11,284,909	$6,335,706	$28,318,873

II. Percentages

	Reported Claims 6/30/19			Unlimited Reported Incurred Losses 6/30/19				
					Claims w/ Indemnity			
Claim Period (1)	Medical Only (2)/(4) (10)	Claims w/ Indemnity (3)/(4) (11)	Total (10)…(11) (12)	Medical Only (5)/(9) (13)	Indemnity (6)/(9) (14)	Medical (7)/(9) (15)	Expense (8)/(9) (16)	Total (13)…(16) (17)
2009/10	76.7%	23.3%	100.0%	7.8%	33.2%	35.7%	23.3%	100.0%
2010/11	69.5%	30.5%	100.0%	7.5%	30.3%	40.6%	21.5%	100.0%
2011/12	74.2%	25.8%	100.0%	7.7%	34.7%	35.3%	22.3%	100.0%
2012/13	68.2%	31.8%	100.0%	6.9%	32.5%	31.1%	29.5%	100.0%
2013/14	66.7%	33.3%	100.0%	4.8%	37.7%	35.4%	22.2%	100.0%
2014/15	61.6%	38.4%	100.0%	2.8%	33.2%	41.3%	22.7%	100.0%
2015/16	60.9%	39.1%	100.0%	6.0%	27.1%	43.1%	23.7%	100.0%
2016/17	58.9%	41.1%	100.0%	4.3%	34.1%	43.3%	18.3%	100.0%
2017/18	57.1%	42.9%	100.0%	6.0%	27.5%	46.4%	20.1%	100.0%
2018/19	69.0%	31.0%	100.0%	12.5%	21.5%	42.9%	23.1%	100.0%
Total	66.6%	33.4%	100.0%	6.2%	31.6%	39.8%	22.4%	100.0%

Data was provided by the District. Medical Only includes claims with claim type of Medical Only, First Aid or Records Only.

13. REGULAR AGENDA - ACTION ITEMS

Subject	**13.2 Approval of Memorandum of Understanding with Santa Ana School Educators' Association Regarding 2019-2020 and 2020-2021 Extended Day Kindergarten and Extended Day Transitional Kindergarten Pilot Program**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Recommended Action	Approve the Memorandum of Understanding with the Santa Ana Educators Association (SAEA) regarding the 2019-2020 and 2020-2021 Extended Day Kindergarten and Extended Day Transitional Kindergarten Pilot Program.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.2 - Ensure effective and efficient emergency response and preparedness SERVICES 3.07018 Human Resources Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Memorandum of Understanding with Santa Ana School Educators' Association Regarding 2019-2020 and 2020-2021 Extended Day Kindergarten and Extended Day Transitional Kindergarten Pilot Program

ITEM: Action

SUBMITTED BY: Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources

PREPARED BY: Tom Stekol, Ed.D., Deputy Superintendent, Administrative Services

ITEM SUMMARY:

- Three (3) release days per year for each Kindergarten / Transitional Kindergarten teacher.
- Establishment of Extended Day Kinder Committee to facilitate the transition to extended day.
- The pilot program will terminate on June 30, 2021.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of a Memorandum of Understanding (MOU) with the Santa Ana Educators Association (SAEA) regarding the 2019-2020 and 2020-2021 Extended Day Kindergarten and Extended Day Transitional Kindergarten Pilot Program.

RATIONALE:

This MOU establishes an Extended Day Kinder Committee that shall meet four (4) times per year to discuss options related to schedules, support and total instructional minutes to facilitate the transition to extended day. In the first year of implementation, the District will commence with an instructional model consisting of instructional minutes for kindergarten and transitional kindergarten students not in excess of 50,400 instructional minutes, or as prescribed by the State of California. The District will provide three (3) release days per year for each Kindergarten/Transitional Kindergarten teacher for the purpose of facilitating student assessment and data collection as a pilot program. The pilot program will terminate on June 30, 2021.

The MOU is attached.

FUNDING:

Pending

RECOMMENDATION:
Approve the Memorandum of Understanding with the Santa Ana Educators Association (SAEA) regarding the 2019-2020 and 2020-2021 Extended Day Kindergarten and Extended Day Transitional Kindergarten Pilot Program.

HDM: gg

File Attachments
SAUSD SAEA TK-K MOU.pdf (118 KB)

MEMORANDUM OF UNDERSTANDING

BETWEEN

SANTA ANA UNIFIED SCHOOL DISTRICT

AND

SANTA ANA EDUCATORS' ASSOCIATION

April 26, 2019

The purpose of this MOU is to facilitate the expeditious settlement of issues related to salary, benefits and work hours without foreclosing either party's ability to negotiate all other articles of the SAUSD-SAEA Collective Bargaining Agreement. Both parties have reached tentative agreement on Article 7 concerning salary, Article 15 concerning health benefits and Article 8 in order to facilitate the immediate implementation of extended day kindergarten commencing with the 2019-2020 school year. Subject to union ratification and Board adoption, these Articles shall be incorporated into the Collective Bargaining Agreement. The negotiation of this tentative agreement, subsequent ratification and adoption shall not foreclose the ability of either party to continue bargaining over other articles initially proposed and sunshined as part of the negotiation of a 2019-2022 Successor Agreement. It is acknowledged and understood that the agreed-upon terms pertaining to extended day kindergarten shall supersede any and all other articles and memoranda of understanding pertaining to the instructional schedules and duties of kindergarten teachers currently incorporated into the Collective Bargaining Agreement, with the exception of Article 8.2.10.

The parties also agree to establish an Extended Day Kinder Committee to consist of three (3) District-appointed representatives and three (3) SAEA representatives appointed by the SAEA President. The Committee shall meet four (4) times per year to discuss issues related to the implementation of Extended Day Kindergarten and Extended Day Transitional Kindergarten in the 2019-20 and 2020-21 school years. In the first year of implementation, the District will commence with an instructional model consisting of instructional minutes for kindergarten and transitional kindergarten students not in excess of 50,400 instructional minutes, or as prescribed by the State of California. The Committee may discuss options related to schedules, support and total instructional minutes to facilitate the transition to extended day.

For the 2019-20 and 2020-2021 school years, the District will provide three (3) release days per year for each kindergarten/TK teacher for the purpose of facilitating student assessment and data collection as a pilot program. The pilot program will terminate on June 30, 2021.

Tom Stekol	4-26-19	Susan Mercer	4/26/19
Tom Stekol, Ed.D.	Date	Susan Mercer	Date
Deputy Superintendent		Bargaining Chair	
Santa Ana Unified School District		Santa Ana Educators' Association	

13. REGULAR AGENDA - ACTION ITEMS

Subject	**13.3 Approval of Memorandum of Understanding with California School Employees Association, Chapter 41 Regarding Secure Storage Space**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Recommended Action	Approve the Memorandum of Understanding with the California School Employees Association, Chapter 41 regarding secure storage space.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.2 - Ensure effective and efficient emergency response and preparedness SERVICES 3.07018 Human Resources Services

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Memorandum of Understanding with California School Employees Association, Chapter 41 Regarding Secure Storage Space

ITEM: Action

SUBMITTED BY: Hiacynth D. Martinez, Ed.D., Assistant Superintendent, Human Resources

ITEM SUMMARY:

- Secure storage space addresses current concerns regarding a lack of storage space for personal items.
- Installation of secure storage space will be completed in three phases, with half of the installation completed by June 30, 2020 and the remaining half of the installation completed by June 30, 2021.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of a Memorandum of Understanding (MOU) with California School Employees Association, Chapter 41 (CSEA) regarding secure storage space. This MOU is applicable to all classified unit members at predetermined District sites in the following classifications; Custodial, Grounds, Athletic Grounds, After School Instructional Providers/Site Coordinators, Activity Monitors, District Safety Officers, Paraprofessionals and Nutrition Services bargaining unit members or other classified unit members deemed necessary and agreed upon by the District and CSEA. If secure storage space is already provided within the work site, then no additional secure storage space is necessary and may not be provided.

RATIONALE:

This MOU addresses current concerns of a need for identified classified unit members to have a secure storage space to store personal items. The District and CSEA recognize this need and agree adequate store space is needed. The installation of secure storage space will be completed in three phases as follows:

- **Phase 1** - The District will perform surveys and assessments to determine location and installation parameters at each District site for secure storage space. If at this assessment the District deems it necessary for classified members to share the secure storage space, the District and CSEA shall meet and confer before implementation and installation begins.

- **Phase 2** – No less than half of the predetermined District sites will have installation of secure storage space for identified classifications completed on or before June 30, 2020.

- **Phase 3** - Remaining predetermined District sites will have installation of secure storage space for identified classifications completed on or before June 30, 2021.

The MOU is attached.

FUNDING:
Not to exceed $350,000.00

RECOMMENDATION:
Approve the Memorandum of Understanding with the California School Employees Association, Chapter 41 regarding secure storage space.

HDM: gg

File Attachments
CSEA SAUSD Secure Storage Space MOU 11-19-19.pdf (187 KB)

Memorandum of Understanding (MOU)
between
Santa Ana Unified School District (SAUSD)
and
California School Employees Association and its Santa Ana Chapter 41 (CSEA)

September 26, 2019

SAUSD and CSEA recognize there is a need to provide adequate secure storage space for classified members at their specific sites. The following MOU shall address current concerns. If additional concerns transpire during any of the implementation phases, SAUSD and CSEA agree to meet and confer to discuss resolutions to said concerns.

1. District shall implement the process for installing appropriate secure storage space for identified classifications, at their respective District sites, in three Phases.
2. Dimensions to be used for the secure storage space are not fixed but shall be adequate to store personal items the size of an average student backpack.
3. Phase one shall be the District performing surveys and assessments to determine the location and installation parameters at each District site for secure storage space.
    a. If at this assessment SAUSD deems it necessary for classified members to share the secure storage space, SAUSD and CSEA shall meet and confer before implementation and installation begins.
4. Phase two shall be the installation of the secure storage space at a predetermined District site for a specific classification (refer to #8) or other classified members as deemed necessary and agreed upon by SAUSD and CSEA.
5. No less than half of the District sites shall have the secure storage space installation completed on or before June 30, 2020.
6. Phase three shall be the installation of the secure storage space at the remaining predetermined District sites for a specific classification (refer to #8) or other classified members as deemed necessary and agreed upon by SAUSD and CSEA.
7. The remaining District sites shall have the secure storage space installation completed on or before June 30, 2021.
8. As of the signing of this MOU, the following classifications have been identified as those with the need for secure storage space.

    a. Custodial (plant, leads, night, etc.)
    b. Grounds
    c. Athletic Grounds

d. After School Instructional Providers/Site Coordinators

e. Activity Monitors

f. District Safety Officers

g. Paraprofessionals

h. Nutrition Services bargaining unit members

9. If a secure storage space is already provided within the work site, then no additional space is necessary and may not be provided.

10. Both SAUSD and CSEA reserve their rights to have additional discussions regarding classifications which request/need secure storage space and, if needed, remove and/or add additional classifications, upon mutual agreement.

11. SAUSD and CSEA agree the secure storage space project costs shall not exceed $350,000.

This Memorandum of Understanding is subject to CSEA Policy 610 requirements and approval by the Santa Ana Unified School District Board of Trustees.

California School Employees Association and its Santa Ana Chapter #41

10/8/19
Ron Lacy, Chapter President

9/26/19
Lazaro Pita, CSEA Chairperson

9/26/19
Patty Cortez, Negotiations Member

9/26/19
Erika Pereyra, Negotiations Member

09-26-2019
Juan Carlos Basurto, Negotiations Member

9/26/19
Dolores Torres, Negotiations Member

9-26-19
Emmanuel Vega, Negotiations Member

9/26/19
Cecilia Lopez, Labor Relations Representative

Santa Ana Unified School District

9/26/19
Dr. Hiacynth Martinez, Asst. Superintendent, H. R.

9/26/19
Sandra McCoy, Director, H. R.

9/26/19
Gabriel Moreno, Negotiations Member

9-26-19
Josh Goddard, Negotiations Member

9/26/19
Jennifer Cisneros, Negotiations Member

9/26/19
Gina Zyburt, Negotiations Member

13. REGULAR AGENDA - ACTION ITEMS

Subject	**13.4 Appointment of SAUSD Superintendent of Schools and Approval of Employment Agreement**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	

AGENDA ITEM BACKUP SHEET

TITLE: Appointment of SAUSD Superintendent of Schools and Approval of Employment Agreement

ITEM: Action

SUBMITTED BY: James C. Romo, Legal Councel

BACKGROUND INFORMATION:
The purpose of this agenda item is to seek appointment of a Superintendent of Schools and approval of an employment agreement

RATIONALE:
Negotiations are ongoing with the Superintendent candidate and Mr. Romo will report on the status of those negotiations. If completed, the Board will be presented with a written employment agreement for its approval.

RECOMMENDATION:
Approve employment of Superintendent of Schools and approval of employment agreeent with SAUSD.

13. REGULAR AGENDA - ACTION ITEMS

Subject	**13.5 Adoption of Resolution No. 19/20-3317 - Intention to Grant Easements for Public Utility Purposes to Southern California Edison for Saddleback High School**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Recommended Action	Adopt Resolution No. 19/20-3317 - Intention to Grant Easement for Public Utility Purposes and Authorize the District to Prepare a Notice of Public Hearing and Hold a Public Hearing to Consider Granting the Easement for Public Utility Purposes.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) SERVICES 3.03003 Maintenance SERVICES 3.03007 Other

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution No. 19/20-3317 - Intention to Grant Easements for Public Utility Purposes to Southern California Edison for Saddleback High School

ITEM: Action

SUBMITTED BY: Orin Williams, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Andy Putney, Director, Construction

ITEM SUMMARY:

- Adopt Resolution No. 19/20-3317 - Intention to Grant Easement for Public Utility Purposes at 2802 S. Flower in Santa Ana, CA, known by the public as Saddleback High School ("Property")
- SCE requires the public utility easement to accommodate the infrastructure upgrade project at the Property
- Pursuant to Education Code § 17556, et seq., a public hearing and adoption of a resolution conveying the proposed easement is required at a subsequent Board Meeting

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 19/20-3317 - Intention to Grant Easements to Southern California Edison ("SCE"). The Santa Ana Unified School District ("District") owns real property located at 2802 S. Flower in Santa Ana, CA, known by the public as Saddleback High School, Santa Ana, California ("Property").

Southern California Edison (SCE) requires an easement to accommodate electrical upgrades at the Property, including to upgrade the new utility service installation ("Easement"). SCE's Easement would enable it to install, construct, operate, and maintain a new 12,000 KVA electrical supply system and associated equipment. District staff has determined that the proposed Easement area will not interfere with future development of the Property.

In order to convey the proposed Easement, the District is required to follow the process set forth in Education Code sections 17556 et seq., which requires the adoption of this resolution of intention to convey **by two-thirds vote of the entire Board**; followed by the circulation of a notice of public hearing; a public hearing; and adoption of a resolution conveying the proposed Easement at a subsequent Board meeting.

An easement agreement setting forth the terms of the Easement between the District and SCE shall be brought for approval at the Board Meeting where the resolution conveying the proposed Easement is considered.

RATIONALE:
Given that the existing electrical utility infrastructure is impeding the construction of future school construction projects ("Projects") and updating the Easement will help accommodate completion of the Projects, staff recommends granting this Easement. The Easement area is not needed for classroom buildings, as the electrical upgrade infrastructure will be located underground, and will not interfere with future development of the Property. Therefore, staff recommends that the Board adopt the Resolution of Intention and authorize the District to prepare a notice of public hearing and hold a public hearing to consider granting the Easement for public utility purposes.

FUNDING:
No fiscal impact.

RECOMMENDATION:
Adopt Resolution No. 19/20-3317 - Intention to Grant Easement for Public Utility Purposes and Authorize the District to Prepare a Notice of Public Hearing and Hold a Public Hearing to Consider Granting the Easement for Public Utility Purposes.

File Attachments
11 19 19 Resolution of Intention to Grant Easement SCE -OHSH 10-31-19.pdf (105 KB)

RESOLUTION NO. 19/20 – 3317

BOARD OF EDUCATION
OF THE SANTA ANA UNIFIED SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA

RESOLUTION OF INTENTION TO GRANT EASEMENT FOR PUBLIC UTILITY PURPOSES TO SOUTHERN CALIFORNIA EDISON FOR SADDLEBACK HIGH SCHOOL

WHEREAS, the Santa Ana Unified School District ("District") is the owner of certain real property located at 2802 S. Flower in Santa Ana, CA, known as Saddleback High School, Santa Ana, California 92707 ("Property"); and

WHEREAS, to accommodate the Modernization Projects ("Projects") at the Property, Southern California Edison ("SCE") requires an easement to install electrical upgrades, including to upgrade the new utility service installation ("Easement"); and

WHEREAS, SCE's Easement would enable it to install, construct, operate, and maintain a 12,000 kilovolt electrical supply system and associated equipment; and

WHEREAS, District staff has independently and in conjunction with SCE considered and determined that the proposed Easement area is not needed for classroom buildings because the infrastructure will be located and installed underground and will not interfere with future development needs for the Property; and

WHEREAS, pursuant to Education Code sections 17556 et seq., the District may dedicate an Easement to SCE, for public utility purposes, upon such terms and conditions as the parties thereto may agree; and

WHEREAS, in order to convey the proposed Easement, pursuant to Education Code sections 17556 et seq., the first step is to pass this Resolution of Intention to convey <u>by two-thirds vote</u> of the entire Governing Board of Education of the Santa Ana Unified School District ("Board"), then notice a public hearing, hold a public hearing; and adopt a resolution conveying the proposed Easement at a subsequent Board meeting; and

WHEREAS, given that the existing electrical utilities are impeding the construction of the Projects, and upgrading the Easement will help accommodate completion of the Projects, and that the Easement areas are not needed for classroom buildings as the electrical upgrade infrastructure will be located underground, and will not interfere with future development of the Property, staff recommends that the Board adopt the Resolution of Intention and authorize the District to prepare a notice of public hearing and hold a public hearing to consider granting the Easement for public utility purposes; and

WHEREAS, an easement agreement setting forth the terms of the Easement between the District and SCE shall be brought for approval at the Board meeting where the resolution conveying the proposed Easement is considered.

NOW, THEREFORE, BE IT RESOLVED, for good and sufficient cause based on the entire record of proceedings, the Santa Ana Unified School District Board of Education ("Board") hereby finds as follows:

A. The Property upon which the Easement is located is not needed for school classroom buildings.

B. The grant would be in the best interest of the District in that by granting the Easement, SCE will be able to upgrade the utilities.

C. The Board authorizes the public hearing for the grant of Easement to be held at its next regularly scheduled Board meeting, currently scheduled for December 17, 2019, at 6:00 p.m.

D. The Co-Interim Superintendents of the District, or their designee, is authorized to cause the notice of the adoption of this Resolution of Intention and the time and place of the public hearing, to be given by publishing copies of the signed resolution in three public places in the District not less than 10 days before the date of the public hearing, and by publishing the notice not less than five days before the date of the public hearing in a newspaper of general circulation within the District or in Orange County.

E. The Co-Interim Superintendents, or their designee, is hereby further authorized to perform all actions and execute all documents necessary to carry out the intent of the Resolution of Intention.

BE IT FURTHER RESOLVED that the Board hereby adopts this Resolution of Intention to convey the Easement in accordance with Education Code sections 17556, et seq.

The foregoing resolution was considered, passed, and adopted by the Board at the District's regular Board meeting of November 19, 2019.

AYES IN FAVOR OF THIS RESOLUTION:	**NOES AGAINST THIS RESOLUTION:**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ABSTAINED: **ABSENT**:

_____ _____

_____ _____

Dated: _____ By: _____

Valerie Amezcua
President, Board of Education
Santa Ana Unified School District

Attest:

_____
Alfonso Alvarez
Clerk, Board of Education
Santa Ana Unified School District

I, Alfonso Alvarez, the Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the foregoing is a true and correct copy of Resolution No. 19/20 – 3317 which was duly adopted by said Board at a regular meeting thereof held on the 19th day of November 2019, and that it was so adopted by the vote indicated above.

13. REGULAR AGENDA - ACTION ITEMS

Subject	**13.6 Adoption of Resolution No. 19/20-3321 – In Support of Assembly Bill 48, Public Preschool, K-12, and College Health and Safety Bond Act of 2020**
Meeting	Nov 19, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Nov 19, 2019
Absolute Date	Nov 19, 2019
Fiscal Impact	No
Budget Source	No fiscal impact.
Recommended Action	Adopt Resolution No. 19/20-3321 – In Support of Assembly Bill 48, Public Preschool, K-12, and College Health and Safety Bond Act of 2020.
Goals	GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all. (BASE) ACTION 3.3 - Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. SERVICES 3.03005 Modernization SERVICES 3.03007 Other

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution No. 19/20-3321 – In Support of Assembly Bill 48, Public Preschool, K-12, and College Health and Safety Bond Act of 2020

ITEM: Action

SUBMITTED BY: Orin Williams, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Jeremy Cogan, Director, Facilities Planning

ITEM SUMMARY:

- Adopt Resolution No. 19/20-3321 – In Support of Assembly Bill 48, Public Preschool, K-12, and College Health and Safety Bond Act of 2020
- The District facility need is approximately $2.3 Billion
- SAUSD would potentially receive millions of dollars in state funding
- Will be placed on the March ballot as Prop 13

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 19/20-3321 – In Support of Assembly Bill (AB) 48, now known as Prop. 13 Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

RATIONALE:

On October 7, 2019, AB 48 was signed into law, placing a State Bond Measure on the March 2020 ballot.

If passed by the California voters, $15 Billion in new bonds will be authorized for California Pre-K-12 public schools, the California community college system, and the UC and CSU systems for capital upgrades and seismic retrofitting. SAUSD stands to gain millions of dollars in funding for projects already submitted to the State's Office of Public School Construction.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Adopt Resolution No. 19/20-3321 – In Support of Assembly Bill 48, Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

File Attachments
11 19 19 Resolution for 2020 AB 48 Support Bond October 2019 2Reso.pdf (107 KB)

RESOLUTION NO. 19/20-3321

BOARD OF EDUCATION
OF THE SANTA ANA UNIFIED SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA

IN SUPPORT OF ASSEMBLY BILL 48, PUBLIC PRESCHOOL, K-12,
AND COLLEGE HEALTH AND SAFETY BOND ACT OF 2020

WHEREAS, the Santa Ana Unified School District has $ 1.2 Billion in facility need which could be partially funded by State matching funds authorized by state bonds; and

WHEREAS, Assembly Bill 48, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, provides for renovation and upgrade of existing classrooms, construction of new classrooms to accommodate growth, Career Technical Education facilities to provide job training to meet the trained workforce needs of California's employers, testing and remediation of lead levels in water at school sites, disaster assistance, replacement of 50-year-old buildings, and assistance for small school districts; and

WHEREAS, the California unemployment rate is greater than the national unemployment rate; and

WHEREAS, 17,000 middle class jobs are created for each $1 billion in school facility infrastructure investment; and

WHEREAS, these jobs will be created throughout California and will include almost all building trades; and

WHEREAS, quality 21st Century school facilities designed for today's and tomorrow's students' needs enhanced academic achievement and further the State's academic goals; and

WHEREAS, Assembly Bill 48, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, will not raise State taxes; and

WHEREAS, Assembly Bill 48 matching funds will reduce the need for additional local property taxes for school facilities.

NOW, THEREFORE BE IT RESOLVED, that the Santa Ana Unified School District supports Assembly Bill 48, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

PASSED AND ADOPTED:
The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of 19th day of November 2019.

Upon motion of Member _____ and duly seconded, the foregoing Resolution was adopted by the following vote:

AYES:
NOES:
ABSENT

STATE OF CALIFORNIA)
) ss:
COUNTY OF _____)

I, Valerie Amezcua, President of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said Board at a regular meeting thereof held on the 19th day of November 2019, and passed by a vote of _____ of said Board.

_____
Valerie Amezcua, President of the Governing Board for the
Santa Ana Unified School District, State of California

I, Alfonso Alvarez, Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said Board at a regular meeting thereof held on the 19th day of November 2019, and passed by a vote of _____ of said Board.

_____
Alfonso Alvarez, Clerk of the Board of Education of the
Santa Ana Unified School District, State of California